

Jigsaw With Visual Media for Social Skills

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Abstract. Social studies learning becomes an important foundation for the intellectual, emotional, cultural, and social development of students, which is able to develop ways of thinking, behaving and behaving responsibly. Social studies learning in schools, especially junior high schools is one of the educational efforts to improve social skills. The purpose of this article is to find out the social skills of students using Jigsaw with visual media in social studies learning. Social skills are skills that students have as a provision for students to make decisions in responding to life's problems in society so that they can become good citizens. This initial study uses a conceptual approach by comparing various social skills literature related to Jigsaw with visual media. This research shows that Jigsaw with visual media is more effective in developing students' social skills.

Keywords: Jigsaw with Visual Media, Social Skills

1 Introduction

For students, school time is a time to learn to be an adult, not to be a successful teenager [1]. In connection with this opinion, students who are in the process of maturity are prepared to be able to behave well, have courtesy, so as to characterize the human being as valuable, able to show their identity, be responsible for what is chosen by their hearts. This is consistent with the characteristics of junior high school students where adolescents who enter early adolescence 12-15 years [2]–[5], have specific characteristics which include the period of (a) the transition period from childhood to adulthood, (b) full period of various changes, (c) ages that experience many problems, (d) searching for identity, (e) developing realistic attitudes, (f) full of hope and idealism [6]. Social Sciences is one of the subjects in schools that has a noble task and is an important foundation for the development of personal, social, emotional, and intellectual intelligence. Through social studies learning, students are expected to be able to think critically, creatively and innovatively. Attitudes and behaviors show discipline and responsibility as individuals, citizens, citizens, and citizens of the world. Being able to communicate, cooperate, have a tolerant, empathetic and multicultural attitude while remaining based on local excellence. Having holistic, integrative and transdisciplinary skills in solving social problems [7].

Social studies are part of the school curriculum whose main responsibility is to help students develop the knowledge, skills, attitudes, and values needed to participate in community life at the local, national and global levels [8]. Social Studies is one of the subjects in the curriculum in primary school. Through social studies, students are directed, guided and assisted to become Indonesian citizens and democratic citizens of the world. This is a tough challenge because the global community always changes every time. For this reason, social knowledge is designed to

build and reflect students' abilities in community life that is constantly changing and developing continuously. Social studies learning not only requires students to understand what has been learned but also must be able to provide real social examples in the community around the material presented. This is useful to bring success to students in the community and the process towards maturity. Social studies learning in schools, especially junior high schools is one of the educational efforts to improve social skills. Social skills are learned behaviors because they allow individuals to have relationships and problem solving and direct individuals to behave in accordance with community standards and applicable norms. These social skills include the ability to cooperate, express opinions, discipline, self-control, responsible ability and problem-solving ability [9]–[11]. Through the results of observations, observations and interviews conducted, it is known that the conditions of social studies learning still use conventional learning models that emphasize the teacher as an information center (teacher center) so that learning tends to be boring and monotonous. While the results of observation by using the observation sheet as showing that the results of learning in the affective aspects, especially on students' social skills are still low. This can be seen from the large percentage of social skills indicators that have not reached their maximum. Indicators of social skills include self-control skills, discipline, problem-solving skills, responsible skills, and opinions-issuing skills. Seeing such problems, teachers must strive to improve students' social skills, one of which is by implementing and developing Jigsaw models with visual media. Learning media is one of the efforts to create class conditions that are able to develop the realm of attitudes, knowledge, and skills of students. For that, the teacher must try to find a solution in the application of the right learning model so that students' social skills can improve [8].

Learning is a process by which behavior (in a broad sense) is generated or changed through practice or practice. In this case, the teacher must be able to help students form good habits that can manifest in good behavior. The behavior here in the IPS perspective, namely behavior that is expected to be a good citizen, behavior that can develop students' personalities and behaviors that are taught as a process of decision making and rational action rasional10[. Less precisely the model and learning media applied by teachers in social studies teaching, it is very influential in understanding the concept of student social studies learning. One effort to develop students' social skills is by applying the Jigsaw Model in learning. Jigsaw is one model of cooperative learning that aims to improve academic achievement, but also can develop students' social skills [12]. This is supported by previous research which states that cooperative learning models can improve social skills [13]–[16]. The Jigsaw model will make learning more interesting and not only one-way, in the learning process students are required to be able to construct the knowledge they have to answer and find solutions that are attempted to explore in this model. Jigsaw is designed to increase students' sense of responsibility for their own learning and other people's learning. Students not only learn the material provided, but they are also ready to give and teach the material to other group members. Thus, students depend on each other and must cooperate cooperatively to learn the assigned material.

Jigsaw with visual media is the use of visual media in the application of the Jigsaw model in learning. This fun learning situation is very necessary for learning. Social studies are one of the subjects used as a tool to achieve educational goals. The social studies object is concrete, so learning social studies requires high reasoning power. In learning, teachers should be able to concretize social studies objects well so that students can understand the objects of social studies taught. However, students often assume that social studies are a difficult lesson. So that students in participating in learning are less excited and become bored and do not focus on learning [17]. To overcome these problems, learning media is very necessary. Learning media plays a big role in communicating the message conveyed by the teacher [3], [4], [18]–[20]. The learning media

used can be in the form of visual media because students will more easily understand what the teacher conveyed through pictures, modules, Student Worksheets [21] posters, photos, and props. This is an effort to support the Jigsaw learning process [22], where learning media can channel messages to students in an effort to construct students' knowledge, feelings, attention, and willingness of students in a learning process [4], [23], [24].

Visual media used in the Jigsaw learning model has the purpose of bringing messages or information to students [4], [24], an information can be shape of slides, images, projectors, modules, worksheets and videos that have been prepared to support and fulfill learning needs and maximize students' ability in the learning process in developing their social skills [5]. Social skills are closely related to material, methods, media, and evaluation of effective learning towards the development of students' social skills. By using Jigsaw with visual media in learning, teachers will be more effective in conveying messages than not using media, so that learning objectives will be achieved such as developing students' social skills[8].

2 Method

This study was a preliminary research to discuss the development of students' social skills using visual media assisted Jigsaw. This study uses a conceptual approach and a literature study on social skills related to Jigsaw with visual media.

3 Result and Discussion

3.1 Social Skills in Social Studies Learning

Skills are literally skills to complete tasks. So, it can be concluded that the skill is the ability of children to carry out various activities in their efforts to complete the task. Skills need to be trained for children from an early age so that in the future children will grow up to be skilled and deft in doing all activities and able to face life problems. Social skills are mediated by social brain tissue and are susceptible to environmental influences. The environment here besides the family of students, schools also play a role in shaping students' social skills. The process of social skills begins with communication which marks an important milestone in social skills, first through a smile that starts students doing social actions, then emerges intentional imitation behavior. This imitation behavior is done by students by looking at the environmental habits around them [25].

Skills are skills or expertise to do a job that is only obtained in practice. These work skills can be classified into several categories, namely (a) mental skills, such as analysis, making decisions, calculating, memorizing (b) physical skills, such as skills related to his own work. (c) social skills, such as being able to influence others, make speeches, offer goods, (d) basic skills that are a definite and mandatory skill for most people, such as reading, writing and listening, (e) technical expertise which is one's expertise in developing techniques that are owned, such as calculating precisely, operating a computer, and (f) interpersonal expertise which is the ability of a person to effectively interact with other people and with colleagues, such as good listeners, express opinions and work in one team [26].

While social skills are specific behaviors, initiatives, leading to social outcomes that are expected as a form of one's behavior [27]. Social skills both directly and indirectly, help a person

to be able to adjust to the standards of community expectations in the prevailing norms around him. These social skills include the ability to communicate, establish relationships with other people, respect yourself and others, listen to opinions or complaints from others, give or receive feedback, give or receive criticism, act according to norms and rules that apply, and others. Social skills in America include life skills in the form of (1) thinking and reasoning skills, (2) working skills with others, (3) self-control skills and (4) skills in utilizing employment opportunities [8]. This is in line with Marsh (2008) who writes about community studies developing several ways of life skills by applying the process of investigation, creating communication, participating and reflecting, which allows students to be able to play a role in it, criticize and improve the world today and in the future. Social skills need to be based on personal intelligence in the form of self-control, confidence, discipline, and responsibility where social skills can be grouped into the following four sections. (a) basic skills of interacting: trying to get to know each other, having eye contact, sharing information or material, (b) communication skills: listening and speaking in turns, softening sounds (not snapping), convincing people to be able to express opinions, listen to people it resolves the conversation, (d) the skills to build a team / group: accommodate people's opinions, cooperate, help each other, pay attention to each other, (e) problem solving skills: self-control, empathy, thinking of others, obeying the agreement, finding a way out by discussing, respect for different opinions [8].

Social skills are behaviors that need to be learned because they allow individuals to interact to get positive or negative responses. These skills consist of (a) behavior towards the environment is a form of behavior that shows the individual's social behavior in recognizing and treating the environment, (b) interpersonal behavior is a behavior that involves skills used during social interaction called friendship skills, (c) self-related behavior is a characteristic of a person who can manage himself in social situations, such as: the ability to deal with stress, understanding the feelings of others, controlling anger and so on and (d) behavior related to group tasks is a form of behavior or response to a number of academic assignments [10]. Through social studies learning, students are expected to be able to think critically, creatively and innovatively. His attitudes and behavior show discipline and responsibility as individuals, citizens, citizens, and citizens of the world. Students are also expected to be able to communicate, collaborate, have a tolerant, empathetic and multicultural outlook while remaining based on local excellence and having holistic, integrative and transdisciplinary skills in solving social problems [6]. In addition, social studies learning is expected to deliver and develop students' competencies towards community life well and functionally, have social sensitivity and be able to participate in overcoming social problems according to their age [8].

The Social studies course is structured in a systematic, comprehensive and integrated manner in the learning process towards maturity and success in life in the community. With this approach, it is expected that students will gain a broad and deep understanding of the related fields of science. The following are the objectives of social studies in Junior High School as follows (a) recognize concepts related to the life of the community and the environment, (b) has basic skills for logical and critical thinking, curiosity, inquiry, solving problems and skills in social life, (c) have a commitment and awareness of social and humanitarian values, and (d) has the ability to communicate, cooperate and compete in a diverse society at the local, national and global level.

Social studies learning objectives can be simplified, that the purpose of social studies so that students have the ability to recognize concepts related to people's lives and their environment, have the basic ability to think logically, critically, solve problems in social life, have a commitment and awareness of social and human values and have a commitment to communicate and interact, work together and compete in the society that is heterogen. In social

studies teaching comprehensively covers three dimensions, including (a) dimensions of knowledge that includes facts, concepts, and generalizations that students must understand. This means that the dimensions of knowledge in social studies are events that occur in the community environment, (b) the dimensions of skills that include skills (research), thinking, social participation, and communication. All skills in social studies learning are indispensable and will make a positive contribution, (c) dimensions of values and attitudes, which are all the beliefs or principles of behavior that have existed in a particular person or community that are revealed when thinking or acting, (d) the dimensions of action (action), which is to make students active in solving social issues so that students are clear about what will be done and how to make students learn to be effective citizens in the community [8].

Through social studies, students are expected to be able to think critically, creatively and innovatively. Attitudes and behaviors show discipline and responsibility as and individually, citizens, citizens, and citizens of the world. Being able to communicate, cooperate, have a tolerant, empathetic and multicultural attitude while remaining based on local excellence. Having holistic, integrative and transdisciplinary skills in solving social problems. Social studies learning is expected to be able to deliver and develop students' competencies towards community life well and functionally, have social sensitivity and be able to participate in overcoming social problems according to their age [8]. The fundamental objectives of social studies teaching in depth are in accordance with the knowledge, attitudes, and skills of students divided into 3 parts, namely (a) Physical skills namely skills related to manipulation of limbs including the five senses. In this aim, students are encouraged to make a breakthrough in life with the potential resources that surround it, (b) Intellectual skills which include speed of thinking, the speed of responding to a problem, the speed of finding alternative problem solving. These skills are aimed at knowledge, understanding, application, analysis, synthesis, and evaluation of social studies, (c) social skills which include collaborating, cooperating and skillfully helping others who need it. goals that emphasize feelings, emotions or degrees of acceptance or rejection. In this purpose expressed in attention, interest, attitude, appreciation, appreciation, and prejudice towards the reality of community life [28]. This explanation can be understood that one of the objectives of social studies training is to improve social skills. Social skills are needed as a provision for students in their lives in society.

The results of research by Maryani and Syamsuddin show that the junior high school competency standards are more complex, and show the repetition of elementary school material, only the scope of the material is broader, covering national international and even general social science (Sociology) theories. In one basic competency, there are various types of material sourced from different disciplines, such as history, geography, sociology, and economics. The generic social sciences in the material are very visible. New integration in the form of the integration of competency standard and Basic Competencies. The integration of competency standard and Basic Competencies materials are very difficult to be supported and integrated into the learning process, because not only is the material very generic social science but also the scope is different. Of the 6 competency standards, all of them can be developed into several basic competencies based on the types of social science disciplines, the scope of the material is different, there are facts that are national, international / even theoretical. All of these competencies, all of them (100%) can be loaded with social skills both in terms of material, methods, and rating [8].

3.2 Jigsaw with Visual Media to Develop Social Skills

Social skills can and must be taught at school [11]. One way to build social skills in schools is to form groups in the classroom. The formation of groups in the classroom aims to enable students to learn various skills in it such as responsible skills, self-control, discipline, and giving

and receiving that can help them be accepted into a group. Social skills can be achieved through a learning process. The process here can be by using a learning model that aims to improve social skills. Learning models that can improve social skills include Jigsaw learning models. The results showed that Jigsaw was more effective in improving students' social skills [8]. Jigsaw is designed to increase students' sense of responsibility for their own learning and other people's learning. Students not only learn the material provided, but they also must be prepared to give and teach the material to other group members. Thus students are interdependent with one another and must cooperate cooperatively to learn the assigned material. Members of different teams on the same topic meet for discussion (team of experts) helping each other about the learning topics assigned to them. Then the students return to the original team/group to explain to the other group members what they have learned before at the expert team meeting. So that in the Jigsaw learning model there is a pattern of teaching peers by providing opportunities for students to learn about the material well and at the same time become a resource for others.

Some of the advantages of the Jigsaw cooperative learning model are: (a) increasing students' sense of responsibility towards their own learning and also other people's learning (b) students not only learn the material given, but they also must be prepared to give and work on the material to the group members who others, so that knowledge increases, (d) accept diversity and cultivate good social relationships in relation to learning, (e) encourage students to be more active, creative and responsible for the learning process, (f) Provide opportunities for each student to apply ideas which are owned to explain the material learned to other students in the group, (g) the discussion is not dominated by certain students but all students are required to be active in the discussion. All the advantages of the Jigsaw cooperative learning model can help students improve their social skills.

Through media assistance, the implementation of Jigsaw in the learning process will be more interesting and effective. Integrating technology in social studies learning is an important innovation of the educational paradigm to develop social skills in the 21st century [29]. Visual media is a media that only relies on the sense of sight and allows a very important role in the teaching and learning process, can facilitate understanding and strengthen memory, foster student interest and make the material more real [30]. Visual media is divided into two, namely silent visual media, such as photos, books, magazines, newspapers, projectors, graphics, charts, clippings, pictures, modules, Student Worksheets, posters, maps, and world balls. Whereas visual media such as motionless films [5]. When linked between visual media and learning, learning will be interesting, effective and efficient when using visual media as a learning medium. Visual media is chosen because we must remember that students especially children, especially elementary school students because they are still thinking in concrete terms, everything teachers say or convey must prove themselves with their eyes, then visual media is a learning resource that contains messages or subject matter which is made interesting in the form of a combination of images, text, motion, and animation that is adjusted to the age of students who can attract learners in learning, so learning will be fun and not saturating. This visual learning enables the creation of pleasant learning situations, enhances student interaction and collaboration both with the group and with the teacher, and creates a conducive teaching and learning situation. The existence of competition in groups can also foster student learning motivation which will later influence the understanding of concepts in learning so that the learning objectives will be achieved optimally.

For more interesting learning, visual media is combined with audio media into audio-visual media such as movies or videos. In this case, a video aired on social science material aimed at developing students' social skills. Learning media is a component that is interconnected

with other components, so that the visual media that is used can provide something abstract to be concrete, increase students' interest in learning and reduce students' misunderstanding of the material so that the teacher's message can be conveyed well and students can absorb material more maximally [5]. So that the visual media assisted Jigsaw that is applied is able to improve the learning objectives to be achieved effectively, where in this case the learning objectives are social skills. Next, the implementation of Jigsaw with Visual Media syntax on the Social studies subject to build social skills as follows.

Table. 1 Example of the Syntax of Jigsaw Implementation with Media in Social Studies Subjects in Junior High Schools.

No.	Jigsaw with Visual Media to Develop Students' Social Skills
1	Before students are grouped into teams, the teacher explores the students' knowledge about the material by displaying pictures and videos that in addition to the theme can also develop students' social skills
2	Before being grouped into teams of origin and experts, students are grouped based on academic ability and gender
3	Each person in the original team is given a different piece of material
4	Each person in the expert team is given the assigned part of the material and the teacher provides modules for each Expert team to construct students' knowledge
5	Members from different teams who have studied the same section/section meet in a new group (expert group) to discuss the section
6	After completing the discussion as a team of experts, each member returns to the original group and takes turns teaching their teammates about the sections they have mastered and each other listening carefully
7	Report on the results of group work by means of the teacher randomly pointing to report the results of group discussions, until all problems have been discussed
8	Other students respond
9	Each end of the discussion is given individual assignments in the form of narratives, and tests in the form of Student Worksheets (LKS).
10	The Jigsaw group with the highest acquisition scores are awarded in groups and individually the students with the highest scores also receive awards.
11	The teacher gives an evaluation

The Jigsaw model is one of the most flexible cooperative models. Media-assisted jigsaw is a modification in the effort to develop social skills in social studies learning. through media-assisted Jigsaw students are led to be critical, constructing knowledge with the main goal is to improve students' social skills. So, the advantage of visual media assisted Jigsaw is that students are not only limited to working on a given task but also students have good social skills. Some things that must be considered in the use of visual media in sustaining the learning process, these considerations include economic function, practicality, and benefits derived from the use of visual media. This can be used as a consideration for a teacher so that the objectives to be achieved in learning can be maximized. Optimization of visual media has a psychological impact on the teacher because he will have more confidence in delivering material or messages to students. If we look further, the visual media is already familiar to the teachers because, since attending college the teacher has been given basic knowledge and skills in the use of instructional media so that, in teaching situations, the real teacher only develops or creates new visual media that are more creative and innovative [21].

4. Conclusion

Social skills are learned behaviors because they allow individuals to have relationships and problem solving and direct individuals to behave in accordance with community standards and applicable norms so that social skills can and must be taught in school. To improve students' social skills, the teacher can use a Jigsaw learning model based on visual media that is applied in accordance with the needs analysis of students in an effort to improve social skills in accordance with the stages of development of students in social studies subjects. Jigsaw is one model of cooperative learning that aims to improve academic achievement, but also can develop students' social skills. Visual media used in the Jigsaw learning model has the purpose of bringing messages or information to students in the form of slides, images, modules, worksheets and videos that have been prepared to support and meet learning needs and maximize students' abilities in the learning process, so that efforts to develop students' social skills more effective.

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