

Analysis of IPS Laboratory Needs in Junior High School

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Abstract

This research aims to find out the analysis of the laboratory needs of IPS in Mu'allimat NU Gresik through objective conditions, the perceptions of teachers and students of IPS, and the potential development of laboratory IPS at Mu'allimat NU Gresik. Research uses qualitative methods with descriptive approaches. The location of the research was at the educational institute of SM Mu'allimat NU Gresik, East Java. As for the subjects in this study, they are IPS teachers, students, the deputy chief of the field of facilities, and the deputy head of the student field. The data-gathering technique that researchers use is through observations, interviews, and documentation. Data analysis techniques include data reduction, data presentation, and conclusion drawing. Verification of the validity of the data in this study uses triangulation of the data. The results of the research showed that Mu'allimat NU Gresik needs an indoor and outdoor IPS laboratory to support students' learning. However, there are obstacles to the provision of indoor IPS labs in schools. So the use of indoor laboratories is implemented as a digital laboratory. Simulations carried out in indoor IPS laboratories are realized through images presented by digital laboratories.

Kata Kunci Laboratory IPS Indoor; Laboratory IPS Outdoor; Social Studies Subject

A. INTRODUCTION

The laboratory is one of the most important supporting facilities in the learning process. The importance of the existence of laboratories for such education is demonstrated by the Government Regulations of the Republic of Indonesia (PPRI) on National Standards of Education. According to the government regulations on the National Standard of Education No. 19 Article 2 No. 1 of 2005, the presence of facilities is included in the standards of education that must be met. (*Standar Nasional Pendidikan Nomor 19 Pasal 2 Nomor 1*, 2005) The existence of an important IPS laboratory in the learning process is supported by one of the expert opinions, namely John and Gerald. According to John and Gerald, learning by implementing learning through experience can improve student learning effectiveness. (Hansen & Lovedahl, 2004) The IPS laboratory is important for its presence in schools as it can encourage students' participation in IPS learning (Septiandini, 2021) Some materials cannot be perceived by students directly, especially natural or social phenomena. So it requires media and learning resources that come from the IPS laboratory in accordance with IPS learning needs in the school.

Social studies is a study related to the social life of society (Azharotunnafi, 2020). Therefore, in order for learning to be more meaningful, it is necessary to have facilities in the form of laboratories in junior high schools. However, the social studies laboratory is not limited to indoor or outdoor, because social studies is a study related to society. The IPS Laboratory is a place that can support learning through the activities that run in it. With an IPS laboratory, students can observe and discuss directly the methods learned from experience. Students are exposed to real environments and societies so that they can think critically about their growth and development. The Word of Allah in the Qur'an, Surah al-Ankabut, verse 20

قُلْ سِيرُوا فِي الْأَرْضِ فَانظُرُوا كَيْفَ بَدَأَ الْخَلْقَ ثُمَّ اللَّهُ يُنشِئُ النَّشْأَةَ الْآخِرَةَ إِنَّ اللَّهَ عَلَى كُلِّ شَيْءٍ قَدِيرٌ

“Walk on earth and see how God created man from the beginning, then He created him again. Verily, Allah is Almighty over all things.”

It is the creation of mankind. Like when students are invited to observe a natural phenomenon that is happening in the surrounding area, which is an outdoor laboratory, and then students are asked to discuss the observation so that they are sensitive to the environment.

Based on the results of the research on the basic data of education (DAPODIK) in 2022, there are 11 SMP in Gresik that still do not have the facilities of the IPS laboratory in the school.

Tabel 1. The presence of the IPS Laboratory in Gresik

No.	School Name	School accreditation	IPS Indoor Laboratory	IPS outdoor Laboratory
1.	SMP Negeri 1 Gresik	A	Not available	Not available
2.	SMP Negeri 2 Gresik	A	Not available	Not available
3.	SMP Negeri 3 Gresik	A	Not available	Not available
4.	SMP Negeri 4 Gresik	A	Not available	Not available
5.	SMP Mu'allimat NU Gresik	A	Not available	Not available
6.	SMP Yimi Gresik	A	Not available	Not available
7.	SMP Muhammadiyah 1 Gresik	A	Not available	Not available
8.	SMP NU 2 Gresik	B	Not available	Not available
9.	SMP NU 1 Gresik	B	Not available	Not available
10.	SMP PGRI 2 Gresik	B	Not available	Not available
11.	SMP Darul Islam Gresik	B	Not available	Not available

Source: School Observation Results

Table 1.1 shows that there are no indoor or outdoor IPS laboratories at the high school in Gresik City. In fact, the presence of laboratories in schools and colleges is important. Because, with the evolution of the times, the existence of a laboratory is a demand. The existence of IPS labs encourages students to actively engage in activities. IPS labs can also be used to develop skills as well as study nature and social issues in a broader way. Moreover, the IPS material needs of the labs do not have to be located inside the school premises. So, IPS labs that should be located can be found in the environment around the school by using other facilities according to the needs of IPS materials.

Based on a previous study conducted by Dila Fitriani, Ratih Puspita Dewi, and Yunus Aris Wibowo in 2022 entitled “The Urgency of the Geographic Laboratory at the Senior High School,” the authors continued their research at different locations by supplementing the shortcomings of previous research. Previous research raised similar topics about the needs of the laboratory in schools. But previous research only explained the perception of IPS teachers of the urgency of the laboratory at school. So the subjects involved are limited only to the point of view of the teacher. So, the author expands the research on the emergency of the IPS lab in schools to include other topics such as students, deputy heads of facilities in schools, and deputy chiefs of students.

Based on the above background, a study was conducted on the analysis of the laboratory needs of IPS at Mu'allimat NU Gresik. The need analysis was carried out with the focus of research on

the objective learning conditions of the IPS at Mu'Allimat NU Gresik, the perception of teachers and students about the needs of laboratory requirements of IPs in Mu'allimat nu Gresik, and the potential for the development of laboratories for IPs in Mu'allimat nu Gresik.

B. METHODS

The research carried out by the author used qualitative methods with a descriptive approach. This study describes everything related to the IPS laboratory that needs analysis in the primary school, which has been the aim of the research. As for the subjects in this study, they are IPS teachers, students, the deputy chief of the field of facilities, and the deputy head of the student field. The data collection techniques used are observations, interviews, and documentation. Data authentication is the triangulation of data and source.

The research location studied by the researcher is at an educational institution, namely SMP Mu'allimat NU Gresik which is located on Jalan KH. Hasyim Asyari, Gresik District, Gresik Regency, East Java Province. The researcher is interested in conducting research at this school because its location has the potential to find laboratories around it, such as the existence of a historical religious tourism area, close to the old city area, and so on. So that it can be a good consideration when the research is carried out. SMP Mu'allimat NU Gresik has also never been studied in topics related to laboratories.

Data were collected using interviews, observations and documentation. Interviews were conducted with the principal and the vice principal for curriculum to find out about the school's ability to accommodate space and costs if adding facilities and infrastructure in the form of a social studies laboratory at the school and about the opinion of the vice principal for curriculum regarding social studies learning if carried out in the social studies laboratory. Interviews with one social studies teacher were conducted to find out about the models and media used by teachers in classroom learning, student enthusiasm for social studies subjects, teacher knowledge about social studies laboratories, interest in social studies laboratories, and teacher perceptions of social studies laboratories. Interviews were conducted with four students to find out the media used by teachers in teaching, interest in social studies subjects and knowledge and interest in social studies laboratories.

C. RESULT & DISCUSSION

1. Objective condition of learning IPS in SMP Mu'allimat NU Gresik

One of the determinants of the needs of IPS labs in schools is the models and media that teachers use in learning. Based on the observations of the researchers in the classroom, IPS teachers teach using the method of lectures. In addition, the IPS teacher also teaches by giving group tasks to the students, and then the results are presented in front of the class. These media include a map, a globe, an artificial globe, a layer of earth's skin, and so on. Digital media is also used by teachers to deliver material in the form of visual audio through LCD that are already part of the medium in the classroom. The results of the observations carried out by the researchers on the enthusiasm of students in the class showed an imbalance between the number of students who are enthusiasts and those who are not on IPS subjects.

The IPS laboratory is a place that can serve to improve the knowledge and skills of students, so that value becomes one of the considerations in determining the needs of IPS labs in schools. The values used as the researchers' consideration are the values of knowledge and skills of high school students Mu'allimat NU Gresik in the Ganjil semester. Based on the data obtained, it was found that 94 students from grades 7, 8, and 9 received a grade in category B, and 46 students received a rating in category C on the knowledge grade. On the skill grade, there were 66 students who got a score in Category B, and 28 students got a rating in Category C. So out of the total students in SMA Mu'allimat NU Gresik, no one has ever reached category A.

An IPS laboratory is a facility, which means that a school needs to increase student interest in IPS subjects. However, there are some considerations about why it needs IPS labs in Mu'allimat NU Gresik. Models and media in IPS learning can be considered in determining laboratory needs in schools. Learning models can influence improved student learning outcomes on IPS subjects.

(Wanhar & Nazaruddin, 2022) Learning media can also influence student learning outcomes. (Wulandari et al., 2022). So if the learning model and media have little influence on learning success, then we need an IPS lab in the school so that the IPS laboratory functions as a resource and media can improve learning success.

Based on the results of the research, the researchers found information through observations and interviews that teachers of IPS at SM Mu'allimat NU Gresik more often perform lecture methods in classroom learning. But the method of the lecture is supported by a map, a globe, an artificial globe, and so on. Digital LCD media, which is used in the classroom, is also used by teachers in delivering IPS material. Application of learning using various tools is not just delivered to teachers on learning in class. However, the activities are also assigned to students to be applied at home so that students can conclude their own results on the material being discussed.

Table 2. Facilities in School

No	Type of Facilities and Infrastructure	Number of rooms
1	Classroom	9
2	Library	1
3	Laboratory	2
4	Practice room	0
5	Leadership room	1
6	Teachers room	1
7	Worship room	0
8	Health unit room	1
9	Toilet	9
10	Storage	0
11	Circulation	0
12	Playground/sport area	0
13	Administration room	1
14	Counseling room	1
15	OSIS	0
16	Ruang Bangunan	1
17	Globe	1

Artificial tools made for students' practice of learning in the classroom are also used by teachers to create enjoyable learning. Some of the tools made by the students are replicas of exploding mountains and slopes. The tools are made in the classroom in a short time because the teacher takes care of the timing of the preparation of tools and materials brought up to the condition of the class after practice. The practice of making replicas aims to make the delivery of impressive material more real and enjoyable for students.

There are shortcomings in practice when compared to the methods of lectures and the delivery of material through audiovisual media. The disadvantage is time constraints, so when the subject schedule changes, the class is unwilling to face the next schedule. The shortcomings must have been thought of by the IPS teacher at Mu'allimat NU Gresik. However, in reality, the situation is like a mess in the classroom, and the storage of the defensive equipment that is already in place cannot be conditioned to always be in line with the teacher's planning. In connection with this, IPS laboratories, especially on the premises, need to be located in schools so that they can be well conditioned for school learning activities. It can also be placed in a decent place, like an IPS laboratory, so that the patient is awake.

The enthusiasm of the students has become a focus for researchers in determining the needs of the IPS laboratory at Mu'allimat NU Gresik. Enthusiasm, in the dictionary of Indonesian, is understood as a passion for knowing the great interest that springs from within. (Kirana et al., 2020) One of them, students, has the activity and responsiveness of responding teachers when learning. The IPS laboratory in this case is designed to increase students' interest in IPS subjects. Students can be invited to observe a phenomenon in an IPS laboratory.

The enthusiasm of students for the IPS subjects at Mu'allimat NU Gresik High School is low. This is proved by the finding of the imbalance between students who are enthusiasts and those who are not. There is one class that is enthusiastic about IPS subjects in Mu'allimat NU Gresik. There are about 85 percent of the students in the class who are interested in IPS. So in comparison, there are 17 students who are enthusiastic about the IPS subjects and 77 students who are less enthused:

1. Students are tired of teaching teachers who often use lecture methods.
2. Students only like certain materials that have practice so that they can engage in them.
3. Students like historical material less because teachers are less varied in delivering the material.

So with this phenomenon, it is necessary to apply learning using an IPS laboratory in space or out of space in order to attract students and increase their enthusiasm for the IPS subjects at school. According to Zainuddin, the IPS Laboratory is a place that can improve the knowledge and skills of students. (Zainuddin, 1996). So value becomes one of the considerations in determining the needs of IPS labs in schools. Students have not achieved a predicate on the value of knowledge and skills in IPS subjects. Although the value in category B is quite dominant, the student's value in the IPS subject. However, there are still a lot of people who are still learning the knowledge and skills of IPS in category C. So in connection with this, it is necessary to have a prasarana in the form of an IPS laboratory in order to be able to increase student value on IPS topics.

The problems found by the researchers against students and teachers in IPS learning can strengthen the reason why they need an IPS laboratory, both indoors and outdoors.

1. Perceptions of teachers and students about the needs of the IPS laboratory at SMP Mu'allimat NU Gresik

IPS labs can help the IPS learning process in schools. IPS teachers want to have a variety of security tools that need their own space so that the maintenance of the devices can be done according to the standards of regulations in the IPS laboratory. The results of the interviews conducted by the researchers with both students and teachers about IPS in connection with their interest in IPS laboratories show that teachers and students are interested in holding an IPS lab in the space in the school.

Research on the needs of the IPS laboratory in Mu'allimat NU Gresik is one of the ones that has been blocked by the absence of prasarana means such as IPS labs in schools. So if IPS laboratories are needed in schools, then the researchers need to see the interest of teachers and students themselves in the laboratory of IPS. The IPS teacher at Mu'alimat NU Gresik has knowledge about IPS labs. The IPS teacher wants a variety of security devices that need their own space so that the maintenance of the device can be done according to the regulatory standards in the IPS laboratory.

Students have never known about the IPS laboratory in both indoor and outdoor forms. However, after an introduction from the researchers to the students about IPS laboratories, all the students are interested in the learning of IPS that is done in IPS labs. The various reasons are because they like learning that uses security tools and is done outside the classroom.

2. The potential for the development of an IPS laboratory in SMP Mu'allimat NU Gresik

The laboratory can be one of the means that supports the implementation of an independent curriculum in Mu'allimat NU Gresik. The concept of an IPS in-room laboratory has certain standards in space layout, equipment, and laboratory responsibilities. So the researchers also looked at the readiness of the school capacity for the space and the cost required for the procurement of the premises of the IPS laboratory. The results of the observations carried out by researchers against the school room showed that there was not yet a deserted room in Mu'allimat NU Gresik Primary School. All the spaces are used for each activity. But there's another consideration that's interesting to the researchers: the use of empty space.

According to the results of interviews with the Deputy Chief of Public Affairs, it was mentioned that there was a decline in students, so empty classrooms were used for extra activities. The IPS laboratory has not been a priority for the school in terms of space provision. However, if it is necessary and subsequently such procurement is carried out by the school, then it is not only the space needed by the IPS lab in the school. The procurement and treatment costs also require an IPS

laboratory to meet the required standards. There are several areas that can be used as an outdoor IPS laboratory at SMP Muallimat NU Gresik, namely the Sunan Giri area and the Maulana Malik Ibrahim grave area.

The process of determining the design of the IPS laboratory in the school requires the support and willingness of various parties to be implemented properly. The IPS laboratory has two types of shapes: indoor and outdoor. So in its design, it is distinguished into two forms according to the needs of SMP Mu'allimat NU Gresik, namely:

1. IPS Indoor Laboratory

Laboratory is generally used for experimental, analytical, observational, research, and learning activities of IPS. Based on the analysis of the availability of space in SMP Mu'allimat NU Gresik there is a classroom that can be used as an IPS laboratory. The reason the classroom was disabled as an activity was due to the decline in the number of high school students in SMP Mu'allimat NU Gresik. SM Mu'allimat NU Gresik in the school year 2023/2024 plans to open a student quota of 3 classes. So it can be expected that the classroom will be used to meet the student admission quota. Permanent IPS labs require special space so they can be used by the school for long periods of time.

The acquisition of an indoor IPS laboratory in Mu'allimat NU Gresik has an obstacle to the provision of space. The IPS laboratory has not yet been a priority for the school in its space acquisition. This is because there are other spaces that prevail above the premises: the teacher's office, the OSIS room, and the practice room. However, if there is an opportunity for the school to provide an indoor IPS laboratory, then there is a plan to be taken care of by the school. The design of the IPS laboratory requires some good management in it. IPS laboratory in Mu'allimat NU Gresik should have several such management among them: Planning, Procurement, Inventory, Storage, Disposal, Usage, Maintenance, Removal Based on the discussion above, it can be concluded that in the planning of procurement of indoor laboratory laboratory needs laboratory power as a good manager and management so that users can feel the use of IPS lab optimally in the SMP Mu'allimat NU gresik.

Students' needs for indoor labs controlled by space availability can be realized in the form of digital labs. A digital laboratory is a software that can explain the simulation of activities that are usually shown by means of security tools in conventional laboratories (Hermansyah et al., n.d.). Digital laboratories generally require hardware such as computers, and virtual reality devices. (Wibawanto, 2020). SM Mu'allimat NU Gresik is a school that has computer lab facilities, Wifi and LCD in every classroom. On natural resources materials in Indonesia, teachers can introduce students to the nature of Indonesia in various regions using a YouTube platform that displays 360-degree videos. On the material the conditions of a country or continent, the teacher can show the students through the Google Earth app. Using digital labs can improve students' cognitive skills and learning outcomes (Muhali et al., 2021). So that the facilities can be used by teachers to support learning.

2. IPS Outdoor Laboratory

Outdoor IPS labs have different characteristics than indoor IPS laboratories. The IPS laboratory is not always owned by an agency, so it requires formal cooperation or permission between the school and the local community. The MOU (Memorandum of Understanding) is a documentation activity or recording of cooperation provided by both parties in written form (Widjaja, 2017). Procedures that schools can carry out include setting a destination, setting a target location to visit, making an agreement in the form of a MOU, and coordinating student attendance. (Rohim, 2019)

Gresik district is a region that has a variety of tourism attractions as well as areas that can be used as an IPS outdoors laboratory at SMP Mu'allimat NU Grezik. So SM Mu'alimat NU gresik can cooperate with the area because it can be an opportunity for schools to find areas not far from the location of the school so that IPS learning can be done in the area as an IPS laboratory. School can also make visits to the area that is potentially an outdoor laboratory IPS through tourist activities. Implementation of the method of tourism by visiting places can bring students closer

to active participation in learning information directly from places that are the source of learning (Sormin et al., 2022). There's some planning that the school should take into account when organizing a tourism event. Preparing a budget in the form of a school program, maintenance requires consultation with the school committee, the head of the school, and the student guardian, and assigning teachers to accompany students in tourist activities. (Inayatullah, 2020)

Field studies are one of the forms of learning that invite students to make observations. (Sulaimi, 2021) Observations can be done in the environment around the school. SMP Mu'allimat is a school that is located close to residents' houses and markets. Through the environment, students can observe the market and try to make bids on economic material. Besides, there are other cultures and branches of IPS that students gain through the environment. There are several considerations to be taken in visiting such activities, such as the potential for learning, the compatibility of the location with the materials studied, the fact that the location is very close to the school and not hazardous, and the fact that it does not require a large cost. When schools use the environment as a resource and learning medium, there are a number of steps that schools should take into consideration, namely (Adelia, 2012):

There are two examples of areas that can be visited by students as sources and media in IPS learning, namely: 1) Sunan Giri Cemetery Area Sunan Giri Cemetery Area is located in Kebomas District of Gresik District, which is 3.8 km away from Mu'allimat NU Gressik. There is a museum standing in the area that contains the historical relics of the spread of Islam by Sunan Giri. (Khoirunnisa, 2022). The museum contains historical information and collections that can be used as a protective tool for education. The museum in the area of Sunan Giri can be used as an IPS laboratory because it is relevant to the material of the IPS SM. The material relating to sources and media in the museum is about the spread of Islam in Nusantara.

- a. Preparation Steps
- b. Implementation Steps
- c. Futher Steps

There are two examples of areas that can be visited by students as sources and media in IPS learning, namely:

1) Sunan Giri Cemetery Area

Sunan Giri Cemetery Area is located in Kebomas District of Gresik District, which is 3.8 km away from Mu'allimat NU Gressik. There is a museum standing in the area that contains the historical relics of the spread of Islam by Sunan Giri. (Khoirunnisa, 2022) The museum contains historical information and collections that can be used as a protective tool for education. The museum in the area of Sunan Giri can be used as an IPS laboratory because it is relevant to the material of the IPS SM. The material relating to sources and media in the museum is about the spread of Islam in Nusantara.

There are other sectors that are growing in the region besides the tourism sector and the education sector, namely the economic, cultural, and service sectors, which are growing around the region. Thus, the area can be used as a place of observation and learning for students. Because the growing sector in the area is relevant to some of the materials of IPS, namely social interaction, demand and supply, market, and creative economy, On the material of creative economy, teachers can apply the learning model of problem-based learning. (Bayram & Deveci, 2022) The activities that students can do are to practice bidding, observe social interactions under supervision, and observe various jobs of goods and services that flourish in the area.

2) The Maulana Malik Ibrahim Cemetery Area

The Maulana Malik Ibrahim Cemetery Area is located in the Gresik district, which is 2 km away from the SMP Mu'allimat NU Gresik. Sheikh Maulana Malik Ibrahim is the oldest guardian in Java, among other walisongo. He was the guardian who spread Islamic religion in the period of Majapahit 1379 M. (Administrator, 2020) The area of the tombs of Syekh Maulana Malik Ibrahim is a religious tourist attraction that has historical value for the spread of Islam in Java.

The existence of the tomb of Sheikh Maulana Malik Ibrahim has influenced the development of the sector around it. (Anwar et al., 2017) Some of these sectors are economics, culture, and services. The growing sectors in the area are relevant to some of the SME IPS materials, namely social interaction, demand and supply, markets, and creative economies. The material relevant to the area is not much different from what can be found in the Sunan Giri area, so the activities carried out in the area are not very different. Table 5.1 is an example of a plan of learning activities in an IPS outdoor laboratory using both areas:

Table 3 Learning Model Plan at the IPS Outdoor Laboratory

No.	Object	Learning Materials	Shroud	Learning Model
1.	Sunan Giri	Identify the growing creative economies in the region	Class IX	Problem Based Learning, Project Based Learning
2.	Syekh Maulana Malik Ibrahim	Describing the spread of Islam in Nusantara	Class VII	Problem Based Learning

IPS laboratories are needed in Mu'allimat NU Gresik according to the needs of teachers and students. The provision of IPS laboratory space is still not included in the priorities of the school. So the needs of the IPS student in the IPS lab can be realized through the virtual laboratory and the IPS outdoor laboratory. Indoor as well as outdoor IPS laboratories remained an IPS learning requirement at Mu'allimat NU Gresik to improve student learning outcomes. However, the planning is also followed by the school's ability to implement IPS Labs for learning.

D. CONCLUSION

Based on the problem formula and the results of the research that has been announced, it can be concluded that SM Mu'allimat NU Gresik needs an indoor and outdoor IPS laboratory. So the researchers analyzed the potential needs of the IPS lab in SM Mu'allimat Nu Grezik. The potential of the design is divided into two categories according to the type of IPS laboratory: indoor and outdoor.

There is an obstacle to the provision of indoor labs at Mu'allimat NU Gresik. However, if the obstacles to obtaining the IPS laboratory space can be overcome by the school, then there is a plan that the school should bear in mind. The design of the indoor IPS laboratory at Mu'allimat NU Gresik is expected to comply with the management principles of planning, procurement, inventory, storage, setting up, use, maintenance, and disposal. Obstacles in the procurement of indoor IPS labs can be overcome with the help of digital labs.

There is a difference between planning the procurement of indoor and outdoor laboratories at Mu'allimat NU Gresik. Mu'allimat NU Gresik's outdoor laboratory can be found in Sunan Giri's grave area and Ibrahim's Maulana grave area, not far from the school. The area can be used as an outdoor laboratory of Mu'allimat NU Gresik by conducting official MOU (Memorandum of Understanding) cooperation, organizing tourist works, and conducting field studies. So SM Mu'allimat NU Gresik can still realize the use of the nearest area as an IPS laboratory.

The results of this study are expected to be a recommendation for schools to hold social studies laboratories, both indoor and outdoor. The limitations of this study lie in the location of the study which is only limited to one school. It is hoped that further research can represent several schools that are close to the city center or suburban schools.

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