



Analysis of Creative and Productive Learning Strategies in PJOK Subjects

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Abstract

This research aims to analyze the performance of creative and productive learning strategies in the subject of Physical Education and Health (PJOK) for 10th-grade students at SMAN 5 Sekayu. The population of this study consists of 10th-grade students at SMAN 5 Sekayu. The qualitative descriptive method was employed, and the sampling technique used in this study was total sampling, where the entire population was included as the sample, resulting in 35 respondents. Data collection techniques included questionnaires, interviews, and documentation. Data analysis techniques involved data reduction, data presentation, and drawing conclusions. Based on the research findings, it can be concluded that the creative and productive learning strategies in the PJOK subject for 10th-grade students at SMAN 5 Sekayu are categorized as highly effective, accounting for 82.4%. The conclusion of this study is that the analysis of creative and productive learning strategies in the PJOK subject for 10th-grade students at SMAN 5 Sekayu falls under the category of excellent. The implication is that these strategies can be adopted and implemented in other subjects at the same school or similar institutions.

Keywords: Analysis, Creative Learning, Productive, PJOK

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A. Introduction

School is a container for the implementation of learning activities. Learning is the process of acquiring knowledge. It is also an effort made by individuals to bring about a comprehensive change in behavior (Oktiani, 2017). According to Arifah (2018), learning is a process of attitude change that can be observed during the learning process by consistently striving towards a desired outcome, one of which is physical education. Physical education is one of the compulsory subjects in schools and is also highly favored by students (Ardonansyah et al., 2021). Sports, or often referred to as physical education, is an integral part of education as a whole, carried out through physical activities (Sukirno, 2015). Sports not only form an integral part of education in achieving holistic human development but also relate to the social, economic, cultural dynamics of society and the demands of progress in the era of globalization (Arni & Indrayana, 2021).

Physical education, taught in schools from elementary to upper secondary level, is one of the compulsory subjects that has distinct characteristics compared to other subjects. The differences include the objectives and media used. In physical education, the aim is not only to develop individuals physically but also mentally,

socially, emotionally, and intellectually through bodily movements (Kurniawan, 2021).

In physical education, learning strategies are necessary for students to understand the lessons taught and to create an engaging learning experience. Learning strategies have broad and narrow definitions. In a broad sense, they refer to the methods or techniques used by teachers or students to bring about behavioral or attitudinal changes (Hasanah, 2016). In a narrow sense, learning strategies not only encompass lesson planning but also include implementation and evaluation as three important elements in the learning process. Specifically, strategies can be implemented by teachers informally (Arifah, 2018).

Creative and productive learning strategies are developed based on various learning approaches assumed to enhance the quality of the teaching and learning process (Malalina, 2017). Creative and productive learning strategies have characteristics that set them apart from other learning strategies. The advantages of creative and productive learning strategies are as follows: a) students' intellectual and emotional involvement in learning, b) students are encouraged to discover concepts on their own through various means such as observation, discussion, or experimentation, c) students are given

responsibility to complete tasks collaboratively, d) fundamentally, being creative requires hard work, high dedication, enthusiasm, and self-confidence. Referring to these characteristics, creative and productive learning strategies are assumed to motivate students in engaging in activities and challenge them to complete tasks creatively (Khatimah, 2022). Implicitly, (Sulfemi & Mayasari, 2019) state that instructional media comprise physical tools used to deliver instructional content, including books, tape recorders, cassettes, video cameras, video recorders, films, slides, photographs, images, graphics, television, and computers. Meanwhile, audiovisual media serve as intermediaries in presenting material, with absorption through hearing and sight to help students acquire specific knowledge, skills, or attitudes. Examples of audiovisual media include films, slide presentations, and digital audiovisual materials (Valentina, Sri Hartati, 2016).

In improving learning strategies, analysis needs to be conducted. Analysis is an investigation of an event (writing, action, etc.) to understand the actual circumstances (Rahmat et al., 2021). Analysis can also be seen as a method used to directly examine problems or central issues that can be elaborated on and lead to

strategic conclusions in a discussion (Irfandi et al., 2021).

Students' attitudes play a crucial role in their success during the learning process. Attitude refers to an individual's tendency or behavioral pattern towards people, objects, or ideas (Purnomo, 2019). Attitude greatly influences behavior and becomes a habit formed within an individual. Attitude factors can create a pleasant or unpleasant learning environment, not only for students but also for teachers, thus affecting the effectiveness of the teaching and learning process (Rijal & Bachtiar, 2015). Having a positive attitude towards learning is crucial for every student. It is important for teachers to make learning enjoyable to foster positive attitudes in students. In other words, students who have a positive attitude towards a specific subject tend to be more diligent in learning and achieve satisfying results (Rijal & Bachtiar, 2015).

However, currently, in some high schools in the Sekayu region of Musi Banyuasin, especially at SMAN 5 Sekayu, the teaching process still heavily relies on conventional methods, where teachers dominate the learning activities by providing information to students without giving them opportunities to actively participate in the learning process. As a result, students often become bored and lack enthusiasm in their learning. The low

level of student participation in Physical Education (PJOK) classes hinders the effectiveness of the learning process. Therefore, a change is needed where students are encouraged to take an active role and explore their own potentials, enabling them to develop problem-solving skills, make decisions, and think logically and systematically. Research conducted by Asriani, Pahriadi, Satria Sinta (2021) demonstrates that creative learning influences students' learning outcomes. Similarly, Meiriany Ba'dung (2022) reveals that students' learning outcomes improve when they receive creative and productive learning. The research on creative and productive learning shows that it can enhance history learning outcomes among students in the Accounting and Financial Institutions class at SMK Negeri 2 Palu.

Furthermore, research conducted by Neta Dian Lestari (2018) titled "The Influence of Creative and Productive Learning Models on Entrepreneurial Motivation of Students at PGRI University Palembang" indicates a significant influence of creative and productive learning strategies on entrepreneurial motivation among students in the Accounting Education program at PGRI University Palembang. Another study by Ayu Komalasari and Darmasih (2019) titled "Improving Mathematics Learning

Outcomes through Creative and Productive Learning Strategies in Algebraic Operations" shows an improvement in mathematics learning outcomes through the use of creative and productive learning strategies in the topic of algebraic operations among eighth-grade students in junior high school. Based on the aforementioned issues and relevant research findings, it is necessary to conduct an analysis of the Creative and Productive Learning Strategies in Physical Education (PJOK) for Grade X students at SMAN 5 Sekayu.

B. Methods

This research is a qualitative descriptive study. The method used in this research is a survey method. The purpose of this study is to analyze and determine the effectiveness of implementing creative and productive learning strategies in PJOK (Physical Education) and its impact on PJOK learning outcomes. The research was conducted at SMAN 5 Sekayu by distributing questionnaires to the students. The population of this study consists of all 45 students in Grade X at SMAN 5 Sekayu. The data collection techniques used in this study include questionnaires, interviews, and documentation. After collecting the data through the questionnaire, interviews, and documentation, the researcher needs to

analyze the data.

C. Result and Discussion

Result

Descriptive analysis was conducted for the data on the variables of creative and productive learning strategies through the distribution of a questionnaire using Google Forms. The questionnaire consisted of 15

items using a Likert scale with 5 response options: Strongly Agree (1), Agree (2), Neutral (3), Disagree (4), and Strongly Disagree (5). The purpose of data analysis was to determine the correlation or percentage of each variable and indicator to obtain the overall average. The results of the calculations using Excel are presented in the following table showing the overall percentage:

Table 1. Data Analysis

Variable	Indicator	Question	Score	Score Max	%	%
Creative and Productive Learning Strategies in PJOK Subjects	1. Cooperation	P1	151	175	86,2%	82,4%
		P2	149	175	58,1%	
	2. Pleasant	P1	146	175	83,4%	
		P2	137	175	78,2%	
	3. Learn With Passion	P1	145	175	82,8%	
		P2	147	175	84%	
		P3	134	175	76,5%	
	4. Using Multiple Sources	P1	145	175	82,8%	
	5. Active Student	P1	144	175	82,2%	
		P2	147	175	84%	
	6. Sharing With Friends	P1	138	175	78,8%	
		P2	145	175	82,8%	
	7. Critical Student	P1	137	175	78,2%	
		P2	151	175	86,2%	
		P3	147	175	84%	

Based on the results of the categories above, it can be concluded that the creative and productive learning strategies in PJOK (Physical Education) for Grade X at SMAN 5 Sekayu have an overall average

percentage of 82.4%. After considering the overall percentage of the research results, it is necessary to categorize them as follows:

Table 2. Category percentage score

Evaluation	Interpretation
0% - 20%	Very Ineffective Not
21% - 40%	Effective
41% - 60%	Moderately Effective
61% - 80%	Effective
81% - 100%	Very effective

(Source. Riduwan 2020:275)

The analysis of interview results in this study was conducted with the PJOK (Physical Education) teachers of Grade X at SMAN 5 Sekayu as a supplementary data source to reinforce the data obtained from the main data, which is the questionnaire. The purpose of the interview was to assess the students' performance during the PJOK learning process and to determine the students' learning outcomes. The researcher conducted face-to-face interviews with the teachers at SMAN 5 Sekayu on November 25, 2022.

The interview consisted of 6 validated questions prepared by experts. The interview results indicated that overall, the Grade X students were prepared for the implementation of PJOK learning, both in terms of their individual attitudes and the school's facilities. The PJOK learning process was deemed effective because the use of creative and productive learning strategies encouraged students to be more active and creative. The teachers utilized various media during the learning process.

Discussion

The creative and productive learning strategy is a strategy developed based on various learning approaches assumed to enhance the quality of the teaching and learning process. Initially, the Creative and Productive Learning Model was specifically designed for literature appreciation (Budiman Agung Pratama, 2020). However, with various modifications and developments, this strategy is referred to as the Creative-Productive Learning (Jayul, Achmad & Irwanto, Edi, 2020). The Creative-Productive Learning Model is developed by incorporating various learning approaches that are assumed to improve the quality of the learning process and learning outcomes. These approaches include active creative learning methods (CBSA). The emphasis is on student engagement, which is the core of the learning activities, known as inquiry-based strategies, constructive learning strategies, as well as collaborative and cooperative learning strategies (Pujiyanto et al., 2021). This learning approach challenges students to produce creative products as a form of recreation or reflection of their understanding of the subject matter, thereby enhancing the quality of PJOK (Physical Education) learning. The stages of the creative-productive learning strategy include Orientation,

Exploration, Interpretation, Re-creation, and Evaluation. The advantages of the creative-productive learning strategy include: 1) Understanding values, concepts, or problems; 2) The ability to apply concepts/problem-solving; 3) The ability to create something based on understanding; 4) Developing critical and creative thinking skills, responsibility, and collaboration (Sujarwo, 2007).

Based on the collaboration indicators, which consist of two statements, the results show that 45.7% of students strongly agree, 42.9% agree, and 11.4% remain neutral regarding the fact that PJOK learning using creative and productive strategies can encourage students to collaborate in their learning, in line with the opinions of Rosita & Leonard (2015). In the field of education, collaboration skills are crucial and must be implemented in the learning process. Collaboration can accelerate the learning goals because a learning community always produces better results compared to individuals studying on their own. In this case, no student chose disagree or strongly disagree. This means that the creative and productive learning strategy in PJOK at SMAN 5 Sekayu can encourage students to collaborate in learning PJOK.

Regarding the second statement, 48.6% of students strongly agree, 28.6% agree, and 22.9% remain neutral regarding the fact that compared to previous learning methods, the creative and productive learning strategy enables group members to participate in PJOK learning.

Student participation is crucial in the classroom learning process. According to Taniredja et al. (2013), student participation refers to the mental and emotional involvement of students in group situations, which encourages students to develop their thinking abilities and feelings to achieve satisfactory learning outcomes. Similarly, no student chose disagree or strongly disagree. This indicates that the creative and productive learning strategy in PJOK can increase student participation in the learning process.

Regarding the enjoyable aspect, which consists of two statements, the results show that 48.6% of students strongly agree, 28.6% agree, and 22.8% remain neutral regarding the fact that the creative and productive learning strategy can make students more enthusiastic in the learning process. This finding is also supported by Kurniaawati (2017), stating that learning should not impose physical or mental pressure, as such pressure only diminishes students' thinking abilities.

In the second statement, 34.3% of students chose agree, 31.4% chose strongly agree, and 31.4% remained neutral, indicating that the creative and productive learning strategy can eliminate boredom during the learning process. According to Fadilah (2014), it is a learning design aimed at creating an environment that allows students to dare to try, act, ask questions, and express opinions. By fully focusing students'

attention on learning, it can eliminate boredom during the learning process. Only 2.9% of students strongly disagreed with this statement. This means that the creative and productive learning can eliminate boredom during the learning process.

Moving on to the indicator of enthusiastic learning, which consists of three statements, in the first statement, 48.6% of students strongly agreed, 22.9% agreed, and 22.9% remained neutral regarding the fact that the creative and productive learning strategy involves the use of various teaching media by the teacher. According to Azhar Arsyad (2013:28), the benefits of using teaching media in the students' learning process are: (1) It makes learning more interesting, thus fostering motivation to learn; (2) The learning materials become clearer in meaning, enabling better understanding by students and allowing them to master and achieve the learning objectives; (3) Teaching methods become more varied, not solely relying on verbal communication through teacher's lectures, thus preventing student boredom and reducing teacher exhaustion, especially when the teacher teaches during every class session; (4) Students engage in more learning activities, not just listening to the teacher's explanations, but also participating in other activities such as observing, performing, demonstrating,

role-playing, and others. Only 5.7% of students disagreed with this statement, indicating that the creative and productive learning strategy can make students learn with enthusiasm because teachers use various teaching media. In the second statement, 62.9% of students agreed, 28.6% strongly agreed, and 8.6% remained neutral, indicating that the creative and productive learning strategy is more engaging compared to previous learning methods. This aligns with the Law No. 20 of 2003 on National Education System and Government Regulation No.19 on national education standards, which state that teachers and education personnel are obliged to create a meaningful, enjoyable, creative, dynamic, and dialogical learning environment.

In the third statement, the dominant responses from students were 40% agree, 34.3% neutral, and 22.9% disagree, indicating that the creative and productive learning strategy encourages students to be more active in asking questions. Munandar (in Mulyana, 2012) states that asking questions can be interpreted as a desire to seek unknown information. Asking questions is one of the strategies to capture the attention of the audience, especially regarding important matters that require attention and need to be questioned (Majid, 2013:235). Only 2.9% of students disagreed, meaning that the creative and

productive learning strategy can make students frequently ask questions during their learning.

Based on the indicator of using various sources, which consists of one statement, the dominant responses from students were 40% strongly agree, 34.3% agree, and 25.7% neutral, indicating that the creative and productive learning strategy enables teachers to utilize the surrounding environment. According to (Gani et al., n.d.), the environment-based learning refers to a space with its conditions, objects, and living creatures, including humans and their behaviors that influence the sustainability of life and the well-being of humans and other living beings. Environment-based learning is considered a factor that is always connected to the living beings around it. There were no students who disagreed or strongly disagreed with this statement.

Based on the indicator of active students, which consists of two statements, in the first statement, the dominant responses from students were 40% strongly agree, 31.4% agree, and 28.6% neutral, indicating that the creative and productive learning strategy can make students express their opinions more during the learning process. The activities of students during the learning process need to be considered by teachers to ensure

that the teaching and learning process achieves maximum results, thus teachers need to find ways to enhance student engagement.

In the second statement, the dominant responses from students were 45.7% strongly agree, 28.6% agree, and 25.7% neutral, indicating that the creative and productive learning strategy can make teachers and students interact more in the learning process. There were no students who disagreed or strongly disagreed with this statement.

Based on the indicator of sharing with friends, which consists of two statements, in the first statement, the dominant responses from students were 51.4% strongly agree, 31.4% agree, and 11.4% neutral. The creative and productive learning strategy can make students share knowledge more frequently with their peers. According to (Erwina & Mira, 2019), knowledge sharing is a systematic process of sharing and distributing knowledge from one party to another party in need, through various methods and media. Only 5.7% of students disagreed, which means that the creative and productive learning strategy can make students share knowledge more frequently during their learning. In the second statement, the dominant responses from students were 51.4% agree, 34.3% strongly

agree, and 11.4% neutral. The creative and productive learning strategy can make students listen to each other's opinions. Only 2.9% of students disagreed, indicating that the creative and productive learning strategy can make students respect each other's opinions.

Based on the indicator of critical thinking, which consists of three statements, in the first statement, the dominant responses from students were 42.9% strongly agree, 28.6% neutral, and 25.7% strongly agree. The creative and productive learning strategy makes students ask more questions about the discussed material. According to (Rasiman and Kartinah, 2018), critical thinking can be seen as the ability of students to compare two or more pieces of information, such as comparing external information with their existing knowledge. Only 2.9% of students disagreed, indicating that the creative and productive learning strategy can make students ask more questions and engage in critical thinking during the learning process.

In the second statement, the dominant responses from students were 48.6% strongly agree, 37.1% agree, and 11.4% neutral. The creative and productive learning strategy increases students' curiosity about the subject matter being discussed. Students who disagreed accounted for only 2.9%, meaning that the

creative and productive learning strategy enhances students' curiosity about the subject matter.

In the third statement, the dominant responses from students were 42.9% strongly agree, 37.1% agree, and 17.1% neutral. The creative and productive learning strategy makes it easier for students to understand the core content being discussed. Only 2.9% of students disagreed, indicating that the creative and productive learning strategy helps students grasp the content more easily.

Based on the interview conducted with Mr. Sidik Andarta, a physical education teacher at SMAN 5 Sekayu, after implementing the creative and productive learning strategy in physical education, it was found that the students' interest in the subject increased, allowing them to develop their creativity. The students' learning performance was excellent, and it provided them with opportunities to demonstrate their abilities in achieving the given material. The students were enthusiastic and active during the learning process, as they wanted to showcase their reading and comprehension skills. However, some students still needed guidance and clarification during the learning process. In terms of learning outcomes, students in physical education achieved the ability to analyze and evaluate the material provided by their

teacher.

D. Conclusion

Based on the results of the research and the discussion presented in the previous chapter, it can be concluded that the analysis of the creative and productive learning strategy in physical education (PJOK) for Grade X at SMAN 5 Sekayu is very good. This is evident from the overall research findings, which show a percentage of 82.4% in the "excellent" category. This implies that the strategy can be adopted and implemented in other subjects in the same school or similar schools.

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F. Conflict of Interest

There is no conflict of interest in this research.

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