THE EFFECT OF NETWORKED MODEL TO CREATIVE THINKING SKILLS IN IV GRADE STUDENTS OF ELEMNTARY SCHOOL

Maria Floresa Fernandez[1),] Maria Veronika Roesminingsih[2),] Muhammad Jacky[3)]

Surabaya State University
[1]mariafernandez16070855052@mhs.unesa.ac.id
[2]roesminingsih@unesa.ac.id
[3]jacky@unesa.ac.id

Abstract

Study aims to describe (1) what is networked model?, (2) what is means creative thingking skill and (3) to know the effect of networked model on the students's creative thinking skill in IV grade TDM Kupang elementary school. The method used in this study is experiments method that is the form of one group pretest-posttest where the experiment only conducted in one group without another comparison group. Sampel in this research are thirty students elementary school of IV grade class. The data collected using study literature, test and observation. This study found out that (1) networked model is a learning model that involvement children with other learn resources who call as expert where children have chance to select learn based on their interest, (2) creative thinking is different think than usual that give unique solution to problems, (3) there is a effect of networked model on the students's creative thinking skill in IV grade TDM Kupang.

Keywords: model networked, creative thingking, students elementary school.

INTRODUCTION

Learning is a stage activities that produce changes in behavior and mental relatively fixed as a form of response to a situation or the result of interaction with the environment (Ratumanan, 2015:3). In the world of education involves students learn not only unilaterally but always there is interaction between students and teachers that contain two elements, namely teach and learn than as called leraning. As formal education learning always involves two active agents, teachers and students. Teacher as educator is the creator of learning conditions for students who designed deliberately, systematically and continuously. Students as subjects of learning enjoys learning conditions created by teachers. However, teachers tend to present the study was limited to the competence objectives targeted by the fulfillment of the allocation of teaching hours without regard to what is required by students in learning.

PISA is a program of world education quality assessment system which is held every three year. In the 06 december 2016 PISA's test results followed 72 countries shows that Indonesia was ranked 63 world. The results of these tests are still relatively low and not significantly different from the results of PISA tests in 2012 where Indonesia was ranked 69 world.

The results of these tests are of course raises concern for Indonesia on the condition of education in this country and also led to the assumption that the change of curriculum that occurred during the past few days there has been a significant change in the quality of education in Indonesia, so it is not surprising that the problems in the classroom always interesting to study.

Data emprik in the classroom showed that (1) some teachers use the lessons of chalk and talk in presenting the material taught, (2) teachers to master the teaching material only on one given subject, (3) teachers do not use the environment as a source of learning so that the learning is still limited class (Indriani, 2015: 87).

Meanwhile, quantitative data on student learning outcomes obtained from one state primary school in the city of Kupang, East Nusa Tenggara SDN TDM in the fourth grade B where 40 learners only 12 students who achieve KKM, while 28 students have grades below KKM ie under 60. the study results obtained from interviews with colleagues who is a fourth grade teacher at SDN TDM, Ms. Yani Nesimnasi.

Various efforts can be made by the teacher as a designer in the classroom to get a good learning outcomes. One way is to choose a model and teaching methods tailored to the characteristics of their students. Model selection and learning methods should aim to build the skills of each individual student.

The Center for Educational Assessment and Indonesia (Puspendik) Nizam, said that Indonesian students who are good in terms of memorization, but still low in applying and reasoning. Learning

in school is not for the acquisition of knowledge, but develop competence. Skill or skills of critical thinking, creativity, communication, collaboration, and character to be mastered (Kompas, 2016: 11).

Generally, some elementary school teachers in the learning is still limited to verbal reasoning and logical thinking. While the processes of higher-level thinking, including creative thinking are rarely trained and molded (Susanto, 2017: 28). Students do not master the basics of their thinking abilities over the years. Teachers tend to teach what is already there in the traditional manner without regard to the development of students' abilities.

Students should be reassured that what they learn is something that is interesting and useful that can help them understand the world outside themselves. Learning should increase to higher level thinking skills that creative thinking skills (Nurlaela and Ismayati, 2015: 2).

Through a networked model students are invited to get closer to the source of learning and give them a learning experience directly different from everyday student learning in the classroom. If students view the teacher as the only source of learning for them then networked model will make the students know and understand that the environment around them is a source of real learning.

In this study, networked model study done by getting students visit the museum located in the city where they live. In the museum the students doing the learning *networked* model by forming a joint learning network that is local adventure and museum officials to build students' higher order thinking skills that creative thinking skills.

The importance of building creative thinking skills to students early in an attempt to spark an idea as possible of the situation they will face in later life. Teachers as educators, of course, can not predict exactly what kind of knowledge needed by students at a later date. However, if from the beginning the teacher helps the students in the form of existing capabilities within the students then in the next life students will be skilled in looking at problems creatively.

Basic model of learning *networked* and creative thinking skills of students who performed in this study can not be separated from David A. Kolb view that sees learning as a form of holistic or integral part of the learning process in which humans learn, grow and develop from the experience and develop every skill he has (Nahwiyah, 2012). Kolb outlook is known as *experiential learning theory* or theories of learning experiences.

In experiential learning theory, experience plays a central role. Experiential learning theory regard as a form of holistic learning that combines the experience, cognitive and behavioral. (Sharlanova, 2004: 36, and Mccarthy, 2010: 132)

In experience based learning process consists of four parts: (1) concrete experience, which through experience designed teachers, students actively engaged in the learning experience there. The learning experience can be done in a way to make something, observations of the environment, laboratory sessions and fieldclass,(2) observational reflective, where students consciously re-evaluate the learning experience that has been given, (3) abstract conceptualization, where students create abstractions, in conclusion, the generalization of the observations that have been made in the second stage, and (4) active experiment where students conduct experiments, or implement what has been concluded in the third stage, either in the form of simulation, role playing, and so on.

Research of networked model conducted by researchers with experimental research design as far as the findings of researchers on similar studies found more model of research on *networked* diversified research and development.

However, research conducted by Drexler in 2010 that *"The Networked Student Model for Construction of Personal Learning Enviroments: Balancing Control and Student Teacher* Autonomy" mentions that models *networked* can offer design and framework of student-centered learning in accordance with century 21 where, without the control of teachers and more students are ready to study the constantly changing and increasingly networked, while Mahgoub in 2014 in a study entitled *"The Impact of Field Trips on students' Creative Thinking and Practices in Arts Education* concluded that the students were taken out of the classroom is helpful study aids to foster creativity and motivation in students practice in the art where students after twice conducted field visits, a score of the experimental group was significantly higher than the control class.

Along with the problem, the theoretical basis and relevant research, researchers interested in conducting research using model *networked* with the design of experimental research so that the objectives of this study were (1) to know the what networked model, (2) to find out what it is thinking skills creative, and (3) to determine the effect of networked model of the creative thinking skills of the fourth grade students of SDN TDM Kupang.

METHOD
The method chosen in this study is quasi-experimental method. Selection is based on that

experiment on the design of this study does not fulfill requirement as a way of scientific experiments that can be said because it has to follow the rules or specific requirements (Arikunto, 2013: 123).

Research experiments with quasi-experimental design using the design of one group pretest-posttest design experiments that are conducted only one group alone without a comparison group (Sugiyono, 2014: 303).

The rationale for the selection of *one group pretest-posttest design* to be more careful and precise research to relinquish control over the variables and sample so that the results obtained are the maximum.

At beginning of the experiment, the sample group will first be given an pretest to known the ability of they are initial creative thinking skills and then given treatment the model of learning networked and the end of treatment is given again the posttest to known they are ability of the students creative thinking skills.

The design of one group pretest-posttest in the experimental class can be described as in the table below.

Table 1. Design *One Group Pretest-posttest* on Experiment Class

Group	Pre-test	Variabel bebas	Post-test
Eksperimen	O_1	X	O_2

Description:
O_1 = the pretest creative thinking skills experimental class
X = treatment of the experimental class
O_2 = the posttest creative thinking skills experimental class

Sample in this study is 30 students SDN TDM Kupang, 14 male students and 16 female students, who were selected randomly by using simple random sampling by taking lottery so that the population elementary School fourth grade students TDM get the same opportunities to the research samples. The study took place at SDN TDM Kupang, NTT.

The Collected data in this study conducted by (1) a literature review that aimed to describe the learning networked model and creative thinking skills, (2) test, to determine the ability of the beginning and end of the creative thinking skills of fourth grade students of SD Negeri TDM referring to indicators of skills creative thinking from Torrance (Munandar, 2012:73) that fluency, flexibility, originality and elaboration, and (3) the observation that aims to observe the activities of the students for learning by using a model of networked where observation refers to the students' learning activities

raised by Sardiman (2011:101) is a visual activity, oral activity, listening activity, writing activity, mental activity and emotional stages of learning with adapted to the experiential learning stage.

This study has one independent variable or X_1 is a model that model contained in an integrated learning where in the presentation the students immersed themselves together experts to form a network of learners to acquire knowledge of them is based on the learning mission and the one dependent variable which Y_1 is creative thinking skills, which is a thought process in the mind of an individual to be able to do something in a different way from other people and benefit the lives of many people.

The relationship between independent variables and the dependent variable can be described as follows.
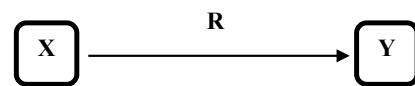

Figure 1. Schema of between independent variable and dependent variable

In this study data was analyzed by analysis of two procedures: (1) descriptive statistics for each variable describing the data from the study treated with program, microsoft office excel 2007 and (2) statistical infrensial to meet test requirements analysis, regression and hypothesis using SPSS 22.0. The Significance level used in testing the hypothesis was 5% or 0.05.

RESULTS AND DISCUSSION

Networked model as integrated learning network model at a tenth the model proposed by Fogarty. Networked model in learning requires a resource network of experts to help students learn something based on their interests. More clearly, Fogarty (Gustarina, 2016:12) describes the networked model as a model of learning in the form of student collaboration with an expert, where students choose whole learning through expert views and make internal relationships that lead to networks of external experts involved in the field.

In this model, students will direct the integration process through the selection of him with the necessary networks them. Aiming at the opinions Joksimovic (2014:192)) where the central topic or information required from the learner comes from the relationship between man and man and man and the environment in a network environment of students.

Integrated learning model of networked analogous to a prism that is a view that creates a variety of dimensions and direction of focus.

Prisma is an object that is capable of describing white or polychromatic into its constituent colors or monochromatic.

The similarities of the prism with integrated learning networked model that through a networked model knowledge of the students who are in him will be described through areas of particular knowledge through a study involving experts or those who are more familiar to the area of interest by students and then students themselves will sift through all the information obtained from the view of these experts and then the students integrate into themselves to reinforce the knowledge that had previously been owned by the students

Networked model has advantages and disadvantages. Excess of networked model (1) looks natural and looks in learning-centered to the students that the students form a network of learners themselves to obtain information through the eyes of experts, (2) students produce new findings as a result of their interaction with the experts can move the student to focus on her areas of expertise and specialization that will produce more specialized areas of expertise which was originally a general membership (Limbong, 2013: 46).

Weakness of networked model this, (1) the process of planning and implementation should involve experts who may be difficult to adjust their schedules to learning schedule that will be presented using the model of networked this, (2) networked model also can not be forced to directly apply to students but must first be given an understanding of the basis of the model, (3) sometimes the benefits are no longer balanced by the price to be paid and that the network model, if taken for major differences, can spread the interest in thin and not concentrated (Windariyah, 2016 :38).

Networked model before being applied to the first sample was made basic competency analysis and mapping design integrated learning networked model with the mission of serving the students. The results of the mapping model of learning design networked can be seen in the picture below.
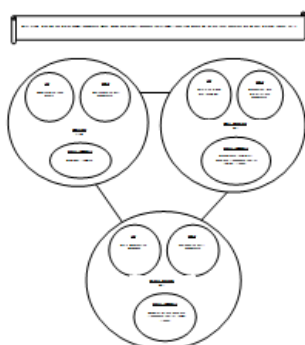

Figure 2. Mapping Model *Networked*

Integrated learning networked model mapped by researchers on an alignment of three subjects are taught to elementary school fourth graders are IPS, Bahasa Indonesia and PPKn where in their establishment, do analyzing the basic competence in Curriculum 2013 on the theme 8 "my neighborhood". The third through this field of study students will immerse themselves along with the experts during a visit to the museum through a student's mission is *"to review or look back culture as a form of uniqueness of the neighborhood where the students stay with the involvement of local adventure and museum officials as* experts".

Santrock (Mahgoub, 2014:46) defines creative thinking as the ability to think about things in new ways and unusual and come up with a unique solution to the problem. In short, creative thinking involves the discovery of innovative and unique ideas, concepts or *links* from the creative mind between the idea and the concept.

Someone who has the creative potential within him known by several characteristics, including: (1) the desire curiosity is quite large, (2) being open to new experiences, (3) tends to seek a satisfactory answer, (4) have the power of abstraction pretty good, (5) the establishment or belief bold, (6) independent in thought and consideration, Sund (Ryanto, 2012:226) and Munandar (2012:35).

Measuring an individual creative thinking ranging from preschool to high school graduate can use Torrance test of creative thinking that is TTCT *(The Torrance Tests of Creative* Thinkking). TTCT has been used in Indonesia for research purposes (Munandar, 2012: 73).

Torrence (Filsaime, 2007:1-23), there are four indicators that have become key in creativity assessment using TTCT, namely (1) a smooth or *fluency,* the ability to create a lot of ideas, (2) flexibility or *flexibility,* the ability to overcome obstacles mental or readiness of individuals in an instant looking at a problem from different perspectives, (3) originality or *originality,* referring to the uniqueness of any given response (4) elaboration or *elaboration,* the ability to decipher a particular object.

From the description presented for assessment of indicators of creative thinking skills, research using these indicators to assess the skills of creative thinking to the subjects to be studied are fluency, flexibility, originality, and elaboration.

Results of statistical research descriptive (describing the data from each study variable)

Before the students were given treatment with networked model the first students were given *pre-test* or the initial test to see creative thinking

skills possessed by students. After the was done *pretest* then the next student is given treatment with networked model and ends with a posttest to see the end result students creative thinking skills. The results of comparisons pretest and posttest of fourth grade students of SDN TDM Kupang presented in the histogram below.
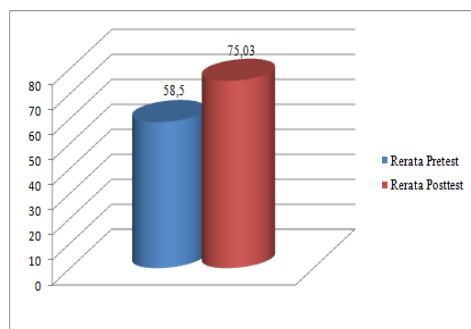

Figure 3. Comparison of Results histogram *pretest* and *posttest* Creative Thinking Skills Student Class IV SDN TDM

Results in the histogram shows that creative thinking skills of the fourth grade students of SDN TDM Kupang to rise after being given treatment using networked model. The mean beginning of the creative thinking skills of the fourth grade students of SDN TDM when given *a pretest* was 58.5 in the category of creative well and after being given the treatment with networked model the results of posttest creative thinking skills Elementary School fourth grade students TDM rose to 75.03 that are in the category of very creative with a mean score increase creative thinking skills of students is 16.53.

The results of observations of students during learning using networked model obtained using student activity observation sheet that refers to the *visual* activity, *oral* activity, *listening* activity, *writing* activity, *mental activity* and *emotional* range of a rating scale which is at 1-3.

The results of student learning activity observation using *networked* model can be seen in the table below.

Table2. Observations Networked Model

No	Indikator		Hasil aktivitas	Kategori
1	Visual activity		76	Baik
2	Oral activity	Bersama para ahli	74	Baik
		Dalam diskusi kelompok	75	Baik
3	Listening activity	Bersama para ahli	85	Sangat baik
		Dalam diskusi kelompok	81	Sangat baik
4	Writing activity		90	Sangat baik
5	Mental activity		81	Sangat baik
6	Emotional		82	Sangat baik
	Rerata Keseluruhan		**89,44**	**Sangat baik**

Based on the observation activity in fourth grade students of SDN TDM Kupang using learning networked model is seen that the average of the eight activity observed was 89.44 and are on the ketagori very good.

Results of statistical research infrensial (meet the test requirements analysis, regression and hypothesis testing)

Before going to test the hypothesis, first tested the prerequisite divided into normality test and linearity test.

The hypothesis proposed in this study are:

$H_{o:}$ there is no effect networked model to creative thinking skills in fourth grade students of elementari school TDM Kupang.

$H_{a:}$ there is an effect networked model to creative thinking skills in fourth grade students of elementari school TDM Kupang.

Results normality test used istest *Kolmogorov-Smirnov* with test conditions if sig. > A 0.05 then H_o (data derived from a population that is normally distributed) is accepted and if sig. <A 0.05 then H_a (data derived from the population distribution is not normal).

Normality test showed that the data were normally distributed where sig. > A 0.05 for students with a model ofactivities *networked* 0.231> 0.05 and sig. > α 0.05 for creative thinking skills 0.135> 0.05 so that H_o accepted or data derived from normal distributed population.

Decision-making criteria for linearity is if p> 0.05, otherwise linear spreading and if p <0.05 then its distribution is not linear. Linaritas Tests showed that there is a linear relationship between X to Y where P_{count} > $P_{critical,}$ namely 0.088> 0.05.

The correlation indicates that there is a positive coefficient between variables X and Y with the value of R_{hitung} 0.373. For testing the hypothesis whether H_0 is accepted or not is to look at the significance of the provisions of the acceptance or rejection if sig. α ≤ 0.05 then H_o accepted and H_a rejected.

Results of testing the hypothesis by comparing R_{hitung} by R_{table} with error level of 5% with n = 30 is obtained 0361 and 0463 to 1% was obtained. the value of R_{hitung} > R_{table} both for error of 5% and 1% (0373 <0463> 0361) so that H_o accepted and H_a rejected or there is a positive and significant for 0373 between the variables X and Y (there is a significant relationship between *networked* to the creative thinking skills).

Meanwhile the results of R Square of 0139 or 13.9%. The coefficient of determination is used to determine the percentage of the influence of the

independent variables (predictors) to dependent variable. The processed results obtained from the coefficient of determination = 0139 which means that the influence of the independent variable on the dependent variable is the change amounted to 13.9%, while the remaining 86.2% is influenced by other variables.

Testing the hypothesis by comparing the F_{table} with DF1 and DF2 can be 4:20 to 28 at the level of 5%. Then $F_{arithmetic}$ (4382) is greater than F_{table} (4:20) then H_a Haccepted and$_o$ rejected, and therefore can be applied to the population.

Price beta zero 47 063 (a) and the price of a single beta (b) is 0.313, then the regression line between *networked* model and creative thinking skills can be structured as follows: Y = 47 063 + 0,313 X. The regression equation indicates the positive direction between variables *networked* to creative thinking skills, meaning that if one variable value *networked* increases, it will increase the value 0,313 creative thinking skills.

Student learning with networked model the implemented in NTT Museum by following stages of learning theory used in this research is experiential learning theory. Stages (1) the actual experience, that students learn directly at the museum along with other experts to see objects in the museum related to what is described. Stages (2) reflective observation, made by the students in group discussions after they make learning together experts with anything they get results learn some vital lessons along with other experts. Stages (3) abstract conceptualization, students make conclusion of the results of their discussion in grup. At this stage students begin to filter all the knowledge they gained from the learning outcomes along with other experts. Stages (4) active experimentation, students undergo active experimentation with being an expert on other students.

The test results of creative thinking skills TDM Elementary School fourth grade students before and after treatment with *networked* model revealed that there is an increase of 17% from 56% initial test results by creative category good skills and a final test 75.03% categorized as very creative.

This is in line with Kuswana (2013: 98) that basically every individual human being from birth already has the ability in himself and relatively stable. If the ability is influenced by environment conditions and availability media opportunities of training or experience, it forms skills.

Fourth grade students of SDN TDM Kupang own ability early in themselves to creativity so that the results of the initial tests the skills of creative thinking them that are in the category of creative skills

are good, when the availability of media training and experience, the ability of the shaping skills so that the results of the final test creative thinking skills them that are at very keratif skill category.

Meanwhile, based on the test results of inferential statistics networked model of the creative thinking skills of the fourth grade students of SD Negeri Kupang TDM model are contributed *networked* by 13.9%, while 86.1% are influenced by other variables. This is because not all students at the time of the learning activity with networked model attention to what is described by experts. Some students prefer to pay attention to objects in the museum without listening to what was said by experts.

Although the contribution value of *networked* model the creative thinking skills of students is only 13.9% remained a significant influence on the model of *networked* to the creative thinking skills which 1 variable value *networked* increased will increase 0,313 value creative thinking skills.

Based on the test results of statistical descriptive and statistical infrensial shows that the model of *networked* can offer design-centered learning to students without the need to be controlled by the teacher in full where assumptions are consistent with the results of research conducted by Drexler (2010: 383), *The Networked Student Model for Construction of Personal learning Enviroments: Balancing control and student teacher* Autonomy, which concluded that the networked model 21st century learning can be done without the control of teachers because students are ready to study the constantly changing and increasingly networked.

Besides the significant influence on creative thinking skills in this study was relevant to the research results Mahgoub (2014: 49) entitled *"The Impact of Field Trips on Students' Creative Thinking and Practices in Arts* Education, which concluded that the students were taken out of the classroom is a useful study aid to foster creativity and motivation. Networked model were presented to the student experience, student learning beyond the classroom by performing mutual learning experts in the museum so that the look and feel directly, creative thinking skills of students increased.

CONCLUSIONS-SUGGESTION
Conclusions

Based on a literature review, the results of the test and the results of observation to see how the model *networked* to the creative thinking skills students fourth grade can be concluded (1) networked model is a learning model in the form of student collaboration with an expert, where students choose

whole learning through sight experts and make internal relationships that lead to networks of external experts involved in the field, (2) creative thinking skills is the ability to think about things in new ways and unusual and come up with a unique solution to the problem, (2) a significant difference networked models of the creative thinking skills of students by 13.9% of which 1variable value *networked* increased will increase 0,313 value creative thinking skills.

Suggestions

Some suggestions are given in this study (1) model of *networked* is a good choice as a form of innovation in the classroom because it gives the freedom for students to choose all the knowledge they have gained from studying with the experts, (2) the need for first give overview to the students about learning *networked* model so that the main purpose of this model can be achieved. (3) research on *networked* model can also be done with the design of different learning activities with the review not only on creative thinking skills alone but with other learning outcomes.

REFERENCES

Arikunto, Suharsimi. (2013). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta.

Drexler, Wendy. (2010). The Student Model For Construction Of personal Learninng Enviroments: Blancing Teacher Control And Student Autonomy. *Australasian Journal Of Educational Technology*. 26(3), 369-385.

Filsaime, Dennis K. (2007). *Menguak Rahasia Berpikir Kritis dan Kreatif*. Jakarta: Prestasi Pustakaraya.

Gustarina, Evita. (2016). *Pengembangan Perangkat Pembelajaran Terpadu Networked Dengan Science, Technology and Social Approach untuk Meningkatkan Hasil Belajar Siswa Sekolah Dasar* (Tesis yang tidak dipublikasikan), Universitas Negeri Surabaya, Surabaya.

Indriani, Fitri. (2015). Kompetensi Pedagogik Mahasiswa Dalam Mengelolah Pembelajaran Tematik Integratif kurikulum 2013 Pada Pengajaran Micro di PGSD UAD Yogyakarta. *Profesi Pendidikan Dasar* . 2(2), 87-94. ISSN: 3406-8012.

Joksimovic, Srecko.,& Hatala, Marek. (2014). Learning Analytics for Networked Models. *Journal of Learning Analytics*. 1(3), 191-194.

Kuswana, Wowo. 2013. *Dasar-Dasar Pendidikan Vokasi Dan Kejuruan* Bandung: Alfabeta.

Limbong, Elymius. (2013). *Pengembangan Perangkat Pembelajarn Terpadu Model Networked untuk Siswa Sekolah Dasar* (Tesis yang tidak dipublikasikan), Universitas Negeri Surabaya, Surabaya.

Mahgoub, Yassir. (2014). The Impact of Field Trips on Students' Creative Thinking And Practices In Arts Education. *American Journal of Science*.10 (1), 46-50.

Mccarthy, Mary. (2010). Experiential Learning Theory: From Theory To Practice. *Journal of business & Economics Research*. 8(5), 131-140.

Munandar, Utami. (2012). *Pengembangan Kreativitas Anak Berbakat*. Jakarta: Rineka Cipta.

Nahwiyah, Sopiatun. (2012). *Defenisi Pembelajaran Experential*. Diakses dari http:// sopiatunnahwiyah.blogspot.co.id/2012/10/ definisi-pembelajaran-experiental.html?=0 pada tanggal 20 Oktober 2017.

Nizam. (2016, desember 15). *Daya Imajinasi Siswa Lemah*. Kompas, 11.

Nurlaela, Luthfiyah,. & Ismayati, Euis. (2015). *Strategi Belajar Berpikir Kreatif*. Yogyakarta: Penerbit Ombak.

Ratumanan, Tanway. (2015). *Belajar dan Pembelajaran, serta Faktor-Faktor yang Mempengaruhinya*. Surabaya: Unesa University Press.

Ryanto, Yatim. (2012). *Paradigma Baru Pembelajaran Sebagai Referensi Bagi Pendidik Dalam Pembelajaran yang Efektif dan Berkualitas*. Jakarta: Kencana Pranada Media Grup

Sardiman, A. M. (2011). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Rajawali Pers.

Sugiyono. (2014). *MetodePenelitian Kuantitatid Kualitatif dan R&D*. Bandung: Alfabeta.

Sharlanova, Valentina. (2004). Experiential Learning. *Trakia Journal Of Sciences*. 2 (4), 36-39. ISSN: 1312-1723.

Susanto, Ahmad. (2017). Pendidikan IPS: Upaya Mengembangkan Kemampuan Berpikir Kreatif. *Prosiding Diskusi Panel Pendidikan "Menjadi Guru Pembelajar", Keluarga Alumni Universitas Indraprasta PGRI* (23-28). Jakarta

Windariyah, Sukiyem. (2016). *Pengembangan Perangkat Pembelajaran Terpadu Model*

Networked Terintegrasi Place Based education di Sekolah Dasar. (Tesis Yang Tidak Dipublikasikan). Universitas Negeri Surabaya, Surabaya.