

# INTEGRATION OF JUMIANG BEACH IN INTERACTIVE TEACHING MATERIALS OF DESCRIPTION TEXT AS STUDENT'S CHARACTER STHRENGTHENING EFFORT

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## Abstract

Based on the results of the needs analysis, the learning resources used by teachers are still limited. Teachers need to develop innovative and contextual teaching materials so that students can better understand them. Regional marine tourism can be used as a learning resource, especially in descriptive text material. This study aims to describe the integration of Jumiang Beach marine tourism as a descriptive text teaching material. This research uses descriptive qualitative method. In this research, the object of research is the seventh grade students of SMP Tsamrotul Ulum. Data was collected through interviews, observation, and documentation. Interviews were conducted with Indonesian language teachers and seventh grade students. Observations were made by visiting the Jumiang Beach tourist attraction as material for making learning videos. The results of the analysis show that Jumiang Beach tourism objects are very relevant and useful to use as descriptive text teaching materials because the objects described are close to students, add insight and knowledge, students understand the material better because they seem to see objects directly through learning videos in teaching materials, and students feel interested and happy because they learn through interactive teaching materials so that learning becomes more meaningful. It can be concluded that Jumiang Beach which is integrated in interactive descriptive text teaching materials gets very good and positive responses from teachers and students.

**Keywords:** Tourism; Jumiang Beach; Interactive Teaching Materials

## INTRODUCTION

The learning process requires teachers to have creativity and innovation in order to produce an optimal and useful learning process. Innovations that can be carried out by teachers include using various sources, methods and learning media that are in accordance with the material and needs of students so that learning objectives can be achieved optimally (Fitriyani et al., 2021). Learning resources are everything that exists around the learning activity environment that functionally can be used to help optimize learning outcomes (Sanjaya, 2010: 228). Various existing learning resources can be used by teachers to develop teaching materials or teaching materials that are innovative and contextual. The reality on the ground is that teachers are reluctant to develop contextual teaching materials. Teachers more often use printed teaching materials prepared by the central government which tends to make it difficult for students to relate the material to students' daily lives. This is because the environmental conditions of students are different from the environmental conditions that exist in printed teaching materials that have been prepared by the government. Therefore, the teacher's ability to prepare teaching materials according to the needs of students, environmental conditions, and the demands of the times is also very necessary (Nugrahani, 2017). Learning resources are one of the references used by teachers to carry out learning activities in class. Various kinds of learning resources are used by teachers in learning activities so that students can learn and fulfill competencies in

harmony. The learning process will run optimally if it is supported by appropriate and relevant learning resources. One of the efforts to improve the quality of learning in schools is that teachers must have adequate and contextual learning resources. Adequate and contextual teaching materials in learning can help make it easier for students to understand the material and are able to help teachers achieve the learning objectives that have been set. According to Trianingsih (2007), the benefits derived from the learning process by using contextual learning resources can directly help students, teachers and schools. Teaching materials developed by teachers can be made by utilizing available learning resources and close to students' lives. Teaching materials made by teachers must pay attention to the social environment of students, customs and habits in students' daily lives such as local culture (Lawe et al., 2019). The development of appropriate and varied teaching materials will create learning situations that are not monotonous and not boring for students (Saidah et al., 2014). One source of learning that can be utilized is regional or local tourism potential. Local tourism is a regional tourism-based learning model. Through learning with a local tourism approach, it is hoped that all components of the school (teachers, students, parents) will have the same concern for developing regional tourism. government circles. The development of the world of tourism has experienced various changes in patterns, forms and nature of activities, encouragement to travel, ways of thinking, as well as the nature of the development itself. Tourist objects not only function as recreation areas, they are also places where social and cultural interactions occur (Emirta, Hanapi, and Hariyono, 2006). In this case tourist objects have values that can be used as learning resources. As contained in Permendiknas No. 22 of 2006 that the utilization of regional potential can be done by optimizing the surrounding environment, including tourist objects as a source of learning. Madura Island has the potential for various tourist attractions with uniqueness, uniqueness, and beauty that amazes and captivates tourists, both foreign and domestic tourists. Madura Island has many marine tourism that can be used as a source of learning. Madura sea tourism can be used as teaching material for descriptive texts in Indonesian language subjects for class VII junior high school students. Description text is text that describes an object in detail. This statement is reinforced by Priyatni (2014) who states that descriptive text is a text that describes an object/thing/state so that the reader seems to feel the author's sensory experience. In the basic competency of descriptive text, one object that can be described is a tourist spot. Hanapi, et al (2006) stated that utilizing tourist objects can facilitate students in linking learning in the surrounding environment with learning in the classroom. This also indicates that the learning process is more meaningful for students if it relates it to the environment, problems and needs (Sasauw, et al, 2017). Thus, linking learning in the classroom with the surrounding conditions needs to be done. Marine tourism which is integrated in the teaching materials in this study is marine tourism on the south coast of Madura, namely Jumiang Beach. Jumiang Beach which is one of the leading tourist attractions in Pamekasan Regency, Madura. Jumiang Beach has a unique and different beach contour compared to other beaches in Pamekasan Regency. The element that makes Jumiang Beach unique is that this beach has 2 different locations. The location is a rocky beach located on the east side and a sloping beach on the west side.

One of the factors in the development of this teaching material is due to the lack of teaching materials that raise the potential of Madura. Jumiang Beach marine tourism can be developed into teaching materials on descriptive text learning material based on the physical characteristics of the marine tourism. The teaching materials developed can add information about Jumiang Beach tourism so that students are able to develop their knowledge, skills, and attitudes in studying or making descriptive texts based on regional or local tourist destinations. Along with technological developments, teaching materials can be developed by adding interactive elements. The use of digital technology can increase the interactivity and active

involvement of students in learning. According to the Guidelines for Bibliographic Description of Interactive Multimedia in Puspitasari and Rakhmawati (2013) interactive teaching materials are a combination of two or more media (audio, text, graphics, images, and video) which are manipulated by users to control commands and or natural behavior. from a presentation. Furthermore, Khamidah, et al (2019) explained that the application and use of interactive digital teaching materials strongly supports learning which will increase student achievement, because these teaching materials can clearly visualize material through pictures, videos and animations, are designed in an attractive way, and can interact with students.

This research refers to several previous relevant studies. The first relevant research is research by Kurniawan. The results of the study show that interactive teaching materials are effective for use in semantics courses based on the significance test between the pretest and posttest results (Kurniawan, 2019). In addition, the results of other studies show that interactive technology is not only a universal design for learning teaching materials, but teaching materials that are very effective for students with learning disabilities, offering them innovative and interesting media in the learning process (Lin, Lin, Chen, & Huang, 2012). In another study, the percentage of validation and test results was more than 70% which indicated that interactive teaching materials were worthy of being a resource for students and teachers in the classroom (Pujiastuti, 2018). Interactive teaching materials containing character values are expected to increase students' learning motivation and make it easier for students to understand learning material. In addition, this interactive teaching material can also foster independent character values for each student because it can be used without a teacher. Another advantage of this interactive teaching material is that it contains interesting pictures and videos so that students can more easily understand the learning material.

## METHOD

This research was conducted from June to December using a qualitative descriptive method. The descriptive method according to Sugiyono (2012) is a method used to describe or analyze a research result but is not used to make broader conclusions. The research location is at SMP Tsamrotul Ulum Pamekasan. The data sources for this research were Indonesian language teachers and seventh grade students of SMP Tsamrotul Ulum. Data collection techniques used are questionnaires, interviews, observation, and documentation. Questionnaires were given to class VII students of SMP Tsamrotul Ulum to find out students' understanding of the marine tourism object Jumiang Beach and its use as teaching material for descriptive text. The second data collection technique is interview. The interview was conducted openly, where the informant knew the presence of the interviewer as a researcher in charge of conducting interviews at the research location (Trianto, 2010). Interviews were conducted with Indonesian language teachers in class VII SMP Tsamrotul Ulum to obtain data on the utilization of the Jumiang Beach tourist attraction as teaching material. Observations are used to conduct a direct review of the location of Jumiang Beach to make a descriptive text video that describes the beauty of the beach. Documentation is used to obtain additional information in the form of data on facilities and infrastructure, number of students, number of teachers, and lesson plans. Furthermore, the data processing stage was carried out by (1) the researcher conducted an analysis of the needs of teaching materials at Tsamrotul Ulum Middle School, (2) the researcher conducted observations and collected data on teaching materials to Jumiang Beach, (3) the researcher conducted interviews with Indonesian language teachers at SMP Tsamrotul Ulum and disseminated questionnaire to class VII students. Then to analyze the data the researcher uses the steps as proposed by (Matthew, 2014), namely data collection, data reduction, data presentation, and drawing conclusions and verification.

## RESULTS AND DISCUSSION

### Results

This research was conducted at Tsamrotul Ulum Middle School with 18 class VII students. The development of this teaching material begins with an analysis of the needs of teaching materials. Needs analysis was carried out through interviews with Indonesian language teachers. Based on the results of the interviews, it was found that contextual and local wisdom teaching materials were needed. Therefore, Jumiang Beach learning resources are used as materials or teaching materials that are developed. In the first meeting on September 21, 2022, the researchers conducted a study using teaching materials describing Jumiang Beach marine tourism. Inside the teaching materials there is a barcode that displays the beauty of Jumiang Beach. After watching the video, students are asked to do the assignments contained in the teaching materials. In the second meeting on September 22, students were given a questionnaire that had to be filled in regarding the use of Jumiang Beach tourism as teaching material. In addition, interviews were conducted with Indonesian language teachers regarding the condition of teaching materials and the use of Jumiang Beach tourism as teaching materials.

In addition to observation, data collection was also carried out through interviews with Indonesian language teachers and class VII students of SMP Tsamrotul Ulum. The following is the result of an interview with Ms. Khoirunnisa' as a class VII Indonesian language teacher at Tsamrotul Ulum Middle School on September 21, 2022.

SMP Tsamrotul Ulum still uses the revised 2013 curriculum. In the process of learning Indonesian, Ms. Khoirunnisa' uses teaching materials or textbooks published by the government. In descriptive text material, students are only asked to read texts that describe objects that are far from students.

**Table 1. Learning Indonesian at School**

No.	Response
T	Descriptive text material is taught by reading and then doing the assignments in the textbook. Students have never been shown a video about the object to be described. In addition, the descriptive text used as an example also raises objects that are not familiar to students so that students are still confused because they only read and do assignments.
P1	Quite difficult, especially when asked to write. Want to write what is confused.
P2	There's too much material, too much text to read, so it's a bit difficult when doing assignments.
P3	Sometimes I get bored just reading books. Sometimes also do not understand the contents of the reading

Based on Table 1, Ms. Khoirunnisa' as a teacher strongly agrees if there are descriptive text teaching materials that raise local or regional tourism themes that are better known to students so that learning can be more optimal. In learning Indonesian in the classroom there are students who say that learning Indonesian is quite difficult because there is too much material to learn and there are lots of mechanical activities so that students still have difficulty every time they are given a writing assignment. Learning Indonesian is boring because there are lots of reading and writing activities.

**Table 2. Jumiang Beach as a Learning Resource for Description Text**

No.	Response
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T	You can, but to come directly to the Jumiang Beach tour the children will have difficulty with transportation and time. So, if there is a video that describes Jumiang Beach it will be more practical. Kids can watch videos like coming right there. This will really help learning
P1	Quite difficult, especially when asked to write. Want to write what is confused.
P2	There's too much material, too much text to read, so it's a bit difficult when doing assignments.
P3	Sometimes I get bored just reading books. Sometimes also do not understand the contents of the reading

Based on Table 2, teacher very happy if there is a video that describes Jumiang Beach it will be more practical. Jumiang Beach is one of the most crowded beaches in Pamekasan. This beach is divided into two places, namely the upper side and the lower side so that people who come there can choose which side they will enjoy the beauty of the beach from. This is one of the attractions of Jumiang Beach. The Jumiang Beach tourist area has also been well managed so that it is clean and comfortable to visit. Learning descriptive text can be directly carried out by visiting these tourist attractions. The Jumiang Beach tourist object is useful to be used as a learning resource for descriptive text, because the Jumiang Beach tourist attraction has many places that can be described in detail

**Table 3. Knowledge of the Jumiang Beach as a Descriptive Text Teaching Material**

No.	Response
T	If I often go to Jumiang Beach, but only for recreation. I know that tourist objects can be used as examples of descriptive text. It's just that there is still no opportunity to make it into media or teaching materials. I still have difficulty using technology and limited time.

Previously, teacher had visited the Jumiang Beach tourist attraction several times directly with the aim of just traveling. Mrs. Khoirunnisa' realized that the beauty of Jumiang Beach tourism could be used as an example of a descriptive text. However, to make it into media or teaching materials, he said there was no time and opportunity. The description text describes the object in detail. Previously students only understood and gave examples of descriptive text with less detailed descriptions. With the teaching materials developed, students understand more about descriptive text and are able to describe objects in more detail.

**Table 4. Jumiang Beach Tourism Object is Useful as a Learning Resources for Descriptive Text**

No.	Response
P1	Very useful, because I've been to Jumiang so I know what to tell.
P2	Very useful, because we know more about tourism in Pamekasan and we can go there to see the beaches.
P3	Useful because we can know Jumiang Beach through the video that is displayed. We also know more about tourism in Pamekasan.

Based on Table 4, students think learning material by utilizing Jumiang beach is very useful he Jumiang Beach tourist object is useful to be used as a learning resource for descriptive text, because the Jumiang Beach tourist attraction has many places that can be described in detail.



**Table 5. The Impact of Learning with Jumiang Beach Tourism Description Text Teaching Materials**

No.	Response
T	You think you'd be happy, why? Because previous learning never used learning media and only read the text in the textbook. If there are teaching materials with videos about Jumiang Beach, children will be interested and won't be bored. The children must be excited, especially since the material can be seen directly on their respective devices. After carrying out learning by utilizing these teaching materials, students look happy and enthusiastic in learning the descriptive text. Students find it easier to understand descriptive text because the examples and videos that are displayed make it feel like they are visiting Jumiang Beach in person.
P1	It's very insightful. Previously, what I understood was that descriptive text only described objects. However, after seeing the video shows and the examples shown, it must be explained clearly.
P2	I understand better what descriptive text is because of the descriptions and examples given.
P3	Yes, so you know better what a descriptive text is.

According to Mrs. Khoirunnisa', this teaching material does not only contain a video description of Jumiang Beach, but also contains various learning activities that lead to the internalization of character values for students. This teaching material has led to the cultivation of character values. The bias is seen from the learning activities or exercises in the teaching materials. The exercises direct students to discuss, provide assessments to friends and also have reflection activities. Based on the results of teacher and student interviews, the integration of Jumiang Beach into descriptive text teaching materials is useful for broadening insight and helping students better understand the material of descriptive text. Teachers can use Jumiang Beach or other beaches in Madura as teaching materials for students in class. This teaching material is designed as a teaching material oriented towards character education. That is, the entire content, starting from the selected text, has character loads, also the learning activities implicitly provide character cultivation. For example, the character of high curiosity to learn the material in teaching materials is one of the characters that is indirectly embedded in students. Responsible character will be embedded through carrying out tasks in the exercises that appear in the teaching materials. The character of mutual respect is reflected through learning activities to respond to friends' results. The cooperative character is reflected in group discussion activities. This teaching material also presents learning activities to appreciate and thank God for the natural beauty that belongs to the region, especially Pamekasan. This teaching material presents selected descriptive text material that has gone through the process of analyzing socio-cultural values which are character values that students must have. The texts presented are the result of modifications from various reference sources so that they are based on local wisdom which contains the values needed and which need to be instilled in students. Strengthening character education can be done through the provision of learning resource facilities in the form of teaching materials. Teaching materials can be used as a means to internalize character values that can shape the behavior of students to become good human beings. Based on this, the development of teaching materials, especially descriptive text material, was carried out. Internalization of character values provides space for students to absorb value information in these teaching materials. The process of internalization is realized through discussions with the group, reflection on himself, and finally trying to internalize these values in his life.

## Discussion

The definition of tourist objects in general according to the Government Regulation of the Republic of Indonesia No. 24/1979, a tourist object is the embodiment of human creation, way of life, art and culture, as well as the history of the nation and places or natural conditions that have a tourist attraction for tourists to visit. This means that the result of culture/tradition, historical heritage and scenery. Nature is a form and attraction of tourist objects. Jumiang Beach is one of the beach tourism objects in Pamekasan Regency and is a tourist object that is visited by many people. Jumiang Beach has its own charm and uniqueness, namely there are cliffs and rocks that add to the beauty of the beach. Apart from functioning as a tourist attraction, Jumiang Beach can also be used as a source of learning. Tourist objects can be used as learning resources contextually. If the teacher uses tourist objects as teaching materials, then these students and teachers have participated in preserving tourism potential as contained in Permendiknas No. 22 of 2006 (Wahono, 2011) that the utilization of regional potential can be done by optimizing the surrounding environment, including tourist objects as a source of learning. Learning by utilizing the environment, in this case tourist objects, is included in contextual learning. Contextual learning is an activity that invites students to see the real world around school and outside of school. This is in accordance with the opinion of Kadir, (2013) that contextual learning is an educational process that aims to help students see meaning in the subject matter they study by connecting it with the context of their daily lives, namely with the context of their personal, social, and cultural environment. Abdulhak and Darmawan (2015: 156) argue that teaching materials have the following benefits: (1) provide concrete learning experiences indirectly to students, (2) present something that cannot be held, visited, or seen concretely or directly, (3) add and broaden the horizons of existing presentations in the classroom, (4) provide accurate and up-to-date information, (5) help solve learning problems in both the macro and micro environments, (6) provide positive motivation, especially if it is designed appropriate, (7) stimulate to think, behave, and develop further. With the various benefits of these teaching materials, teachers and learning practitioners should be able to design and utilize teaching materials in optimizing the learning process so that they can make students more active and responsive to the teaching materials used. The results showed that the integration of Jumiang Beach into descriptive text teaching materials received a positive response from teachers and students. This can be seen from the results of interviews conducted with students and teachers regarding the use of Jumiang Beach in teaching materials. The teacher feels that teaching materials containing regional tourism potential are still very limited, so this teaching material will add to students' insight and love for regional tourism potential. Teaching materials are developed by providing contextual examples with students, based on student activities that are easy to implement at school or in the environment around students, provide opportunities for students to reflect, and practice the characters developed inside or outside of school hours learning. The integration of Jumiang Beach tourism into teaching materials also has great benefits in learning activities. As in the research journal conducted by Emirta (2006), students can reap the values contained in tourist objects and can improve student learning outcomes and activities to experience creative and meaningful learning and provide direct learning experiences. In learning, one of the internal factors or factors that exist in individuals who are learning is attention. To be able to guarantee good learning outcomes, students must pay attention to the material they are studying, if the learning material does not concern students, then boredom arises, so they no longer like learning. By using attention to individuals who are learning like previous research conducted by Setyaningsih (2007), teachers must be very clever to attract the attention of their students. In the end, when the teacher succeeds in attracting the attention of his students by showing the Jumiang Beach video to students, it will lead to a good understanding of the students. Utilizing Jumiang Beach as teaching material is very useful

because it can add insight, students can understand more because they are brought to see objects directly, increase knowledge, and learning will be more meaningful, and increase gratitude to Allah SWT. Saputri (2013) conducted different research results but still used tourist objects with the title "Effectiveness of the Tegal Regency Tourism Booklet with an environmental perspective as a source of learning in Social Studies class VIII SMPN 5 Adiwarna, Tegal Regency. Explained that the learning resources packaged in eco-friendly tourism booklets life is more effectively used in social studies learning, this is proven with an assessment of students' cognitive learning outcomes and more student learning activities effective compared to conventional learning resources in social studies learning. The results of Winaryati's research (2015) Development of the learning model "Tourism local" finds that regional potential can be utilized as a laboratory and learning resources. Optimizing regional potential (local tourism) in an learning will have a positive impact on the whole (summative evaluation). Even this research proves that by utilizing local tourist objects as learning resources, students can experience creative and creative learning meaning.

## CONCLUSION

Based on the results of the analysis and discussion of the research, it can be concluded that the use of the Jumiang Beach tourist attraction can be used as a learning resource for descriptive texts. The results of the interviews showed the teacher's and students' perceptions about the use of the Jumiang Beach tourist object as a source of learning descriptive text including, Jumiang Beach as a teaching material for descriptive text, students' knowledge of descriptive text and Jumiang Beach, and the impact of using Jumiang Beach as a learning resource. Tourist objects as a source of contextual learning have great benefits in learning activities. Students can reap the values contained in these attractions, improve student learning outcomes and activities, experience creative and meaningful learning and provide direct learning experiences to help students understand concepts which of course become a guide in their daily lives.

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