

UTILIZATION OF NATURAL MEDIA AROUND AS EFFORTS TO IMPROVE
ACTIVITY AND STUDENT LEARNING RESULTS IN LEARNING WRITING TEXT
PROCEDURES SMPN 2 CIKALONGWETAN DISTRICT BANDUNG BARAT

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Abstract

This research is a classroom action research. The purpose of this research is to know the process of learning to write process of text with the utilization of natural media around and its impact on the increase of activity and ability / result of learning of class VII B SMPN 2 Cikalongwetan academic year 2017-2018. The population in this study is all students of SMP class VII SMP Negeri 2 Cikalongwetan West Bandung regency with a sample of 34 students class VII B. Instruments used in this study is a test of learning outcomes and observation sheets. The results showed that Based on the results of process assessment and postes results on learning Sikius I and Sikius II, it can be seen the impact of the intensity of utilization of natural media around to the result of learning to write procedure text in class VII B SMP Negeri 2 Cikalongwetan. This is evidenced by the level of student activity and mastery of the study material. In the first cycle of I meeting, the average of students activity was 47.06% and the average result was 67.65. Students who achieve mastery of 10 students with a percentage of 29.41%. In the first cycle of meeting II the average of student activity 61,76% and seen from the average of test result of participant is 65,20. Students who achieve the completeness of 18 students with a percentage of 52.94% in the second cycle of meeting I the average activity of 67.65% participants and the average student test result is 73.62. learners who achieve mastery of 20 students with a percentage of 58.82%. In the second cycle of meeting II the average of learners activity 94.12% and the average student test result is 84.25. Students who achieve mastery of 29% of learners or 85.29%, while 5 students with a percentage of 14.71% has not been completed. It can be concluded that the utilization of natural media around in learning to write text procedures can improve the activity and learning outcomes of students of class VII B SMPN 2 Cikalongwetan .

Keywords: *Learning, Writing Procedure Text, Natural Media Around, activity, learning outcomes*

Abstar

Penelitian ini merupakan penelitian tindakan kelas. Tujuan dari penelitian ini adalah untuk mengetahui proses pembelajaran menulis teks prosedur dengan pemanfaatan media alam sekitar dan dampaknya

pada peningkatan aktivitas dan kemampuan/hasil belajar siswa kelas VII B SMPN 2 Cikalongwetan Tahun Ajaran 2017-2018. Populasi dalam penelitian ini yaitu seluruh peserta didik SMP kelas VII SMP Negeri 2 Cikalongwetan Kabupaten Bandung Barat dengan Sampel 34 peserta didik kelas VII B. Instrumen yang digunakan dalam penelitian ini adalah tes hasil belajar dan lembar observasi. Hasil penelitian menunjukkan bahwa Berdasarkan hasil penilaian proses dan hasil postes pada pembelajaran Siklus I dan Siklus II, dapatlah diketahui dampak intensitas pemanfaatan media alam sekitar terhadap hasil belajar menulis teks prosedur di kelas VII B SMP Negeri 2 Cikalongwetan. Hal ini dibuktikan dengan taraf aktivitas dan penguasaan siswa terhadap bahan kajian. Pada Siklus I pertemuan I rata-rata aktivitas peserta didik 47,06% dan rata-rata hasil sebesar 67,65. Peserta didik yang mencapai ketuntasan 10 peserta didik dengan persentase 29,41%. Pada siklus I pertemuan II rata-rata aktivitas siswa 61,76% dan dilihat dari rata-rata hasil test peserta adalah 65,20. Peserta didik yang mencapai ketuntasan 18 peserta didik dengan persentase 52,94% pada siklus II pertemuan I rata-rata aktivitas peserta 67,65% dan rata-rata hasil tes siswa adalah 73,62. peserta didik yang mencapai ketuntasan 20 peserta didik dengan persentase 58,82%. Pada siklus II pertemuan II rata-rata aktivitas peserta didik 94,12% dan rata-rata hasil tes siswa adalah 84,25. Peserta didik yang mencapai ketuntasan 29% peserta didik atau 85,29 %, sedangkan 5 peserta didik dengan persentase 14,71% belum tuntas. Hal tersebut dapat di simpulkan bahwa pemanfaatan media alam sekitar dalam pembelajaran menulis teks prosedur dapat meningkatkan aktivitas dan hasil belajar peserta didik kelas VII B SMPN 2 Cikalongwetan..

Kata Kunci : Pembelajaran, Menulis Teks Prosedur, Media Alam Sekitar, aktivitas, hasil belajar

INTRODUCING

Improving the quality of learning is one of the basic improvements of education as a whole. The quality of education is highly dependent on the quality of teachers and their learning, so improving learning is a fundamental issue for rational quality improvement of education. To improve the quality of learning then we as teachers should be able to create a varied learning atmosphere so that learning activities that we do not bore the learners. This is in line with Mulyasa's opinion, (2011, p.78) "providing variation is a skill that teachers must master in learning, to overcome the boredom of learners, to be enthusiastic, diligent, and full of participation." Variations in learning are changes in the process activities aimed at improving learners' motivation, as well as reducing boredom and boredom. The learning process is essentially to develop the activities and creativity of learners, through various interactions and learning experiences. But in practice it is often not realized, that there are still many learning activities that are implemented actually inhibits the activity and creativity of learners.

The classroom learning process generally emphasizes the cognitive aspect, so that the mental abilities learned are largely centered on the understanding of knowledge materials and memory. In such situations, students are usually required to receive what is considered important by the teacher and memorize it. Teachers generally do not like the atmosphere of learning that the students ask a lot of questions about things outside the context taught. Seeing such conditions, the activities and creativity of the learners are inhibited or can not develop optimally. Many ways to create a conducive learning atmosphere that can develop activities and creativity learn optimally, according to the ability of each learner. One of them, namely the utilization of the surrounding environment for learning. This is in line with the results of research that has been done by Syofnidah Ifrianti (2016, pp. 237) which concludes that the utilization of the surrounding environment can improve the activity and learning outcomes of students of class III on the subject of social studies can be seen from the activities and learning outcomes of learners . In addition to the above results, Muzeia Lamasari (p.143) states that the utilization of the surrounding environment as a learning resource in science subjects, especially in class III SDN 10 Gadung is more interesting learning activities and not boring for students, so that student learning motivation will be more high, the learning process will be more meaningful because the students are faced in a real state of nature so that the truth is more accurate.

The surrounding natural media is one of the media that is effective enough to improve learning, especially the learning of writing procedural text. The natural media is everything around us that can be used to support learning. This medium is very cheap but can be used very effectively for learning. In addition, the surrounding natural media can also eliminate boredom and boredom of students. With the natural media around the students can also be more familiar with the nature around him.

In regard to the utilization of the natural surroundings in Science learning, Richardson in Suthardi (1981, p.147) puts it, "Science necessarily begins in the environment in which we live. Consequently the students study of science should have this orientation ". From the environment around the learner can be guided to study various kinds of life problems. However, the utilization of nature around as a source of learning depends on the teacher.

Utilization of the environment around us is one way or method in learning how we can utilize our environment to be a source of learning that we can utilize optimally for the achievement of the learning process and with the results of quality education. Much can we use from the

environment around us as a medium of learning. So we should take advantage of what is in the environment around us. Because of the many lessons that we can take directly from our environment. The environment around us has a huge impact on our success and therefore we must be able to make the best possible use of the environment around us.

The advantages of using the environment as a medium of learning: 1) saving costs, because utilizing objects that already exist in the environment; 2) provide a real experience to the students because these objects come from the student environment, then the objects will be in accordance with the characteristics and needs of students; 3) environmental media provide direct experience to students. Examples of the surrounding environment that can be utilized in learning to write text procedures in SMP class VII including the former packaging snacks that exist around the school environment. Former packing snacks around the school environment can be used to craft hands in accordance with the creativity of students. In addition to developing the creativity of students, the use of this former hawker packaging is also a way that can be applied to students to always care about environmental conditions to always clean and free of waste, especially the former packaging jajanan. Thus education that utilizes the natural environment around the school is not only limited to forming the personality and development of students' knowledge, but developing initiatives to take action to make our environment better.

Based on the results of the two studies above and associated with the existing theories it can be concluded that the utilization of natural media around in learning can increase student activity, student learning outcomes, learning more interesting and not boring. To that end, the authors try to apply the utilization of natural media around in the learning of writing procedure text in SMP kels VII. The purpose of this study is to know the process of learning to write text process with the use of natural media around as an effort to improve the ability to write text procedures in class VII B SMPN 2 Cikalongwetan academic year 2017-2018.

RESEARCH METHODS

This research uses Classroom Action Research (PTK). In this case the researchers observed the learning that was designed using the model of the utilization of the surrounding environment as a learning medium in the form of learning outcomes of participants. Classroom action research is one of the problem-solving strategies that utilize concrete actions and capacity building processes in detecting and solving problems (Uno, Lamatenggo and Satria, 2012 p. 63). The stages in this research are: planning, implementation, observation, and reflection.

This research was conducted in SMPN 2 Cikalongwetan, West Bandung regency. This research was conducted on the first week until the second week of October 2017. Subjects in this study, namely students of SMP class VII SMPN 2 Cikalongwetan West Bandung regency with a sample of 34 students class VII B. The indicators of achievement in this study is the achievement of mastery learning, which is the value of ± 70 students with a percentage of 85% of the total number of students on learning outcomes. In detail, the study was conducted through two cycles. It is expected that the activities and learning outcomes of students above can increase in each cycle. Thus, the indicator of success expected by researchers in improving student learning outcomes by 85%.

Data analysis techniques are analyzed qualitatively and quantitatively. Qualitative analysis is used to analyze the data and show the dynamics of the process by providing contextual and in-depth interpretation in accordance with research problems, namely data about learning activities of learners. During the learning process through the utilization of the surrounding environment as a medium of learning to increase the activities of learners. The analysis is done by integrating the data as a whole. Analysis and description of non test data aims to reveal all student behavior and its modification during the learning process from cycle I and cycle II.

Quantitative analysis is used to describe the various dynamics of learning achievement of learners in relation to the mastery of the material taught by the teacher. Quantitative data is the result of learning through the application of the environment around as a learning medium in cycle I and cycle II. Quantitative data is obtained from the results of the tests the learner did in cycle I and cycle II.

The object of this research is the learning of writing procedure text on Indonesian subjects with the application of natural media around to improve the skills of participants in writing procedure text in class VII SMPN 2 Cikalongwetan. In Classroom Action Research, the data collection techniques to be used are:

1. Observation

Observation is a way of collecting data by observing directly the object under study. (Margono Rubino, 2011 p.68) defines observation as a systematic observation and recording of the apparent symptom of the research object.

2. Test

The test is a set of stimuli given to a person with the intention of getting the answers that are assigned to score points (Sutama & Main Sufanti, 2011 p.25). The test is prepared and done to determine the level of development of student writing skills in accordance with the existing cycle. The tests are given to students in the form of a written test (writing poetry). This research is planned to use two cycles, but if in cycle one obtained by completion in classical then the research is finished and if not yet reach completeness hence this research will be continued in next cycle.

Preliminary Actions

Preliminary action is carried out as a first step before cycle execution. Some of the preliminary activities are:

1. Observation

Observation activities undertaken is to know the learning media commonly used by teachers of the field of study of the Indonesian language.

2. Interview

Interviews were conducted to teachers of Indonesian language studies.

Cycle Implementation

The cycle consisted of planning, observation, and reflection. If in the first cycle has been achieved the desired results, namely the liveliness and completeness of learning outcomes learners achieve at least $\geq 85\%$ then the cycle execution is stopped, but if not achieved then the second cycle needs to be done. The activities in each cycle are as follows.

1. Learning planning

These planning activities include:

- a. Prepare lesson plan of utilization of natural media around with hope to change learners activity become better.
- b. Compile the names of group members based on learning outcomes data on previous learning with the aim that each group in one class gets good results.
- c. Develop evaluation tools in the form of LKS, homework assignments (PR), and projects.
- d. Compile questions and answers for learners.

- e. Make observation guidelines to observe the learning process of learners 'learning and learners' learning outcomes.

2. Action

The actions undertaken in this study are as follows.

- a. Provide preliminary tests relating to the material to be discussed in the learning to know the extent of readiness mastery of the material owned by each student.
- b. Students are formed into groups that have been determined.
- c. Provide evaluation of material mastery.
- d. Conducting interviews to find out the teacher's response to the subject areas and students.

3. Observation

Observation activities are carried out jointly with the implementation of the action. In this observational activity, researchers are assisted by 2-3 observers. Each observer observed 2 to 3 groups. Observation is the activity of learners in groups in pairs, the activities of learners in the classroom and the activities of intergroup learners during the learning process.

4. Reflection

Reflection activities within the PTK are needed to locate vulnerable points, so it can be continued by identifying and setting new improvement targets, preparing new plans, implementing new actions or explaining the cause of the failure so that improvement needs to be done.

The results of reflection are used to define the next steps in an effort to achieve the objectives of the PTK. This objective is to know the results of actions in cycle I and the learning outcomes achieved, weaknesses and constraints experienced. If the classical achievement of 85%, then cycle II is not done. However, if it has not reached the standard of classical completeness then done cycle II.

RESEARCH RESULT AND DISCUSSION

1. Research Results

a. Cycle I

1) Planning

The researcher consulted the partner's teacher and reached agreement that start doing research in class that is on October 3, 2017 to see activity and learners learn result at exploiting school environment, where in activity learner realize the ability to observe activity of learners as a whole then in doing observation researchers collaborate / partner with Indonesian eye teachers. As for aspects that will be observed researchers first provide an explanation that has reached an agreement. Aspects observed are: a) enthusiasm / follow the spirit of learning; b) expressing joy and excitement in learning; c) cooperate in group discussion activities; d) ask questions; e) actively perform the task. In the learning outcomes is by giving a problem, here researchers as teacher teachers and teacher partners as observers. The researcher prepares the syllabus, the lesson plan (RPP) that will be implemented in the Indonesian language subjects on the surrounding environment materials, prepares the observation sheet during the learning process, prepares the learning media, creates the LKS (Student Worksheet) containing the exercise questions, and preparing environmental drawings.

2) Implementation

The first meeting, on Tuesday, 03 October 2017 at 08.35 s.d. 09.55 and the second meeting, on Thursday 05 October 2017 at 11.45 s.d. 13.05. Researchers and teacher partners enter the classroom VII B by bringing materials and learning media in the form of teaching materials, procedures, syllabus, learning implementation plan. Observation sheet of learning activities and questions to see students' learning outcomes.

3) Observation

a) Learning activities

In the first cycle of meeting I activity of learners in the learning process shows the percentage of 47.06%. If seen in the activity criteria learners indicate the level of activity is still "low" in the process of writing text writing procedures with the utilization of natural media around.

In the first cycle of the second meeting of learners activity in the learning process shows the average value of percentage of 61.76%. Bearti there is an increase of 14.7% from cycle I meeting I, when viewed on the activity criteria learners indicate the level of activity is still "enough" in the process of learning the text of the procedure with utilization of natural media around ..

b) Learning outcomes

The result of learning to write procedure text from cycle 1 of meeting 1 that learners experiencing mastery learn as many as 10 students while 23 students have not finished in learning. This shows that as much as 29,41% learners experience mastery learn and 70,59% learners unfinished.

The result of learning to write the text of procedure from cycle 1 of meeting II that learners who have mastery learn as much as 18 students while 15 students have not complete in learning. This shows that as much as 52,94 learners experience mastery learn and 47,06% learners unfinished.

4) Reflection

Based on the results obtained from cycle I there are still some constraints. The things that become obstacles in the implementation include: learners are still confused by how they will learn, learners are still not used to using the surrounding environment as a medium of learning. Nevertheless, this media can be said to run quite well, but in the implementation there are still some obstacles as described above. Based on first cycle I reflection cycles, it is recommended that improvements for the second meeting are as follows:

- a) Taking into account the learning that has been good in the learning process to keep it done at the next meeting.
- b) Researchers provide a deeper understanding of how to learn while outside the classroom.
- c) Motivate learners to work together in groups.
- d) Researchers further improve classroom management.
- e) Researchers have not done apersepsi.
- f) Learners are still less attention at the time of learning.
- g) Few learners are responsible and less active in the group.

b. Cycle II

1) Planning

Planning is done in cycle II as well as with cycle I with some improvement based on the results of reflection in cycle I. Furthermore, researchers prepare syllabus, learning implementation plan (RPP) that will be implemented in the subjects of social studies on the floor plan and home environment maps and schools prepare sheets of

observation during the learning process, preparing instructional media, making LKS (Student Worksheet) containing exercise questions, and preparing environmental drawings.

2) Implementation

Implementation of action cycle II is held twice face to face. Implementation on Thursday 05 October 2017. at 11:45 to 13:05 pm and Tuesday, October 11, 2017 at 08:35 s.d. 09.55. 82.35%. Researchers and teacher partners enter the classroom VII B by bringing materials and learning media in the form of teaching materials to write text procedures, syllabus, learning implementation plan. observation sheets of learning activities and problems to see the learning outcomes of learners then implement it in the learning process.

3) Observation

a) Learning activities

In the second cycle of meeting I activity learners in the learning process shows the average value of percentage of 67.65%. when viewed on the activity criteria learners indicate the level of activity is still "good" in the process of learning to write text procedures by utilizing the natural media around.

In the second cycle of the second meeting of the activities of learners in the learning process shows the average value of percentage of 94.12% and an increase of 26.47%. When viewed on the activity criteria learners indicate the level of activity is still "very good" in the process of writing text writing procedures with the utilization of natural media around.

b) Learning outcomes

The result of learning to write procedure text from cycle II of meeting 1 that learners who experience mastery learn as much as 26% learners while 8 learners not yet complete in learning. This shows that 76.47% of learners experience complete mastery of learning and 23.53% of students have not completed.

The result of learning to write the text of procedure from cycle II of meeting 1I shows that learners who have mastery learn as much as 29 students while 5 students have not finished in studying. This shows that as much as 85.29%.

4) Reflection

Based on the observation (observation) conducted by (observer) on the learning process in the second cycle that the learning process has met expectations, among others, namely:

- a) The management of time is good, has been adjusted with the allocated time already specified.
- b) Classroom management has good class condition more conducive so that most of the learners have been able to receive lessons well.
- c) Through the application of the surrounding environment as a medium of learning in use by teachers in learning has made learners engaged actively in the learning process so that activities and learning outcomes to be improved and become better.
- d) Both learning activities and student learning outcomes have achieved an indicator of success in this study so that researchers and collaborators agreed to end the cycle of research in this cycle II.

2. Discussion of Research Results

Teaching and learning process is a continuous activity whose main purpose is learners can absorb the subject matter. Many factors that support the success of this learning include teachers, students, and the school environment, parents, adequate facilities and infrastructure and appropriate learning media and the environment. To declare the success or failure of the learning process can be measured by evaluation and seen through the evaluation results. A process of learning in demands the existence of an activity that must be done by learners, success in learning depends on the activities undertaken during the learning process takes place so that no student activity activities will not take place properly.

a. Learning activity

Recognizing the limited ability of researchers in observing the activities of learners as a whole then in doing observations researchers collaborate / partner with subject teachers. As for the aspects observed researchers first provide an explanation that has reached an agreement. Activity observation sheet to observe the text learning activity The procedure procedure used consists of five indicators: 1) enthusiasm / enthusiasm to follow the lesson, 2) to show joy and happiness in degree, 3) to cooperate in group discussion, 4) to ask questions, 5) actively doing the task. This study was conducted 4 times a meeting or 2 cycles per cycle each 2 meetings. Based on the learning cycle I and II there is an increase in learning activities that have an impact on penigkatan

learning outcomes of learners. Increased learning activities in the learning process can be observed in the following table.

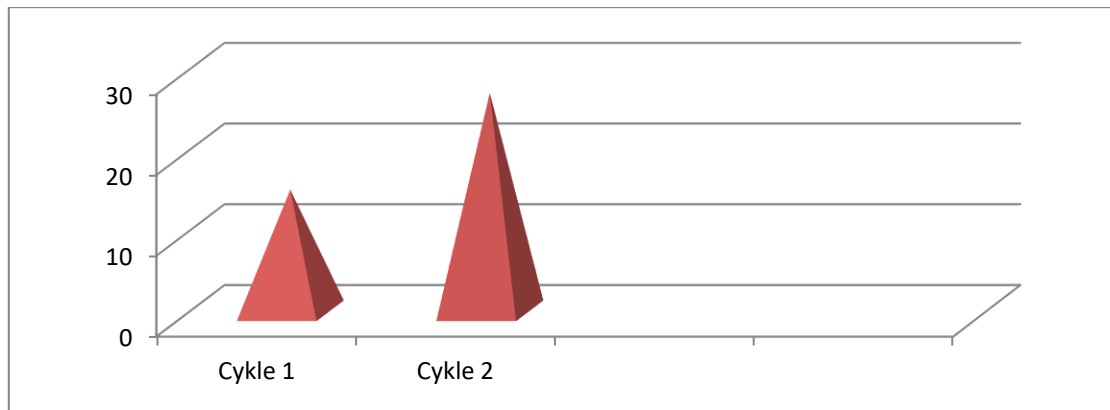
Table 1
Percentage of Activity of Learners Per-Cycle

No.	Cycle					
	I			II		
	Pert. 1 (%)	Pert. II (%)	Increase (%)	Pert. 1 (%)	Pert. II (%)	Increase (%)
1	47,06%	61,76%	14,7%	67,65%	94,12%	26,47%
Average	54,41 %			80,88 %		
Criteria	Bad			Good		
Increase	Cycle I keCycle II					
	26,47					

Based on the above table it can be seen that the activities of students have increased each cycle, from cycle I to cycle II of 26.47%. The result of activity observation on the students on the first cycle of meeting I in proda percentage of 47.06% and in cycle I meeting II in proda percentage value of 61.76% and an increase of 14.7%. On the success criteria shows the level of activity is still less in the process of writing text writing procedures with the utilization of natural media around.

On activity observation activity of student of cycle II of meeting I diproleh result percentage value equal to 67,65% and cycle II meeting II diproleh value percentage equal to 94,12% and happened increase of equal to 26,47%. The average of the two observations is 80.88% and the success criteria indicates the level of activity is already high in the process of writing text writing procedures with the utilization of nature around as a medium of learning. Based on the results of the recapitulation, shows that there is an increase in the percentage of the average activity of learners each cycle. It shows that through the application of the surrounding environment as a medium of learning successfully increase the learning activities of learners on learning to write the text of the procedure. the average activity of learners each cycle. It shows that through the application of the surrounding environment as a medium of learning successfully increase the learning activities of learners on learning to write the text of

the procedure. An increase in the percentage of student activity in the learning process can be seen in the following graph.



Figur

Percentage Chart of Student Activity Improvement e 1 On Each Cycle

Based on the diagram above can be seen that the learning activities of learners have increased each cycle. In the first cycle of the meeting I diproleh learning activity value of 14.7% and in cycle II 26.47%. in the process of learning to write text procedures through the application of the natural surroundings as a medium of learning. In the criteria of success shows the results of learning in the high category, in the process of learning to write procedures through the environment as a media learner.

b. Learning outcomes

The learning process has a goal to be achieved that has been predetermined. The intended purpose is the purpose of education. To achieve learning goals or learning outcomes will not be achieved learners, what if the learners are not paying attention to the ways and factors that support the success of learning. In the learning process of IPS through the surrounding environment as a learning medium, learning outcomes learners show an increase in each cycle. This result can be seen from the result of the research above that from every learning result cycle increase although not yet reached maximal value. This can be seen in the following table

Table 2
Learning Outcomes of the Cycle

information	Cycle	
	I	II

	Pert. 1	Pert. II	Enhancement	Pert. 1	Pert. II	Enhancement
Average information	57,65	65,20	7,55	73,62	84,25	10,63
Average cycle	61,43			78,94		
category	High			High		
	Increase Cycle I to Cycle II					
	17,51					

Based on the above table it can be seen that the learning outcomes of learners have increased each cycle. In the first cycle of learning outcomes learners get an average score of 61.43. In cycle II the average value reached in the amount of 78.94. Thus there is an increase from cycle I to cycle II of 17.51. It proves that the utilization of the surrounding environment as a medium of learning to write a text procedure succeeds in improving learners' learning outcomes in learning to write procedure text. Based on the learning cycle I, and II there is an increase in learning activities that have an impact on improving learning outcomes of learners. Based on the results of field notes, tests, observations, which researchers have carried out to get the conclusion that the implementation of text learning procedures to apply the surrounding environment as a medium of learning brings a positive impact that can result in increased activity and learning outcomes to write text procedures students VII class SMPN 2 Cikalongwetan. However, it is hoped that its implementation will not be up to now, teachers are expected to follow up this application by further deepening the media.

CONCLUSION

Based on the results of research that has been done can be concluded that the utilization of the surrounding natural environment can increase the activity and learning outcomes of students of class VII B on learning to write text procedures. This can be seen from the activities and learning outcomes of learners. Increased activity and learning outcomes can be seen from the observation of initial data learners activities get an average of 15.625% and fall into the

category less, the results of learning to get an average of 49.96. In cycle 1 percentage of activity learners at each meeting has increased with the average activity of learners of 54.41% of the activity obtained learning outcomes with an average of 61.43. This proves that in the first cycle has not reached mastery learning because 54.41% has not reached the criteria mastery.

This proves that in the first cycle has not reached the expected target, because the learning will be declared successful if the activity and student learning outcomes reach the average target of 70 (KKM). Then the next cycle in cycle II the percentage of student activity at each meeting has increased with an average value of 80.88% Achievement of the above activities turned out to determine the outcomes of learning it is evident that in the second cycle to get the results of learning with an average value of 78 , 94 who achieved mastery learning. Thus the learning outcomes with the utilization of natural media around as a medium of learning has reached the target with the success indicator 85.29% of all learners who scored 70 (KKM). It can be concluded that the learning outcomes are increasing.

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