"BE A SCIENTIST" LEARNING MEDIA USING ADOBE FLASH CS3 PROGRAM CONTAINING THE MATERIALS OF THE INFLUENCE OF ISLAMIC RELIGION AND CULTURE IN INDONESIA FOR GRADE X OF VOCATIONAL SCHOOL

Ajat Sudrajat, Lantip Diat Prasojo, Zulkarnain [8]

Abstract

This research aims at investigating the needs for image media of "be a scientist" developed using Adobe Flash CS3 program containing the materials of the influence of religion and Islamic culture in Indonesia for learning History of grade X Vocational School and examining the feasibility of "be a Scientist" media developed using Adobe Flash CS3 program containing the materials of the influence of religion and Islamic culture in Indonesia which was developed to be used in the process of learning the history for grade X of Vocational school. This research employed Research and Development (R & D) method. The product developed is in the form of "be a scientist" image media using Adobe Flash CS3 program that is appropriate for a learning resource in History subjects. The stages of research include: (1) the preliminary stage, (2) the planning stage of the model as the development of the initial product form, (3) the testing, evaluation and revision stages, and (4) the implementation stage or effectiveness test. Data were colected using FGD (Focus Group Discussion), questionnaires, interviews, observations, and documentation techniques. The validity of the instrument is achieved through expert judgement, while the validity of qualitative data is carried out using source triangulation techniques, theories and methods. Quantitative data analysis was performed using descriptive analysis techniques and qualitative data was carried out using an interactive models. The results show that: Adobe Flash CS 3 media images were needed in vocational schools for the development of history learning. The results of the assessment performed by the experts on material and media indicate that "be a scientist" image media using Adobe Flash CS3 program for history learning in Vocational High Schools has a good level of feasibility. This shows that the "be a Scientist" media using the Adobe Flash CS3 program contaiing the material of religious influence and Islamic culture in Indonesia is suitable for history learning in Vocational High Schools grade X.

Keywords: media, Adobe Flash CS3 program, history, Vocational School

[8] Yogyakarta State University. Email: ajat@uny.ac.id

Introduction

The main problem in the history learning activities is that the learning has not been oriented towards the achievement of objectives comprehensively especially regarding attitudes, knowledge, and skills. In addition, the media used by teachers is still limited to conventional media. The nature of history learning is not just to remember and understand concepts, but also to perform observation and documentation. Observation is a collection of data obtained from observations. The data obtained in the form of activities, behavioral actions and overall possibilities that are part of human experience. Documentation is collecting information related to research problems and then studying books to obtain theoretical information regarding the problems to be solved. Thus, the appropriate data can be obtained to solve the proposed problem. This observation and documentation is an activity carried out by scientists (Vansledright (2011: 63-64).

To meet the learning objectives of history that are in accordance with the 2013 curriculum, it is necessary to develop a Scientifict-based learning strategy as well as scientific steps. This is then realized by developing an image media of "be a scientist". Image media "be a scientist" with Adobe Flash CS3 program is a learning medium that trains students to improve their thinking skills until they can find a concept. In learning of history, the image media of "be a scientist" with the Adobe Flash CS3 program can direct students to find a concept of history based on steps according to what is done by a scientist (scientific steps). The purpose of creating a "be a scientist" image media with the Adobe Flash CS3 program is that students can learn History through the concept gathering process. This media is prepared in accordance with government regulation No. 65 of 2013 concerning Process Standards.

The images media of "be a scientist" with Adobe Flash CS3 programs as learning media is still rarely used by History teachers. The use of special media for scientific communication, such as "be a scientist" image media with Adobe Flash CS3 programs has the advantage of enhancing the thinking process concretely and reducing less beneficial responses (Avner Caspi & Paul Gorsky, 2005: 12). In addition, this image media can also increase the frequency of student learning because its use is easy and fun, so students can learn by themselves more deeply about the material taught at school. Furthermore, it was explained that the purpose of secondary education is to develop students to be: First, faithful to God Almighty; and good in personality. Second, knowledgeable, competent, critical, creative, innovative; Third, healthy, independent, and confident; fourth, tolerant, socially sensitive, democratic and responsible (Permendiknas, 2010: Article 76).

Erwin Putra Ragil & Heru Kuswanto (2012). Development of Macromedia Flash-Based Learning Media Animation Demonstration Model of Fluid Material for SMK grade X Semester II (UNY Educational Journal. Edition 2. Vol II. No. 5 (2012)). The quality of the learning media is categorized as good and suitable for use in terms of still images, visual, audio, media design, and subject matter which is in accordance with the assessment of experts such as lectures, teachers and students. Based on the lecturer assessment, it got an average score of 4.55 in the very good category, the assessment of the first teacher got an average score of 3.98 in

the good category, the second teacher's assessment got an average score of 4.58 in the very good category, and the students response got an average score of 4.01 in the good category.

Lutfaatul Atika Ningrum, Yuni Wibowo, & Sabar Nurohman. (2012). Development of Integrated Ipa Learning Interactive Media with the Theme of "Light You are My Winner" Based on Macromedia Flash Professional 8 to Improve Learning Motivation of Students of Mts N Piyungan. (UNY.Vol I.No.3 educational journal (2012)). The results of the research and discussion obtained the conclusion that the systematic steps of development are in accordance with the methodology mentioned above, namely with 8 systematic steps. This learning media product is based on the results of the validation of media experts, material experts, teachers and students' responses that interactive learning media are included in the excellent category. In the interactive media, there are illustrations of images, music, videos, interesting practice questions that can grow intrinsically and extrinsically student motivation. This development can be concluded that high quality interactive media is very good and can improve student motivation in MTs N Piyungan.

Atika Nurfitriani & Sukirno. (2012). Development of Accounting Learning Media Using Macromedia Flash for XI Class Students of SMK 5 Yogyakarta (UNY Education Journal, Vol. II, No. 7, 2012). Based on the results of the study, there are several steps that must be carried out, namely: making flowcharts, storyboard, product development, media validation by media experts and material experts, product revisions, product trials, product operational revisions, product operational trials, final product revisions and product dissemination. This interactive shows that the media developed are in good qualifications in accordance with the results of the expert test of the subject matter of Accounting i.e. the media expert test rated 3.7, the test of material experts assessed 4.1, small group trials 3.92, and field trials 4.05 which are all in the "good" category.

Based on pre-survey data in several vocational schools, audio-visual learning media is still rarely used in the history learning process. "Be a scientist" image media with the Adobe Flash CS3 program is expected to provide a significant contribution in educating children who are pursuing knowledge at schools. This media is also expected to be able to assist teachers in presenting the material. Therefore, researchers are interested in developing a history of learning media in the form of "be a scientist" image media with the Adobe Flash CS3 program for the history learning of grade X of Vocational School since this kind of media has not been widely developed. Based on the background of the above problems, the problem in this study can be formulated as follows: 1) how are the needs for "be a scientist" image media with Adobe Flash CS3 program containing the material of influence of religion and Islamic culture in Indonesia for history learning of grade X of Vocational School, 2) how is the feasibility of the "be a Scientist" media with the Adobe Flash CS3 program containing the material of the influence of religion and Islamic culture in Indonesia that was developed to be used in the learning process of History of the grade X of Vocational High School, and 3) how the effectiveness of the "be a Scientist" media with the Adobe program Flash CS3 containing the material of the influence of religion and

Islamic culture in Indonesia which was developed to be used in the process of learning the history of grade X of vocational schools.

Research Methods

The research method is Research and Development (R & D). The product is "be a scientist" image media with Adobe Flash CS3 program that is appropriate as a learning resource in History subjects. The stages of research include: (1) the preliminary stage, (2) the planning stage of the model as the development of the initial product form, (3) the testing, evaluation and revision stages, and (4) the implementation stage or effectiveness test. Data collection techniques consist of Delphi techniques, questionnaires, interviews, observation, and documentation techniques. The validity of the instrument is gained using expert judgement, while the validity of qualitative data is with source triangulation techniques, theories and methods. Quantitative data analysis is performed using descriptive analysis techniques while qualitative data analysis utilizes interactive models. The preliminary stage is the initial field study stage in the form of pre-observation, literature review, and needs assessment of historical learning media. After obtaining various sources, data, literature, and empirical reality of the needs of image media with Adobe Flash CS3, the next stage is to design the media until the material and media validation stage

C. Research Findings and Discussions

The results of the preliminary trial indicate the following trends. The data of product trial is very important and must be carried out by researchers in developing learning media. Development of "Be a Scientist" image media with Adobe Flash CS3 program for history learning in grade X of vocational school goes through validation and field trials. This is because, validation and field trials can reveal the feasibility of quality learning media products. Validation results obtain the following data. Validation data is obtained by giving a questionnaire or validation sheet covering several 15 aspects. Questionnaire was completed by experts on material after seeing the "Be a Scientist" material with the Adobe Flash CS3 program for learning history of class X Vocational School in the form of a CD that has been developed. The results of the assessment show that the material is worthy of being used with the average score of 4.1 that is in the good category. Validation data from material experts can be described as follows:

Table 1. The data of the assessment carried out by material experts

No	Aspects of assessment	Score with a scale of 5
1	Materials are in accordance with national education goals.	4.0
2	Materials are in accordance with the objectives of secondary school education	4.3
3	Materials are in accordance with the objectives of social studies learning.	4.0
4	Materials are in accordance with the competencies that must be achieved.	4.0
5	The accuracy of the material in accordance with the development of science.	4.2
6	Material in accordance with the development of students.	4.0
7	Presentation of material is coherent, systematic and easy to understand.	4.0

8	Material can provide motivation and attraction.	4.2
9	The material uses the sentence which is suited to the target of the reader.	4.0
10	The use of language, spelling, words, sentences are conveyed precisely and clearly.	4.0
11	Presentation of material leads students to carry out the process of observing.	4.1
12	Material presentation leads students to actively ask questions. *(questioning).*	4.0
13	Material presentation leads students to reason *(assocrating).*	4.0
14	Presentation of the material guides students to try *(Experimenting).*	4.1
15	Material presentation leads students to develop networking.	4.0
	Average	4.1

Media validation data is obtained by giving a questionnaire or validation sheet covering several 10 aspects. The Questionnaire was completed by media experts after viewing the "Be a Scientist" media image with the Adobe Flash CS3 program for history learning for grade X of Vocational School in the form of a CD that has been developed. The results of the assessment show that the material is worthy of use, with a mean score of 3.9 that falls into good category. The results of validation from media experts can be described as follows:

Table 2. The data of assessment carried out media experts

No	**Aspects of assessment**	**Score with a scale of 5**
1	Learning media design is attractive	4
2	Cover design is attractive	3
3	Color and writing on the cover are proportional.	4
4	Illustrations, pictures, photos, and tables are interesting	4
5	Colors, pictures, photos, tables are proportional	4
6	Color and display of text on material are matching	4
7	Menu / button is easy to understand.	5
8	Menu / button placemen are proportional.	4
9	Sound (sound system) is interesting.	4
10	Sound (sound system) is not boring.	3
	Total	**3.9**

Vocational High Schools in general have not optimally developed substantive history learning, especially referring to the achievement of historical learning objectives that are in accordance with the curriculum or context of the history curriculum in 2013. In history learning, students are required to think critically, creatively, innovatively, scientifically, rationally, and systemicaly. However, vocational school students are sufficiently required to think scientifically in accordance with the principles of history. So, the delivery of ideas must be based on the results of scientific studies that are methodologically guaranteed. "be a scientist" image media with Adobe Flash CS3 program for history learning in Vocational Schools is developed as simple as possible to facilitate teachers and students in its implementation by not reducing the substance of material content stated in Core Competencies and Basic Competencies in 2013 Curriculum of history subjects. The results of the assessment by material and media experts indicate that"be a scientist" image media with Adobe Flash CS3 program for history learning in

Vocational High Schools has a good level of feasibility.

History learning in Vocational Schools is aimed to improve academic skills in the field of history and attain the attitudes of historical awareness and nationalism. Learning is a system that aims to assist students' learning processes, which are arranged to support the learning process. History is a science that studies about events that have happened in the past that have been experienced by humans. Schunk (2012: 3; Vansledright, 2011: 63-64) suggests "Learning is an enduring change in behavior, or in capacity to behave in a given fashion, which results from practice or other forms of experience." It is intended that learning is a change that lasts a long time in behavior, or in the capacity to behave in a certain way, resulting from practice or other forms of experience.

According to Suhartono (2010: 2), history is the subject of science that is definitively required by a free and regular method or process and regulated in acceptable conditions. Nursid (2008: 2.9) also suggests that history lies in the past, both in the form of events, collective experiences and past histories. History is the science of humans, the science of time, the science of something that has social meaning, and the science of something that is certain, the only and detailed (Kuntowijoyo, 2001: 13-17).

History Learning is a system that aims to help the learning process of students to learn science about events that have occurred in the past, which are arranged to support the learning process. History Learning basically has the role of actualizing two elements of learning and education. The first element is learning (instruction) and intellectual education (intellectual training) (Schunk, 2012: 5; Zainal, 2013: 71; Lif, 2011: 9; Kasful & Hendra (2011: 117). The second element is the existence of learning and nation moral education; a democratic and responsible civil society in the future of the nation.Learning history itself is expected to foster insight of students to learn and be aware of the use of history for everyday life as individual and as part of a nation.This is consistent with Ashby, Gordon statement & Lee (2005: 7) "The clearers we can about our goals, the more rational we can use methods, and the more intelligently we can make use of research".

Learning is a change that lasts a long time in behavior, or in the capacity to behave in a certain way, resulting from practice or other forms of experience (Schunk, 2012: 5). Learning strategies are ways that will be used by teachers to choose learning activities that will be used during the learning process (Zainal, 2013: 71). Learning strategies are the ways that will be selected and used by a teacher to convey the subject matter so that it will facilitate students to achieve the learning objectives that are expected to be mastered at the end of their learning activities (Lif, 2011: 9; Kasful & Hendra (2011: 117)). This is consistent with the opinion expressed by Vansledright (2011: 63-64): "if a pivotal goal of history deep understandings of the past, teachers needed to look to those whose efforts are epitomized the zenith of that understanding— the experts ".

The word media derives from Latin word "medius" which literally means middle, intermediary, or introduction. In Arabic, the media is an intermediary or messenger from the sender to the recipient of the message. According to Azar Arsyad (2011: 3) the definition of media in the teaching and

learning process tends to be interpreted as a graphic, photographic, or electronic tool to capture, process, and reconstruct visual or verbal information. Learning media is a tool, both in the form of electronic devices, images, visual aids, books and others that are used by teachers in channeling the contents of learning (Kasful Anwar & Hendra Harmi, 2011: 101). Learning media functions as a delivery of messages (the carries of messages) from several channel sources to receiving messages (the receiver of the messages) (Trianto, 2012: 235). Zainal (2013: 50) also states another definition namely media learning is everything that can be used to channel messages and stimulate the learning process in the learner.

Learning media has many types and kinds. Starting from the simplest to what can be categorized as sophisticated. There are learning media that can be made by the teacher himself and some that can only be made by factories. In general, learning media can be grouped into print and non-print media, or electronic and non-electronic media. Based on technological developments, learning media can be grouped into 4 groups: 1) media produced by printing technology; 2) media produced by audio-visual technology; 3) computer-based media produced by technology; and 4) media from the combination of print and computer technology (Azar, 2011: 29). In this study, Adobe Flash CS3 is categorized as an audio-visual media based learning media. Daryanto (2012: 8) states in the learning process, the media has a function as a carrier of information from the source (teacher) to the recipient (student).

Learning media is expected to provide benefits including: first, the material presented becomes clearer in its meaning for students and not verbalistic; second, learning methods are more varied; third, students become more active in various activities; fourth, Learning is more interesting; fifth, Overcoming the limitations of the room (Trianto, 2012: 234). Caspi & Gorsky (2005: 5) "Adopting terminology from media choice literature, choosing a medium is seen as a process of matching the attributes of a medium to" desired learning outcomes ". Such is the relationship between media and learning outcomes.

Each curriculum has a different application of learning approaches, according to the current curriculum. Scientific approach (scientific approach) is a learning approach that is applied to the 2013 curriculum learning application. This approach is different from the previous curriculum learning approach. at each core step of the learning process, the teacher will carry out learning steps in accordance with the scientific approach. Scientific approach to teaching as a way to guide learners in the process of transforming the concrete objects and objects in the world around them into the abstract concepts that inhabit the human mind. (kamccollum. wordpress. com / 2009/08/01 / a-scientific-approach-to-teaching /)

The scientific approach in learning includes observing, asking, reasoning, trying, forming networks for all subjects (Kemendikbud, 2013: 7). The application of a scientific approach to teaching involves two main things that need attention. First, concerning the learning dimension and second, concerning learning material (Abdul, 2013: 4). Furthermore, it is explained in the dimension of learning, the scientific approach

requires that the planning, implementation and evaluation of learning are carried out on the basis of scientific principles. In the dimensions of learning, the scientific approach requires facts, concepts, principles and procedures to be taught or knowledge of attitudes, and skills taught to students are truly scientific knowledge (scientific knowledge). From this explanation, it can be concluded that scientific learning is a learning that is carried out by observing, questioning, associating, experimenting, networking.

The scientific approach in the 2013 curriculum according to the Ministry of Education and Culture (2013: 3) has the following criteria: first, learning material is based on facts or phenomena that can be explained by certain logic or reasoning; not just about, fiction, legend, or mere tale; Second, teacher explanations, student responses, and teacher-student educational interactions are free from immediate prejudice, subjective thinking, or reasoning that deviates from the logical thinking path. Third, encourage and inspire students to think critically, analytically, and precisely in identifying, understanding, solving problems, and applying learning material. Fourth, to encourage and inspire students to be able to think hypothetically in seeing differences, similarities, and links with each other from learning material. Fifth, encourage and inspire students to be able to understand, apply and develop rational and objective thinking patterns in response to learning material; Sixth, based on concepts, theories and empirical facts that can be accounted for. Seventh, the learning objectives are formulated in a simple and clear, but interesting presentation system.

History learning can be used various kinds of history learning media which not only involve students to speak and think but also to do activities. One of the learning media that can be used in history learning is audio visual based media. Print-based media can be "be a scientist" image media with Adobe Flash CS3 program. Andi (2010: 1) states that Adobe Flash is a software that is used to create animation, entertainment and various web components, integrated with video in web pages so that it can be used as a media application. Image media "be a scientist" with the Adobe Flash CS3 program conceptually is a learning medium in the form of media delivery of material based on scientist steps with the Adobe Flash CS3 program. "be a scientist" image media with the Adobe Flash CS3 program contains instructions, steps to complete a task. The tasks given to students can be in the form of theory and / practice. Based on the description can be taken a conclusion that the image media "be a scientist" with Adobe Flash CS3 program is a learning medium that helps students find concepts based on scientific steps by using media images with Adobe Flash CS3 program.

"Be a scientist" image media with Adobe Flash CS3 program contains instructions, steps to complete a task. The tasks given to students can be in the form of theory and / or practice. Image media "be a scientist" with this Adobe Flash CS3 program can also be given to students to measure the success of learning that has been done, because it contains questions or tasks both individually and in groups. Development of "be a scientist" image media with Adobe Flash CS3 program creates interaction between students and teachers which allows information discussion conditions. The

teacher also regulates the interaction of fellow students so as to create cooperation in overcoming the problems at hand. The choice of learning material should be based on the understanding that the subject matter provides activities that are centered on students (David L. Rodgers & Beverly J. Withrow-Thorton, 2005: 24).

With regard to the developed media, the experts evaluates media using the indicators of: media interest, practicality of media, letters, linguistics. The assessment generally shows a mean score of 3.9 which means that the media is good or worthy of use. While the element of material contained in the "be a scientist" image media media with the Adobe Flash CS3 program which contains: legality, substance norms, substance material, linguistic, and presentation shows an average score of 4.1 which means the material is feasible. This shows that the media of "be a Scientist" with the Adobe Flash CS3 program with the material of religious influence and Islamic culture in Indonesia developed for use in the learning process of History of grade X of Vocational School is suitable for history learning in Vocational High Schools.

Conclusions

The results show that: Adobe Flash CS 3 media images were needed in vocational schools for the development of history learning. The limited media and sources of learning history gives an impact on the reality of history learning that is not yet optimal. Vocational history teachers are also not optimal in developing learning media that motivate students to be active in learning activities. Image media of "be a scientist" with Adobe Flash CS3 program for history learning in Vocational Schools is developed as simple as possible to facilitate teachers and students in its implementation by not reducing the substance of material content contained in Core Competencies and Basic Competencies in 2013 Curriculum Vocational history subjects. Based on the results of the assessment conducted by material and media experts, the "be a scientist" image media with Adobe Flash CS3 program for history learning in Vocational High Schools has a good level of feasibility. This shows that the media "be a Scientist" with the Adobe Flash CS3 program with the material of religious influence and Islamic culture in Indonesia developed for use in the learning process of History of class X Vocational School is suitable for history learning in Vocational High Schools.

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