

NEEDS ANALYSIS INTEGRATIVE COLLABORATIVE LEARNING IN INDONESIAN EDUCATION COURSE

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Abstract: Based on the Curriculum 2013, which applied in Indonesia since 2013, the Elementary School Teacher Education (PGSD) Department as an institution to product the elementary school teachers need to adjust their course materials with the goal of students have the competence as a candidate for a ready-made education in the field. One of the specific objectives of this research is to design Integrated Collaborative Indonesian, science, and social studies learning as Materials Indonesian Education in Beginning Elementary School Course at the PGSD Department. This research was conducted by three stages, namely (1) the analysis of material needs Integrated Collaborative Indonesian, science, and social studies learning as Course Materials Indonesian Classroom Education Elementary School Early on PGSD Programs; (2) designing an Integrated Collaborative Indonesian, science, and social studies learning as Materials Indonesian Education in Beginning Elementary School Course at the PGSD Programs; and (3) test efektivitas Integrated Collaborative Indonesian, science, and social studies learning as Materials Indonesian Education in Beginning Elementary School Course at the PGSD Department. Data collection techniques include: (1) observation, (2) tests, (3) Distribution of the questionnaire, and (4) Interview. The research instrument consisted of: (1) Test, (2) Observation Sheet, (3) Questionnaire, and (4) Interview Guidelines. Data from this study were Analyzed by descriptive statistics, such as (1) Analysis of Test and (2) Observation Results Data Analysis. The result of this research is description the needs analysis Integrated Collaborative Indonesian, science, and social studies learning as Materials Indonesian Education in Beginning Elementary School Course at the PGSD Department.

Keywords: Integrated Education, Materials Course, Elementary School Course.

INTRODUCTION

The 2013 Curriculum is a curriculum designed to enhance previous curriculums. Based on The 2013 curriculum, Elementary School using the integrated thematic learning to providing the student's holistic and comprehensive ability and experience. In this case, learning is no longer presented in the form of a segmented every course, but presented in a thematic integrated learning. Integrated thematic learning is a merger of two integrated learning model that is webbed and integrated. Fogarty (1991: 54) says "*webbed curricula represent the thematic approach to integrating subject matter. Typically, this thematic approach curriculum development begin with a theme*".

In conjunction with the integrated thematic learning, in 2013 Curriculum (Permendiknas Nomor 67, 2013). Indonesian courses become a motor for driving other courses. It appears once in charge of Core Competence (*KI*) and the Basic Competency (*KD*) in Courses Indonesian in beginning classes (classes I-III) in which loaded with science and social Studies Courses. In other words, the 2013 curriculum, science and social courses are not presented in a separate course with

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its own *KI* and *KD*, but the charge *KI* and its *KD*-put in charge of Indonesian courses. Therefore, it is necessary to develop teaching materials that accommodate each characteristic Indonesian, social studies, and science courses are combined in the beginning grades will be used as teaching material Indonesian Education in Beginning Elementary Classroom courses. Through this teaching material students are expected to gain theoretical, example elementary teachers education packaging materials that accommodate the characteristics of social studies and science combined with Indonesian courses, who also did not ignore the characteristics of Indonesian courses. Therefore, the teaching materials developed in this study is an urgent need to be realized in order to provide supplies for prospective elementary school teachers who will spearhead the implementation of 2013 Curriculum in elementary school. The provision embodied in the form of teaching materials Indonesian Education in Beginning Elementary Classroom Courses, in which are given concrete examples of packaging planning, implementation, and assessment of Indonesian combined with teaching science and social studies teaching and learning. Subroto (2015) says, teaching materials produced through this research in addition to accommodate the characteristics of Indonesian, social studies, and science courses are combined based on a integrated approach.

Teaching materials is one important aspect that contains the knowledge, concepts, facts, tangible material, both printed and unprinted used as a source of learning materials. Development of teaching materials in this study sought meets the requirements outlined by the National Education Standards Agency (*BSNP*) which includes: feasibility contents which include compliance with the standards and basic competencies, the accuracy of the material, the material supporting the learning, the feasibility of the presentation which include presentation techniques, presentation of learning, the completeness of the presentation; and the feasibility of covering linguistic conformity with the level of development of learners, communicative, coherency, and unity of ideas.

This research is the emphasis on optimizing competence of *PGSD* students as prospective elementary school teachers in implies The 2013 Curriculum through the development of teaching materials Indonesian Education in Early Elementary Classroom Course by integrating field-Social and Science. However, from the development of teaching materials already done previous studies, which were conducted Rukmi and Sukartiningsih (2002); Damayanti and Sukartiningsih (2004); Sukartiningsih (2005); Sukartiningsih and Yermiandhoko (2008); Sugiarto (2009); and Ibrahim and Sukartiningsih (2012). These studies represent research and development of instructional media and thematic learning. According Subroto (2015) this research is continuing substance and topics such studies with the aim to generate continuous improvement in accordance with the development of science and practical needs in the field.

Based on the description in the background, this study will answer the following general problem formulation “How development Instructional Materials Indonesian Education in Beginning Elementary School and Integrated Science and Social Studies Course Based Approach to Optimizing Scientific Competence of per-servise training Student (PGSD) Department. Furthermore, the formulation of such a common problem, detailed formulation of specific issues. In the first study focused on the formulation of a special issue number 1, namely How is the preparation of Instructional Materials Indonesian Education in Beginning Elementary School Integrated Science and social Studies Course Based Approach to Optimizing Scientific Competence Students of PGSD Department?

The specific objectives of the first study is to describe need analysis of teaching materials Indonesian Education in Early Elementary Classroom integrated Science and Social Studies Course to optimize pre-servise training Student Department student’s competence.

In general the results of this development is expected to contribute to the improvement of the competence and quality of graduates PGSD Department Student, especially the ability to design, implement, and assess Indonesian, Science, and Social Studies in Beginning Elementary Classroom integrated approach.

RESEARCH METHODS

This research is Research & Development (R & D) Borg and Gall (1983), which consists of 10 stages, namely (1) survey: analysis of the needs and constraints, (2) the Review of literature and products related research, (3) the development of the draft (4) validated expert, (5) a revision the main products, (6) a limited field test, (7) the revision of the products have been applied, (8) major field test, (9) the revision of the final product (10) dissemination to a wider arena. Phase-10 is not performed in this study because this phase is done through the relevant institutions.

In the first step, the focus of activities include the analysis of the needs and constraints analysis. The objectives of the phase 1 is the assessment and identification of problems and the fact that the case of Indonesian Education Course in Early Elementary Classroom integrated Science, and Social Studies. Activities include (1) Survey and the observation and analysis of the needs analysis related constraints Courses of Indonesian Education in Beginning Class integrated Science, and Social Studies in PGSD; (2) Interview with the faculty in PGSD from several regions in Indonesia. Interviews with students related to the activities carried out in the lecture and efforts to optimize PGSD student competence in designing courses Indonesian Education in Early Elementary Classroom integrated Science, and Social Studies. Analysis of constraints reflected on the problems faced by lecturers to improve their professional ability, especially in the development of student competence draft the Indonesian Education in Beginning Class integrated Science, and Social

Studies Course; and (3) the Review theoretical concepts associated with learning the Indonesian Education in Beginning Class (in I-III Class) integrated Science, and Social Studies Course. Survey data collection needs and constraints analysis conducted by questionnaire and interview guide. Data analysis techniques used to process the data analysis of the needs and constraints in the form of questionnaires (quantitative data) were analyzed by simple statistics such as percentage and mean.

The variables and operational definitions of each variable is explained as follows.

1. The development process is a series of product formulation, testing the device so as to produce products such as teaching materials of Indonesian Education in Beginning Class integrated Science, and Social Studies Course Based Scientific Approach to dissemination.
2. The teaching materials is one important aspect that contains the knowledge, concepts, facts, tangible material, both printed and unprinted used as a source of learning materials.
3. Model thematic integrative learning is packaging in the form of themes that integrate multiple courses.

RESULT RESEARCH

Results of research in compiling teaching materials products Indonesian Education in Beginning Class integrated Science, and Social Studies Course Based Scientific Approach can be described as follows.

A. Analysis of the needs analysis related constraints Courses of Indonesian Education in Beginning Class integrated Science, and Social Studies in PGSD

From questionnaires given to 30 PGSD students obtained the following data.

TABLE 1: STUDENT QUESTIONNAIRE DATA

<i>No.</i>	<i>Aspect Requirement</i>	<i>Student Number</i>	<i>Answer Yes</i>		<i>Answer No</i>	
			<i>Amount</i>	<i>%</i>	<i>Amount</i>	<i>%</i>
1.	For you, the important Indonesian Education in Early Elementary Grades programmed as one of the subjects in PGSD?	30	30	100	0	0
2.	In your opinion, whether in lectures Indonesian Education in Early Elementary Grades Course necessary teaching materials?	30	28	93,3	2	6,7
3.	Do you think you are having difficulty in following in the Indonesian Education in Early Elementary Grades lecture if not accompanied by teaching materials?	30	25	83,3	5	16,7

No.	Aspect Requirement	Student Number	Answer Yes		Answer No	
			Amount	%	Amount	%
4.	Do you think teaching materials Indonesian Education in Early Elementary Grades Course relevant if they are developed by professors of PGSD Unesa FIP?	30	30	100	0	0
5.	In your opinion, in accordance with the content standards in 2013 Curriculum, teaching materials Indonesian Education in Early Elementary course need to be integrated with the science dan social material studies?	30	29	96.7	1	3,3
6.	In your opinion, in accordance with the standards process in 2013 Curriculum, teaching materials Indonesian Education in Early Elementary course should be given examples of packaging based learning Scientific approach?	30	30	100	0	0
7.	Does the teaching material Indonesian Education Early Elementary the science dan social material course	30	30	100	0	0
8.	Based you want to understand learning approaches (such as the Scientific, Integrated, Communicative, and Contextual)?	30	30	100	0	0
9.	Whether through teaching materials Indonesian Education in Early Elementary Grades course Integrated Scientific Approach Based on the material you want to understand the development of students' abilities early elementary grade children in the Indonesian language, science, and social studies?	30	30	100	0	0
10.	Whether through teaching materials MK Indonesian Education in Early Elementary Grades Integrated Scientific Approach Based Learning Model you want to understand Innovative integration Indonesian subjects, science, and social studies? Whether through teaching materials Indonesian Education in Early Elementary Grades science, and social studies Integrated Scientific Approach Based you can understand and implement the integrated assessment of subjects Indonesian, science, and social studies?	30	26	86,7	4	13,3

From questionnaires given to three PGSD lecture obtained the following data.

TABLE 2: QUESTIONNAIRE LECTURER DATA

No.	Aspect Requirement	Lecture Number	Answer Yes		Answer No	
			Amount	%	Amount	%
1.	For you, the important Indonesian Education in Early Elementary Grades programmed as one of the subjects in PGSD?	3	3	100	0	0
2.	In your opinion, whether in lectures Indonesian Education in Early Elementary Grades Course necessary teaching materials?	3	3	100	0	0
3.	Do you think you are having difficulty in following in the Indonesian Education in Early Elementary Grades lecture if not accompanied by teaching materials?	3	3	100	0	0
4.	Do you think teaching materials Indonesian Education in Early Elementary Grades Course relevant if they are developed by professors of PGSD Unesa FIP?	3	3	100	0	0
5.	In your opinion, in accordance with the content standards in 2013 Curriculum, teaching materials Indonesian Education in Early Elementary course need to be integrated with the science dan social material studies?	3	3	100	0	0
6.	In your opinion, in accordance with the standards process in 2013 Curriculum, teaching materials Indonesian Education in Early Elementary course should be given examples of packaging based learning Scientific approach?	3	3	100	0	0
7.	Does the teaching material Indonesian Education Early Elementary the science dan social material course	3	3	100	0	0
8.	Based you want to understand learning approaches (such as the Scientific, Integrated, Communicative, and Contextual)?	3	3	100	0	0
9.	Whether through teaching materials Indonesian Education in Early Elementary Grades course Integrated Scientific Approach Based on the material you want to understand the development of students' abilities early elementary grade children in the Indonesian language, science, and social studies?	3	3	100	0	0

No.	Aspect Requirement	Lecture Number	Answer Yes		Answer No	
			Amount	%	Amount	%
10.	Whether through teaching materials MK Indonesian Education in Early Elementary Grades Integrated Scientific Approach Based Learning Model you want to understand Innovative integration Indonesian subjects, science, and social studies?. Whether through teaching materials Indonesian Education in Early Elementary Grades science, and social studies Integrated Scientific Approach Based you can understand and implement the integrated assessment of subjects Indonesian, science, and social studies?	3	3	100	0	0

The data obtained through the questionnaire are then explored in more depth through interviews. From an interview with PGSD students obtained the following data.

TABLE 3: STUDENT INTERVIEW DATA

No.	Aspect Requirement	Conclusion Answer Student
1.	For you, the important Indonesian Education in Early Elementary Grades programmed as one of the subjects in PGSD?	Important, because it provides an explanation Course on teaching strategies Indonesian in Early Elementary Grades
2.	In your opinion, whether in lectures Indonesian Education in Early Elementary Grades Course necessary teaching materials?	Yes, because the students will more easily understand the material presented by their lecturers teaching materials
3.	Do you think you are having difficulty in following in the Indonesian Education in Early Elementary Grades lecture if not accompanied by teaching materials?	Yes, because of the difficulty in understanding the material related to the aspects that should be in the planning early elementary classroom.
4.	Do you think teaching materials Indonesian Education in Early Elementary Grades Course relevant if they are developed by professors of PGSD Unesa FIP?	Yes, because the lecturer PGSD more aware of the needs of students.
5.	In your opinion, in accordance with the content standards in 2013 Curriculum, teaching materials Indonesian Education in Early Elementary course need to be integrated with the science dan social material studies?	Yes, because in the 2013 curriculum for grades 1 and 2 elementary school no teaching science and social studies because it has been integrated into Indonesian subjects.
6.	In your opinion, in accordance with the standards process in 2013 Curriculum, teaching materials Indonesian Education in Early Elementary course should be given examples of packaging based learning Scientific approach?	Yes, so that students better understand the application of scientific approach in designing an integrated thematic learning in elementary school

<i>No.</i>	<i>Aspect Requirement</i>	<i>Conclusion Answer Student</i>
7.	Does the teaching material Indonesian Education Early Elementary the science dan social material course	Yes, to add knowledge about the learning approaches in elementary school
8.	Based you want to understand learning approaches (such as the Scientific, Integrated, Communicative, and Contextual)?	Yes, because in order to determine emilih and Indonesian learning materials, science, and social studies to understand the ability of elementary school students in these subjects.
9.	Whether through teaching materials Indonesian Education in Early Elementary Grades course Integrated Scientific Approach Based on the material you want to understand the development of students' abilities early elementary grade children in the Indonesian language, science, and social studies?	Yes, because it requires extensive knowledge in innovative learning model
10.	Whether through teaching materials MK Indonesian Education in Early Elementary Grades Integrated Scientific Approach Based Learning Model you want to understand Innovative integration Indonesian subjects, science, and social studies?. Whether through teaching materials Indonesian Education in Early Elementary Grades science, and social studies Integrated Scientific Approach Based you can understand and implement the integrated assessment of subjects Indonesian, science, and social studies?	Yes, important assessment in integrated learning.

Interview to dig deeper in the focus groups were also conducted on PGSD lecturer. From an interview given to lecturers PGSD obtained the following data.

TABLE 4: INTERVIEW LECTURER DATA

<i>No.</i>	<i>Aspect Requirement</i>	<i>Conclusion Answer Student</i>
1.	For you, the important Indonesian Education in Early Elementary Grades programmed as one of the subjects in PGSD?	Important, because it provides an explanation Course on teaching strategies Indonesian in Early Elementary Grades
2.	In your opinion, whether in lectures Indonesian Education in Early Elementary Grades Course necessary teaching materials?	Yes, because the students will more easily understand the material presented by their lecturers teaching materials
3.	Do you think you are having difficulty in following in the Indonesian Education in Early Elementary Grades lecture if not accompanied by teaching materials?	Yes, because of the difficulty in understanding the material related to the aspects that should be in the planning early elementary classroom.

<i>No.</i>	<i>Aspect Requirement</i>	<i>Conclusion Answer Student</i>
4.	Do you think teaching materials Indonesian Education in Early Elementary Grades Course relevant if they are developed by professors of PGSD Unesa FIP?	Yes, because the lecturer PGSD more aware of the needs of students.
5.	In your opinion, in accordance with the content standards in 2013 Curriculum, teaching materials Indonesian Education in Early Elementary course need to be integrated with the science dan social material studies?	Yes, because in the 2013 curriculum for grades 1 and 2 elementary school no teaching science and social studies because it has been integrated into Indonesian subjects.
6.	In your opinion, in accordance with the standards process in 2013 Curriculum, teaching materials Indonesian Education in Early Elementary course should be given examples of packaging based learning Scientific approach?	Yes, so that students better understand the application of scientific approach in designing an integrated thematic learning in elementary school
7.	Does the teaching material Indonesian Education Early Elementary the science dan social material course	Yes, to add knowledge about the learning approaches in elementary school
8.	Based you want to understand learning approaches (such as the Scientific, Integrated, Communicative, and Contextual)?	Yes, because in order to determine emilih and Indonesian learning materials, science, and social studies to understand the ability of elementary school students in these subjects.
9.	Whether through teaching materials Indonesian Education in Early Elementary Grades course Integrated Scientific Approach Based on the material you want to understand the development of students' abilities early elementary grade children in the Indonesian language, science, and social studies?	Yes, because it requires extensive knowledge in innovative learning model
10.	Whether through teaching materials MK Indonesian Education in Early Elementary Grades Integrated Scientific Approach Based Learning Model you want to understand Innovative integration Indonesian subjects, science, and social studies?. Whether through teaching materials Indonesian Education in Early Elementary Grades science, and social studies Integrated Scientific Approach Based you can understand and implement the integrated assessment of subjects Indonesian, science, and social studies?	Yes, important assessment in integrated learning.

From the data of administration of questionnaires and interviews to students and faculty PGSD shows that the teaching material Subjects Indonesian Education in Early Elementary Grades integrated science-social studies based Scientific approach is needed to be developed.

<i>No.</i>	<i>Component</i>	<i>Needs analysis</i>
1.	Indonesian teaching materials in the early grades	Literacy has character recognition, recognition and vocabulary enrichment, arouse interest in reading and writing, setting up confidence, pengembangan ability to communicate politely and effectively science is integrated into language learning in Early Grades Indonesia in the framework of an integrated understanding of science concepts with other i mater, cultivate an attitude of scientific, process skills.
2.	Science	Science is a material substance that is integrated with social studies and Indonesian material.
3.	Social studies	Social studies is integrated into language learning in Grades Indonesia Early in the context of understanding the concept of integrated social studies with other i mater, cultivating social sensitivity and apply them in verbal and nonverbal behavior
4.	Integrated Collaborative Learning	Character is learning to tie thematic material in one unit
5.	Scientific approach	The scientific approach is intended to foster skills and the process of finding its own concept of the learning process of science.

B. Review Theoretical Concepts Associated with Learning the Indonesian Education in Beginning Class integrated Science, and Social Studies Course

Teachers are an important part in learning activities. Law Number 14 Year 2005 on Teachers and Lecturers Article 2 lists teachers as professionals have accrued on primary education, secondary education, and early childhood education in formal education are appointed in accordance with the legislation. Professional teachers have professional skills, namely the ability to (1) planning, (2) implement, (3) assess the progress of learning, and (4) interpret and utilize the results of the assessment of teaching and learning progress and other information for the improvement of planning and conducting learning activities. With the enactment of Curriculum 2013, specialized in class I-III SD payload Subject matter not only Indonesian Indonesian uncharged material, but also loaded with material science and social studies. Therefore, for a class I-III SD, science and social subjects are not displayed in the Curriculum 2013. To prepare prospective teachers who have the competency to plan, implement, and assess learning Indonesian in the early

grades of primary school integrated with teaching science and social studies, need to be developed teaching materials that can provide explanations and examples of packaging materials Indonesian subjects in the early grades in elementary school. Therefore, with reference to the Competency Standards Grade Teacher (Higher Education, 2006) will be presented competence, subkompetensi, and the following indicators.

<i>Competence</i>	<i>Subkompetensi</i>	<i>Indicator</i>
Master teaching materials Indonesian subjects in the curriculum	a. Assessing the substance, scope and arrangement of teaching materials in the curriculum of Indonesian	Analyzing elementary curriculum in terms of content, scope and sequence of the early grade learning materials integrated
	b. Reviewing textbooks Indonesian SD / MI and its relevance to the curriculum and the level of readability	Analyzing karakteristik textbooks (students' books) Indonesian beginning class in terms of book data, content, systematic presentation, compliance with the curriculum, reading level, pros and cons
	c. Practicing linking and integration of designing teaching materials Indonesian with other subjects in accordance with the applicable curriculum in the context of the lives of learners	Practicing Indonesian associate teaching materials with other subjects in the context of the lives of young people.
	d. Able to master the basic principles of learning that educates	Differentiating the approach, methods, strategies and learning techniques.
Capable of designing learning educate	e. Practicing drafting a study taking into account the characteristics of learners and Indonesian subjects integrated in the achievement of goals intact	Differentiating, communicative approach, thematic, integrated in learning Indonesian, including scientific and contextual approach.
Able to carry out learning educate	e. Practicing Indonesian implementing learning by implementing various innovative models in various grade levels	Distinguishing the various models of early language learning classes
	f. Practice using the school environment as a learning laboratory BI	Drafting the Indonesian language learning taking into account the characteristics of learners and learning Indonesian characteristics of integrated science and social studies

<i>Competence</i>	<i>Subkompetensi</i>	<i>Indicator</i>
Being able to assess the learning process and results referring to the whole purpose of education	g. Practice developing various assessment tools and learning process h. Practicing conducting the assessment process and results, analyze, and reflect on learning	Simulate integrated learning science and social studies with menerapkan various models at grade level (I-III) Simulate by utilizing outside the school environment as a learning laboratory for students. Develop a process assessment instruments and learning Indonesian integrated science and social studies Conducting the assessment process and results, analyze, and reflect on the learning Indonesian integrated science and social studies

Analysis of needs in the first year of this study will be used as consideration in drafting teaching material Subjects Indonesian Education in Early Elementary Grades integrated science-social studies based Scientific approach with the following characteristics:

1. Material teaching materials Subjects Indonesian Education in Early Class integrated SD-IPS IPA prepared in accordance with the characteristics of Subjects Indonesian, science, and social studies and arranged thematically unified
2. Material teaching materials relevant to the subject matter Indonesian, science, and social studies curriculum is based on the charge in 2013.
3. Systematic teaching materials consist of a cover page, Preface, table of contents, use of guide books, materials, glossaries, indexes, and bibliographies.
4. The book consists of 120 pages in A4 size.
5. This book consists of six chapters

CONCLUSION

From the results of this research can be submitted the following recommendations:

1. Teaching materials of Indonesian Education in Beginning Class integrated Science, and Social Studies Course Based Scientific Approach compiled through research is expected to provide one solution providing teaching materials eligible to be implemented for students of Elementary School Teachers Training.
2. It should be arranged in college teaching materials relevant to the demands of the curriculum and the needs of society, the curriculum in 2013 with thematic integrative approach in Elementary School

3. The results showed that the teaching materials prepared by the experts validation activities may increase the feasibility of teaching materials before implemented

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