



DEVELOPMENT OF INSTRUMENT BASED ON WORDWALL APPLICATION FOR RIGHTS AND OBLIGATIONS TOPIC

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Abstract

Received: 10 Januari 2024
Revised: 11 September 2024
Accepted: 01 Oktober 2024

This study aims to increase students' understanding of implementing civic education and learning about the rights and obligations of grade IV elementary schools. This research is a type of R&D (Research and Development) development research using the 4D method; the subject of this study is the development of an evaluation instrument on the topic of rights and obligations for grade IV elementary school, which contains a grid of assessment instruments assisted by the Wordwall application with 20 questions in the form of 5 (five) double choice questions, short fills of 5 (five) items, 5 (five) points essay and match 5 (five) items. Three expert validators have tested this instrument of evaluation of rights and obligations to measure validity and reliability. From the results of the content validity test analysis, a value of 76 was obtained from the linguist validator, 96 from the material expert validator, and 88 from the media expert validator. After adding up the results of the three validators, they got a final score of 86.67, which is very high. The development of an evaluation instrument on rights and obligations for grade IV elementary school was declared very high and suitable for use.

Keywords: Evaluation Instruments; Rights; Obligations; Wordwall

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How to Cite: Susilowati, E. & Utaminingsih, E. S. (2024). DEVELOPMENT OF INSTRUMENT BASED ON WORDWALL APPLICATION FOR RIGHTS AND OBLIGATIONS TOPIC. *Research and Development Journal of Education*, 10(2), 1221-1234

INTRODUCTION

Education is one of the crucial aspects in forming student competencies (Ilma, 2015), as well as the character and development of individual potential to become an independent, responsible, creative, knowledgeable, healthy, and noble character (Utaminingsih, et al., 2023). Education also includes various factors that can affect student learning outcomes, including the implementation of rights and obligations in the context of education. According to Law No. 35 of 2014, rights and obligations are fundamental to creating a balanced and efficient learning environment. This is supported by research by Indrati et al. (2023) that rights and obligations, if not exercised in a balanced manner, will create conflict because they are inseparable. Rights are acquired, and obligations must also be exercised. They are instilling an understanding of rights and obligations in learners in primary school.

The rights and duties of students are interrelated and complementary concepts (Lisnawati et al., 2023), student rights include the right to quality education, the right to be respected and observed, the right to participate in the learning process, and the right to expression (Utaminingsih, et al., 2023). Student obligations include the obligation to attend and actively participate in learning, the obligation to respect teachers and classmates, the obligation to complete tasks well, and the obligation to maintain a safe and comfortable school environment. Implementing students' rights and obligations at the primary school

level is crucial in improving student learning outcomes (Utaminingsih & Puspita, 2023). Schools and teachers need to understand and implement students' rights and obligations effectively in this context. Exemplary implementation will create a conducive learning environment where students feel valued, have responsibility, and are motivated to learn well.

Based on the results of interviews conducted at Muhammadiyah Blora Elementary School, it was found that learning outcomes challenging students' rights and obligations still needed to be higher. Teachers in the learning process only use books the school provides to evaluate student learning outcomes on civic subjects, rights, and obligations. There is no exciting problem development innovation to measure student learning outcomes. According to Kelua (2017), Even though the student learning evaluation instrument is vital, evaluation in learning is needed so that the learning objectives can be achieved optimally. Evaluation instruments also influence learning outcomes. Given the importance of evaluation instruments and the absence of innovative evaluation instruments to evaluate student learning, this study develops research instruments on rights and obligations.

One of the essential benefits of implementing student rights and obligations is improving student learning outcomes (Sa'dulloh, 2020). When students feel they have rights recognized and respected by themselves, they are aware of their obligations as students. Students feel more motivated to learn and actively participate in the learning process (Utaminingsih, et al., 2024). They also become more responsible for their tasks and maintain a good learning environment. Implementing students' rights and obligations can help improve students' academic achievement at the elementary level (Utaminingsih, 2023). It can also help develop a good character in students who will become individuals who are responsible, disciplined, and have a positive attitude towards learning (Utomo et al., 2023). They must also learn to respect the rights of others and together create an inclusive learning environment (Rahayu et al., 2024). Based on the description above, this study develops an instrument for evaluating learning outcomes on rights and obligations. This study aims to develop an instrument for evaluating learning outcomes on rights and obligations in grade IV elementary school students, which is expected to be a valid instrument for evaluating student learning outcomes.

METHODS

Research method learning evaluation instrument about rights and obligations for grade IV elementary school researchers use research and development methods better known as research and development (R&D). According to Fauziah & Ninawati (2022), research and development is a method that creates a product with product effectiveness in some specific subject area related to a particular by-product. With the meaning of research and development (R&D) is research and development that has the effectiveness of a product with certain by-products that aims to create a specific design, program, or product through the stages of design, testing, and revision to achieve certain quality and standards, it is strengthened by Rohman (2022) which states Method Research and Development (R&D) that produces a product in a particular area of expertise, which is followed by a specific by-product and has the effectiveness of a product. Researchers use research and development (R&D) developed with 4D models, including defining, designing, developing, and disseminating, to develop an instrument to evaluate the topic of rights and obligations for grade IV elementary school. 4D models in research Research and Development (R&D) are presented in Figure 1.

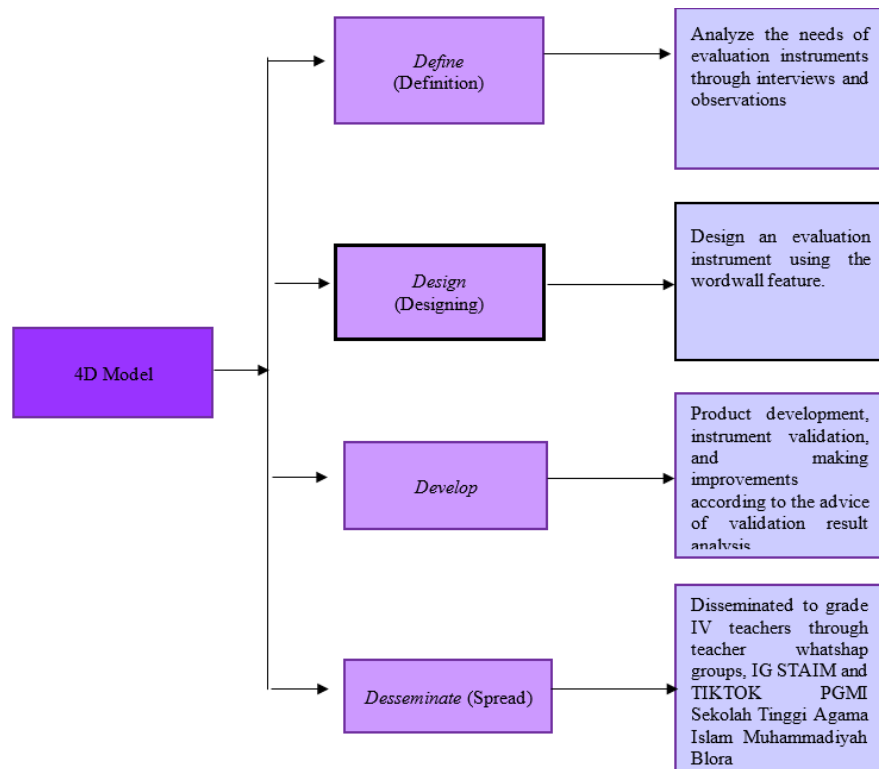


Figure 1.
 4D Development Model Chart

The first step of defining the stages carried out by researchers at this stage is problem identification, namely conducting an analysis conducted by interviewing grade IV elementary school teachers and finding research problems found in grade IV elementary school related to students' understanding of rights and obligations, which is then studied to get solutions to problems found during interviews and observations, namely developing instruments evaluation with the help of Wordwall Software.

In the second step of design, researchers design a grid of evaluation instruments based on problems and success indicators that have been set. Making grids and evaluation instruments includes questions or tasks relevant to the rights and obligations material taught to grade IV elementary school students about understanding examples of rights and obligations and being able to apply rights and obligations in everyday life. Researchers also consider appropriate instrument formats, such as multiple choice, short filling, essays, and matchmaking. This step also includes collecting reference materials for making questions and using Wordwall software.

The third step is to develop after designing appropriate evaluation instruments, then develop by containing lesson achievements in understanding rights and obligations, question indicators explaining the understanding of rights and obligations, and cognitive domains containing C1 – C5. The total number of questions is 20 items, which are detailed in the form of multiple-choice questions 5 (five) questions, short fills 5 (five) questions, essay 5 (five) question items, and match 5 (five) question items using the Wordwall application so that students are more motivated in learning. The grids contained in the development of evaluation instruments are presented in Table 1.

Table 1.

Evaluation Instrument Development Grid

Lesson outcomes	Understand the rights and obligations and responsibilities as citizens in everyday life
Question indicators	Students can explain the understanding of rights and obligations correctly
Cognitive realm	C1 – C5
Number of questions	20 questions
Multiple choice	5 (five) questions
Short fills	5 (five) questions
Essay	5 (five) questions
Matchmaking	5 (five) questions

After being developed, the assessment instrument was validated by 3 (three) expert validators, namely 2 (two) lecturers and 1 (one) grade IV elementary school teacher. Validators one and two, namely one lecturer and one teacher, assess the aspects of material and language. The third validator, the lecturer, validates the media. According to Sari, et al., (2020), validators, in addition to providing assessments, also provide suggestions on the feasibility of evaluation instruments to be used as a reference for researchers in revising so that evaluation instruments are suitable for use. The formula gives a scoring score using the formula presented in the following Equation:

The formula for determining validity from experts.

$$P = \frac{f}{N} \times 100 \%$$

Information:

P = Assessment Results

f = Number of scores from validators

N = Maximum score of the evaluation instrument

After summing the score results from the three validators, the next step will be in the assessment score category. The scoring score table is shown in Table 2.

Table 2.

Validation Assessment Score Categories (Fauziah & Ninawati, 2022)

Score	Category
85 - 100	Very high
70 - 85	Tall
55 - 70	Enough
40 - 55	Low
0 - 40	Very Low

The fourth step is to disseminate evaluation instruments that have been developed using the Wordwall application after obtaining validation from validators who are experts in their fields and undergoing revisions and declared feasible then disseminated to the grade IV teacher WhatsApp group and can be accessed on Instagram and the PGMI STAIM Blora TikTok Digital Platform.

RESULTS & DISCUSSION

Results

The research and development of this evaluation instrument was carried out by researchers at the Muhammadiyah Blora Elementary School located on Jl. KH Dahlan No 9 Blora, Kauman, Blora District, Blora Regency, Central Java, in November 2023, with material experts, linguists, and media experts. The first stage begins with conducting an analysis, namely field and literature studies. Direct interviews with the teacher of Civic Education class IV subjects conducted the field study. The curriculum analysis found that the curriculum used in Muhammadiyah Blora Elementary School was independent, and learning in Civic Education subjects still used conventional methods that only used textbook guidelines in schools. Subject analysis and syllabus are used as a reference for making evaluation instruments according to the goals to be achieved. The development of the instrument begins with creating a grid based on the material rights and obligations of grade IV elementary schools. The evaluation instrument grid is presented in Table 3.

Table 3.
Instrument Grid of Rights and Obligations Evaluation

Lesson Outcomes	Question Indicator	Realm
Understand rights, obligations, and responsibilities	Mention rights and obligations	C1
	Explain the meaning of rights and virtues	C1, C2
	Implement rights and obligations	C3, C5
	Review the implementation of rights and obligations	C4

The second stage is drafting. The preparation stage starts with preparing learning outcomes, question indicators, domains, question forms, and question numbers. The grid of questions is presented in Tables 4, 5, 6.

Table 4.
Multiple-choice Question Grid

Multiple Choice Question Grid				
Learning outcomes		Question Indicator	Realm	Question Number
Understand rights, obligations, and responsibilities	rights, and	Explain the definition of	C1	6
		rights and obligations		7
		Mention rights and		8
		obligations		9
				10

Table 5.
Grid of Short Fill Form Questions

Set of Short Fill Form Questions				
Learning outcomes		Question Indicator	Realm	Question Number
Understand rights, obligations, and responsibilities		Explain the definition of	C1	6
		rights and obligations		7
		Mention rights and		8
		obligations		9
				10

Table 6.
Question Grid in Essay Form

Learning outcomes		Question Indicator	Realm	Question Number
Understand rights, obligations, responsibilities and		Explain the definition of rights and obligations	C2	11
		Implement rights and obligations	C3	12
		Classifying rights and obligations	C5	13
		Review the implementation of rights and obligations	C4	14
			C4	15

The third stage is the development stage, where researchers make educational evaluation instruments based on the plans that have been made before. In the development process, researchers use the Wordwall application. The appearance and shape of the problem in the Wordwall application before validation are shown in Figures 2 and 3.

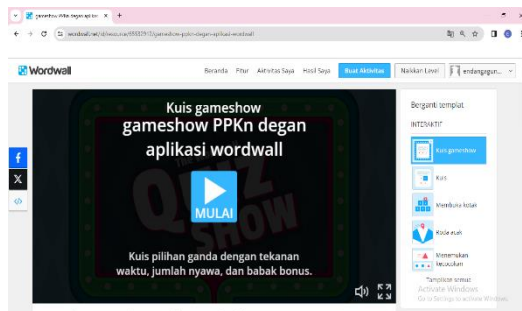


Figure 2.
Wordwall Application Display

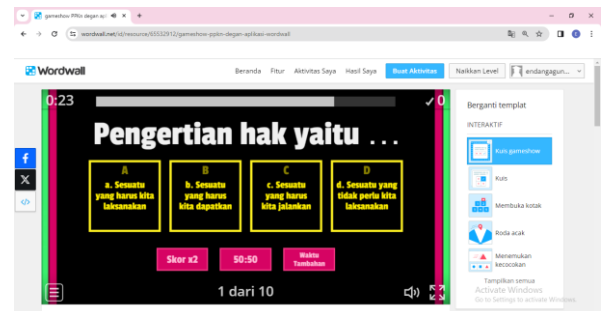


Figure 3.
Problem Shapes in Wordwall Application

The evaluation instruments developed using the Wordwall application are then tested for feasibility with validation from expert validators in their fields: one material expert lecturer, a lecturer competent in Civic Education subjects, one grade IV teacher, and one media expert lecturer. Material expert validation includes aspects of material relations, evaluation, and effects for learning strategies. The results of obtaining feasibility evaluations by material experts are 95, included in the "very feasible" category with a percentage of 96% service. The evaluation results from material experts are shown in Table 7.

Table 7.
Evaluation Results from Material Experts

Number	Score	Value classification
1	5	Highly Relevant
2	5	Highly Relevant
3	5	Highly Relevant
4	5	Highly Relevant
5	5	Highly Relevant
6	5	Highly Relevant
7	5	Highly Relevant
8	5	Highly Relevant

Number	Score	Value classification
9	4	Relevant
10	5	Highly Relevant
11	5	Highly Relevant
12	5	Highly Relevant
13	5	Highly Relevant
14	4	Relevant
15	4	Relevant
Total Score	96	Very High

The evaluation results obtained by linguists covering aspects of language suitability that refer to improved spelling and obtained a score of 76 with a percentage of feasibility of 75%. The evaluation results of linguists are presented in Table 8.

Table 8.
Validation Results from Linguist Lecturers

Number	Score	Value classification
1	4	Relevant
2	3	Quite Relevant
3	4	Relevant
4	5	Highly Relevant
5	3	Quite Relevant
6	4	Relevant
7	4	Relevant
8	5	Highly Relevant
9	3	Quite Relevant
10	3	Quite Relevant
11	3	Quite Relevant
12	5	Highly Relevant
13	5	Highly Relevant
14	3	Quite Relevant
15	3	Quite Relevant
Total Score	76	Tall

Media expert validation covers aspects of device engineering and aspects of visual communication. The results of the feasibility evaluation validation by media experts get a score of 88, which is included in the "Very Feasible" category with a feasibility percentage of 88%. The results of media expert validation are presented in Table 9.

Table 9.
Media Expert Lecturer Validation Results

Number	Score	Value classification
1	5	Highly Relevant
2	4	Relevant
3	5	Highly Relevant
4	4	Relevant
5	5	Highly Relevant
6	4	Relevant
7	5	Highly Relevant
8	4	Relevant

Number	Score	Value classification
9	5	Highly Relevant
10	4	Relevant
11	5	Highly Relevant
12	4	Relevant
13	4	Relevant
14	4	Relevant
15	4	Relevant
Total Score	88	Very High

Based on the results of the content validity of the analysis test from the validation of content experts, media experts, and linguists is then averaged to find out the validity value of the product that has been made. The results of the validity test of the analysis of all aspects are presented in Table 10.

Table 10.
Validation Results of All Aspects of 3 Validators

Validators	Assessment Results
1	96
2	76
3	88
Total	86,67
Criterion	Very high

Based on Table 4 regarding the results of the validity analysis of all aspects, the Civic Education lesson evaluation instrument on rights and obligations developed using the Wordwall application received a value of 96 from the first validator, a value of 76 from the second validator, and a value of 88 from the third validator, after adding up to get a final score of 86.67 with very high criteria.

In addition to providing assessments, expert validators also provide suggestions and input for improving the results of evaluation instruments to make them better and more feasible. The first suggestion from linguists is to clarify the question's grammar so that students can more easily understand its meaning. The second suggestion from material experts suggests that evaluation instruments be adjusted to the material at the appropriate grade level, namely four-grade elementary school. The third input is advice from media experts who suggest that the display on the application is more attractive and that the display of questions can be easily understood by students when using the Wordwall Application to do evaluation questions. Evaluation instruments that receive advice and input from validators are presented in Figures 4.

KISI-KISI SOAL ULANGAN TENGAH SEMESTER

TAHUN PELAJARAN 2022/2323

Nama sekolah : SD MUHAMMADIYAH BLORA
Mata pelajaran : Pendidikan Kewarganegaraan
Kelas : IV (Empat)
Jumlah Soal : 20 Soal

No.	Capaian Pelajaran	Indikator Soal	Rana h	Bentuk Soal	No. Soal	Soal	Kunci
	Memahami hak , kewajiban dan tanggung jawab sebagai warga di kehidupan sehari-hari	Siswa mampu menjelaskan pengertian kewajiban dan hak dengan benar	C1	Isian singkat	1	Sesuatu yang harus kita laksanakan disebut ...	Kewajiban
					2	Mendapatkan nilai dari guru adalah contoh dari ... anak di sekolah	Hak
			C2	PG	1	Pengertian hak adalah ...	B
						a. Sesuatu yang harus kita laksanakan	
						b. Sesuatu yang harus kita dapatkan	
						c. Sesuatu yang harus kita jalankan	
						d. Sesuatu yang tidak perlu kita laksanakan	
					2	Kewajiban yaitu segala sesuatu perbuatan yang harus kita ...	A
						a. Laksanakan	
						b. Perintahkan	
						c. Abaikan	
						d. Langgar	

No.	Capaian Pelajaran	Indikator Soal	Rana h	Bentuk Soal	No. Soal	Soal	Kunci
		dan dapat menganalisis dalam tabel	C5	Essay	5	Sebutkan kewajiban anak di sekolah!	Kewajiban = Membantu menyapu, Mentiram bunga, Merawat baju biar awet
							Menggunakan seragam sekolah
			C4	Essay	3	Anak mendapatkan hak dari orang tuanya dan anak mempunyai kewajiban setelah menerima haknya. Hak anak = Mendapat baju baru Kewajiban anak = ...	Menaati aturan yang ada di sekolah
							Saling menghormati dan menghargai
					4	Sebutkan perbuatan yang mencerminkan saling menghormati di sekolah	Merawat baju dengan baik

No.	Capaian Pelajaran	Indikator Soal	Rana h	Bentuk Soal	No. Soal	Soal	Kunci
		Siswa dapat menelaah tentang pelaksanaan hak dan kewajiban	C4	PG	5	Kewajiban dan hak haruslah dilakukan dengan seimbang, termasuk hak dan kewajiban di sekolah. Apabila Andi sudah mendapatkan pengajaran dengan baik di sekolah, maka Andi berkewajiban untuk ... a. Menuntut untuk diperhatikan b. Malas belajar c. Belajar dengan sungguh-sungguh d. Belajar di sekolah hingga malam har	2. H
							3. K
							4. H
							5. K
							C
			Menjodohkan			Perhatikan pernyataan berikut. berikan huruf "H" untuk hak dan "K" untuk kewajiban	
						No. Pernyataan Keterangan	
					1	Membantu adik mengerjakan PR	1.K
					2	Mendapatkan kasih sayang dari orang tua	2. H

Figure 4.
Unrevised evaluation instruments

PENILAIAN MATERI HAK DAN KEWAJIBAN

Capaian Pembelajaran	Indikator Soal	No. Soal	Jenis Soal	Jenis Soal					Saran
				TR	KR	CR	R	SR	
				1	2	3	4	5	
Memahami hak, Kewajiban dan tanggung jawab sebagai warga di kehidupan sehari-hari	Siswa mampu menjelaskan pengertian kewajiban dan hak dengan benar	1	Isian Singkat						Pertanyaannya 9i bali (KPOK).
		2	Isian Singkat						
		1	PG						
		2	PG						
		3	PG						
	Siswa mampu menyebutkan hak dan kewajibannya	1	Essay						Pertanyaannya kurang sesuai (Apa ya? Sekali). Siswa ini yg keripakan contoh hak & kewajiban rumah. abalah ... Oke. Siswa ini dengan contoh keripakan. lebih diperjelas Pertanyaannya 9i bali.
		4	PG						
		3	Isian Singkat						
		4	Isian Singkat						
		5	Isian Singkat						
	Siswa mampu melakukan penerapan hak dan kewajiban di kehidupan sehari-hari dan dapat menganalisis dalam tabel	2	Essay						lebih diperjelas Pertanyaannya 9i bali. lebih diperbaiki jenis pertanyaan yg bisa masukin p1 gan pertanyaan bisa 9i gan.
		5	Essay						
		3	Essay						
		4	Essay						
		1	Menjodohkan						
	Siswa dapat mengklasifikasi hak dan kewajiban dalam kehidupan sehari-hari	2	Menjodohkan						Bisa masukin p1 gan pertanyaan bisa 9i gan.
		3	Menjodohkan						
		4	Menjodohkan						
		5	Menjodohkan						
		5	Menjodohkan						
Siswa dapat menelaah tentang pelaksanaan hak dan kewajiban	5	PG						Pertanyaannya lebih diperjelas dan diperjelas.	

6 12 32 25

$\frac{75}{100} \times 100 = 75$ $\frac{170}{2} = 85$

Figure 5.

Evaluation instruments that have received revision from validators

An intuitive view of evaluation in the application before revision by the media expert validator is presented in Figures 5, 6, and 7.

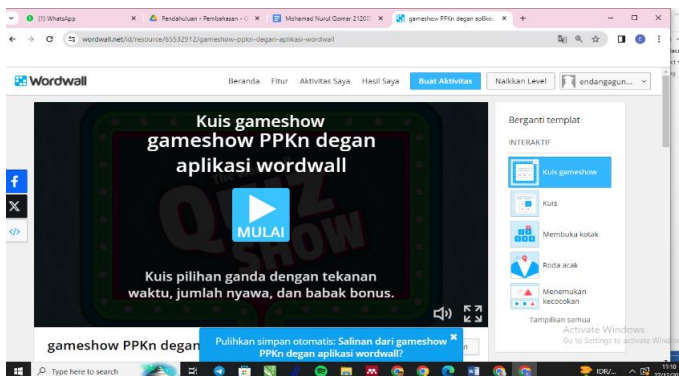


Figure 6.

Initial view of the app



Figure 7.

The choice of the question-answer is still double



Figure 8.

Too long processing time

The display of the evaluation instrument that has been revised after receiving validation from media experts is presented in Figures 9, 10, 11, 12, 13, and 14.

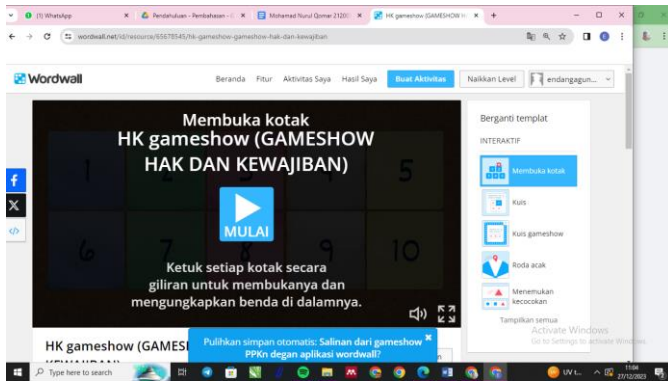


Figure 9.

Guide to doing questions in the Wordwall app

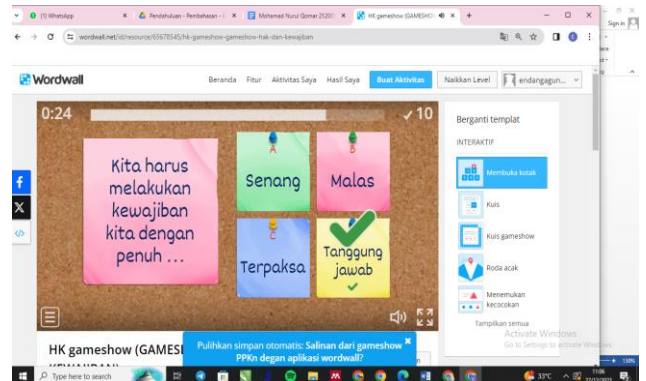


Figure 10.

The appearance of the questions after revision becomes neater

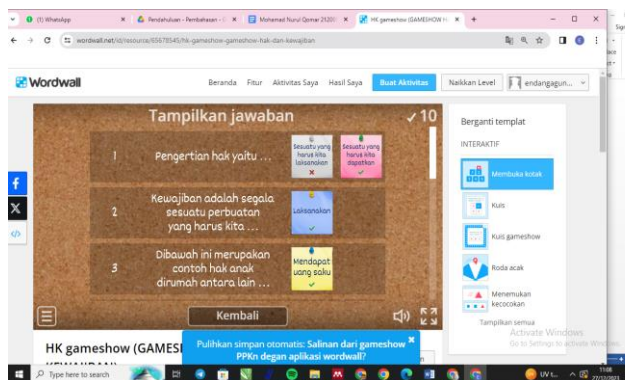


Figure 11.

Display of answers after finishing the question

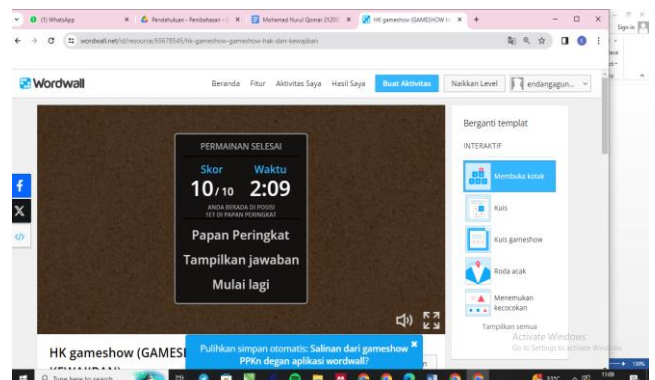


Figure 12.

Display of ratings and duration of work after working

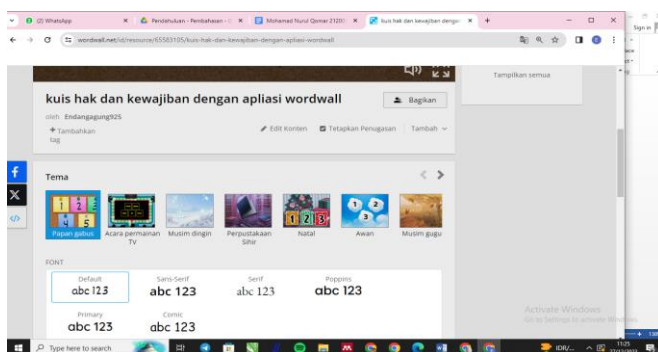


Figure 13.

Font Display



Figure 14.

Attractive Appearance in Wordwall Application

Discussion

Developing an evaluation instrument for grade IV Civic Education lessons in elementary schools on the rights and obligations researchers have developed is suitable for use because it meets the criteria of competent experts. Strengthened by research conducted by Hasan et al. (2020) based on the results of research and discussion, it can be concluded that a development product was produced in the form of an assessment instrument for students' critical thinking skills in the subject of Civic Education, the material of rights, obligations and responsibilities of class V of Cluster I Elementary School, Sawan District, for the "appropriate" academic year 2019/2020. The accuracy of the assessment instrument for critical thinking skills in Civic Education subjects is seen from the results of the validity test, which shows that the content validity test conducted by two experts (judges) states that the question items that have been compiled are in the very high category. This statement is also supported by research from Elviyani & Dahnil (2024), which states that based on the results of validation tests by attitude evaluation experts and linguists, the responsibility attitude assessment instrument has a high category (valid) and is suitable for use.

Developing learning evaluation instruments for grade IV Civic Education in elementary schools on rights and obligations must meet the criteria of expert validation before being disseminated and used in learning. This research is also corroborated by research conducted by Fuadah et al. (2017). Before the evaluation instrument is used in class IV, the evaluation instrument must be declared "valid" by improvements from experts, valid instrument statement items have been presented contextually or by student activities in daily life, contain the scope of the material, and the content of the evaluation instrument, and the definition of attitude as a measuring object is considered very by the product developed because it meets the validity requirements (Muhardjito & Harsiati, 2016).

Valid instrument statement items have been presented contextually or by student activities in daily life and contain material coverage. The content of the instrument represents Learning Outcomes. The definition of attitude as a measuring object is considered very important by the product developed because it meets the validity requirements (Safitri & Harjono, 2021). Based on the conclusions described above, students can advise that evaluation instruments in multiple-choice questions, short fills, essays, and matchmaking can be used as practice material to improve competence in civic education lessons. Moreover, for teachers, the results of this research are expected to be used to optimize and become a reference in developing further assessment instruments (Utaminingsih, et al., 2024).

Using application learning media to teach civic education about rights and obligations has resulted in better results than teaching civic education in conventional classrooms. Students can answer questions correctly and precisely by working on questions through the Wordwall application. This research, like the research done by Agusti & Aslam (2022), Obtained results and proved that the Wordwall application is very effective in elementary school student learning. This Wordwall application learning media can make students enthusiastic about learning because they are given exciting quizzes to foster student interest and enthusiasm in doing the questions; educators are expected to be able to apply Wordwall application learning media, which varies according to the subject matter taught.

The conclusions that can be seen from all aspects that are adjusted on the validity of the evaluation instrument in four-grade students of Muhammadiyah Blora Elementary School, the Wordwall application with its attractive image appearance, the presentation of exciting quizzes, helps teachers facilitate Civic Education material about the rights and obligations conveyed. The Wordwall application can foster student motivation and

enthusiasm for learning, so student learning outcomes on rights and obligations material are also increasing. Using applications in learning activities not carried out in the same place can help students learn because using applications or media makes learning implementation effective (Lubis & Nuriadin, 2022). Interactive media and e-learning applications in learning are essential (Utaminingsih, et al., 2023). It aims to create ease and excellent and effective reciprocal relationships and foster student independence that teachers can see in their use in student learning activities (Utaminingsih, et al., 2024).

CONCLUSION

Based on research conducted at Muhammadiyah Elementary School Blora concerning the development of an evaluation instrument for the topic of rights and obligations utilizing the Wordwall application for fourth-grade students, it can be concluded that the Wordwall application holds a significant role in the educational field. It enhances student motivation, rendering the learning experience more engaging and enjoyable through its dynamic and non-repetitive features. The study demonstrated a positive student response, marked by increased enthusiasm towards Civic Education when using the Wordwall application, which also contributed to improved student learning outcomes.

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