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SPATIAL SENSE ABILITY INSTRUMENT FOR PRIMARY SCHOOL STUDENTS

Hafiziani Eka Putri, Fitri Nuraeni, Dwi Anisa Haftani, Elvira Rosalia, Nouval Pratama
PGSD UPI Kampus Purwakarta, Indonesia
Koresponden: hafizianiekaputri@upi.edu

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Siswa SD

ABSTRACT

This research is motivated by the importance of spatial sense skills possessed by elementary school students. The research aims to develop an instrument of spatial sense ability suitable for elementary school students. The indicators developed in the preparation of questions include: 1) classifying real objects into 3D form (building space); 2) investigating, exploring, and describing geometry in nature and the real world; 3) exploring the directional relationship of objects in space; 4) analyzing the nature of 3D shapes and interpreting 3D shapes into 2D forms. Research and Development was chosen as the method of this research. A total of 33 grade VI students of SDN 1 Nagri Kidul, Purwakarta Regency, West Java Province, were the samples in this study. The sample was selected by purposive sampling. The instrument used is an essay test consisting of seven questions regarding the geometry of cubes and blocks. The expert (Professor in the field of mathematics education) validated the seven questions that had been prepared. Expert considerations are used as the basis for the improvement of the compiled questions. Then the questions that have been corrected are tested on the research sample. The results of the trial were calculated for validity, reliability, difficulty index, and discriminatory power. Of the seven questions compiled, six were declared valid, reliable, and had high discriminatory power, and the level of difficulty of the questions consisted of medium and difficult. Thus, 6 of the seven items developed can be used by teachers or researchers as an instrument to measure the spatial sense abilities of elementary school students, primarily fifth-grade students.

ABSTRAK

Penelitian ini dilatarbelakangi pentingnya kemampuan spatial sense dimiliki oleh siswa sekolah dasar. Tujuan dari penelitian adalah untuk mengembangkan instrumen kemampuan spatial sense yang sesuai untuk siswa sekolah dasar. Indikator yang dikembangkan dalam penyusunan soal antara lain: 1) mengklasifikasikan benda nyata ke dalam bentuk 3D (bangun ruang); 2) menyelidiki, mengeksplorasi, dan menggambarkan geometri di alam dan dunia nyata; 3) mengeksplorasi hubungan arah dari objek dalam ruang; dan 4) menganalisis sifat bentuk 3D dan menginterpretasikan bentuk 3D ke dalam bentuk 2D. Research and Development dipilih sebagai metode dari penelitian ini.

Email penulis:
hafizianiekaputri@upi.edu
fitrinuraeni@upi.edu
dwiah@upi.edu
elvirarosalia@upi.edu
nouval.pratama@upi.edu

Sebanyak 33 siswa kelas VI SDN 1 Nagri Kidul Kabupaten Purwakarta Provinsi Jawa Barat menjadi sampel dalam penelitian ini. Sampel tersebut dipilih secara purposive sampling. Instrumen yang digunakan merupakan tes esai yang terdiri dari tujuh butir soal mengenai materi geometri bangun ruang kubus dan balok. Ketujuh butir soal yang telah disusun dimintakan pertimbangannya kepada ahli (Profesor dalam bidang pendidikan matematika). Pertimbangan ahli dijadikan landasan perbaikan terhadap soal-soal yang disusun. Kemudian soal-soal yang telah diperbaiki diujicobakan kepada sampel penelitian. Hasil uji coba dihitung validitas, reliabilitas, indeks kesukaran, dan daya pembeda. Dari 7 soal yang disusun, 6 diantaranya dinyatakan valid, reliabel, memiliki daya pembeda yang tinggi dan tingkat kesukaran soal terdiri dari sedang dan sukar. Dengan demikian, 6 dari 7 butir soal yang dikembangkan dapat digunakan oleh guru atau peneliti sebagai instrumen untuk mengukur kemampuan spatial sense siswa sekolah dasar khususnya siswa kelas V.

INTRODUCTION

The formation of human thinking ability is one of the roles of mathematics. In practice, mathematics trains the ability to think logically, critically, analytically, and systematically and work together. These abilities are essential for students because they can help them solve problems in everyday life (Kusumawardhana, 2020).

Among the higher-order thinking skills, spatial sense is one of the most critical abilities for students. The ability of spatial sense is part of geometry. With the ability of spatial sense, a person can estimate and visualize shapes and spaces in everyday life. The ability of spatial sense is an abstract concept in which there is a spatial relationship, namely: 1) the ability to observe the relationship of object positions in space; 2) a frame of reference such as a sign as a benchmark to indicate the position of objects in space; 3) the ability to estimate the distance between objects; 4) the ability to represent spatial relationships by manipulating them cognitively and imagining the rotation of an object in space (Alimuddin & Trisnowali, 2018, Putri, 2017; Silawati, 2021).

In addition to the importance of students' spatial sense abilities, the level of these abilities is, in fact, still very low. The low ability of students' spatial sense is indicated by the low ability of elementary school students to solve geometry problems. In addition, the low ability of spatial sense in students is seen because of the ability of students to visualize a geometric problem. Generally, students find it challenging to construct geometric shapes. This condition is caused because students rarely solve geometry problems. Another factor that affects the students' low spatial sense ability is the way the teacher only teaches numbers and formulas on geometry material (Saptini, 2016; Alimuddin & Trisnowali, 2018; Yulia & Putri, 2021; Nainggolan, 2020).

Measurement of the spatial sense ability of elementary school students requires the right instrument. The instrument must refer to indicators that indicate a person's spatial sense ability. The indicators of spatial sense ability include: 1) exploring spatial relationships such as direction, orientation, and point of view of objects in space, size and shape, as well as the relationship of an object with a shadow; 2) explore the relationship of forms, such as symmetry or similarity of a shape; 3) use the properties of two- and three-dimensional shapes

to identify, classify, and describe shapes; 4) explore geometric changes such as rotation, reflection, and shift or translation; 5) understand and apply the concepts of symmetry and congruence; 6) identify, describe, compare, and classify the geometry of planes and spaces; 7) understand the characteristics of lines and planes and the formation of angles between two lines and planes; 8) explore the relationship between congruence and geometric transformation; 9) develop, understand, and apply various ways to measure circumference, area, surface area, angle measure, and volume; 10) investigate and describe geometry in nature and its application in the real world with the help of manipulative models; 11) analyze three-dimensional characteristics by drawing or constructing models and interpreting two-dimensional representations of three-dimensional shapes; and 12) solve mathematical and real-world problems using geometric models (Putri, Rahayu, Muqodas, dan Wahyudy, 2020; Putri, 2017; Putri, Muqodas, Wahyudy, Abdulloh, Sasqia, & Afita, 2020; Putri, Julianti, Adjie, & Suryani, 2017).

Through this study, the researchers attempted to create a set of appropriate instruments to measure the spatial sense abilities of elementary school students, especially for class V. From the indicators written in the previous paragraph, the researchers focused on developing the spatial sense ability instrument into four indicators. The four indicators referred to include: 1) being able to classify real objects into 3D form (building space); 2) able to investigate, explore, and describe geometry in nature and the real world; 3) able to explore the directional relationship of objects in space; 4) able to analyze the nature of 3D shapes and interpret 3D shapes into 2D forms. Hopefully, the instruments produced through this research can help teachers, parents, researchers, and other education practitioners measure the spatial sense abilities of fifth-grade students in elementary schools.

RESEARCH METHOD

This research is research on developing spatial sense ability instruments, so the method used is Research and Development (R&D). The method was chosen to produce an instrument that can be used sustainably. Research and development (R&D) is research that comprises several stages. Research with this method is understood as research that begins with finding the information needed by researchers and then produces a product in the form of a model or learning device (Prasetyo, 2012; Haryati, 2012; Putri, Isrokatun, Majid, & Ridwan, 2019).

The spatial sense ability instrument developed in this study is an instrument intended for fifth-grade students in geometry material. The sample in this study was 33 grade VI students from an elementary school in Purwakarta Regency, West Java Province. The sampling technique in this study used a purposive sampling technique. With this technique, the sample is selected based on specific reasons. The reasons for selecting the sample are: 1) sixth-grade students who had received geometry material before when they were in fifth-grade elementary school; 2) the school chosen is a place where researchers teach to make it easier for licensing matters. (Nechval, & Nechval, 2016; Amalia, 2017; Rosdianto, 2018; Setiawan, 2019; Setiawan,2020).

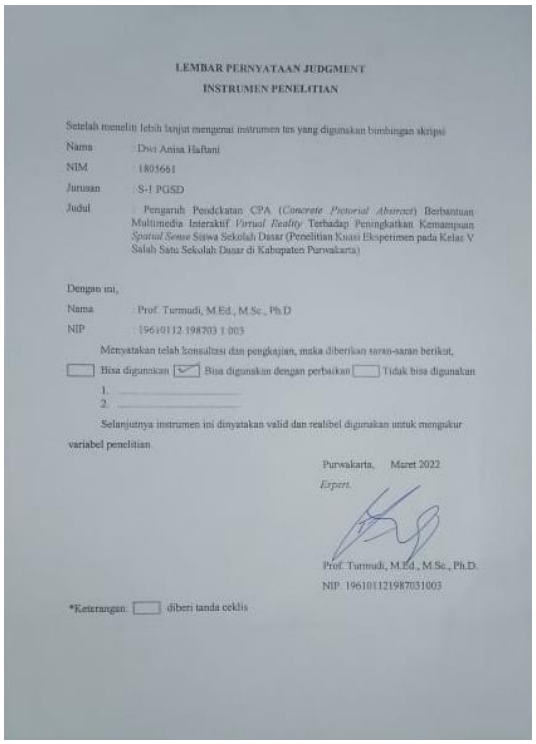
The development of the instrument in this research went through several stages. In the first stage, the researcher developed the instrument by considering the indicators of spatial sense ability. Furthermore, expert judgment is made on the instruments that have been prepared. After making a judgment, the researcher perfected the instrument based on expert advice. Next, a spatial sense ability test was conducted on sixth-grade elementary school students to

determine the instrument's feasibility. From the student test results, item analysis was carried out using the Anates application to determine the validity, reliability, level of difficulty, and discriminatory power. The results of the Anates calculation are used as the basis for determining the feasibility of the instrument made. Instruments with good or high validity, reliability, and distinguishing power will be instruments that are ready to be used to measure the spatial sense abilities of fifth-grade elementary school students.

RESULTS AND DISCUSSION

RESULTS

This study resulted in a test instrument for the spatial sense ability of elementary school students. The indicators are based on the spatial sense ability indicators mentioned by the New Jersey Mathematics Framework (in Putri, 2017). The indicators developed in the preparation of this instrument of spatial sense ability include: 1) being able to classify real objects into 3D form (building space); 2) able to investigate, explore, and describe geometry in nature and the real world; 3) able to explore the directional relationship of objects in space; and 4) able to analyze the nature of 3D shapes and interpret 3D shapes into 2D forms. The four indicators were developed to become an appropriate instrument for spatial sense abilities. After being compiled based on indicators of spatial sense ability, the instrument is carried out by an expert judgment to one of the Mathematics Education professors for validation. The following is a statement of expert validation results.



LEMBAR PERNYATAAN JUDGMENT
INSTRUMEN PENELITIAN

Setelah meneliti lebih lanjut mengenai instrumen tes yang digunakan bimbingan skripsi

Nama : Dwi Anisa Haftani
NIM : 1805661
Jurusan : S-1 PGSD
Judul : Pengaruh Pendekatan CPA (*Concrete Pictorial Abstract*) Berbantuan Multimedia Interaktif *Virtual Reality* Terhadap Peningkatkan Kemampuan *Spatial Sense* Siswa Sekolah Dasar (Penelitian Kuasi Eksperimen pada Kelas V Salah Satu Sekolah Dasar di Kabupaten Purwakarta)

Dengan ini,
Nama : Prof. Turmudi, M.Ed., M.Sc., Ph.D
NIP : 19610112 198703 1 003

Menyatakan telah konsultasi dan pengkajian, maka diberikan saran-saran berikut,

☐ Bisa digunakan ☑ Bisa digunakan dengan perbaikan ☐ Tidak bisa digunakan

1. _____
2. _____

Selanjutnya instrumen ini dinyatakan valid dan realibel digunakan untuk mengukur variabel penelitian.

Purwakarta, Maret 2022
Expert.

Prof. Turmudi, M.Ed., M.Sc., Ph.D.
NIP. 196101121987031003

*Keterangan: ☐ diberi tanda ceklis

Figure 1. Expert Judgement Result

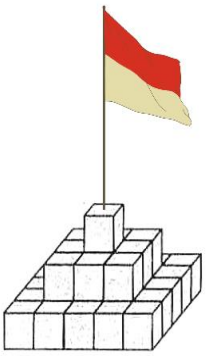
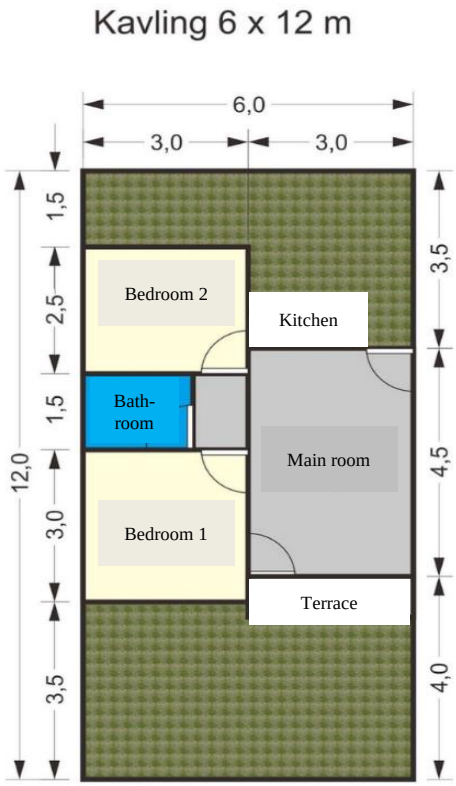
After the expert judgment was carried out, the instrument was revised. The results of instrument improvements based on expert advice can be seen in Table 1.

Table 1. Blueprint of Spatial Sense Ability Test

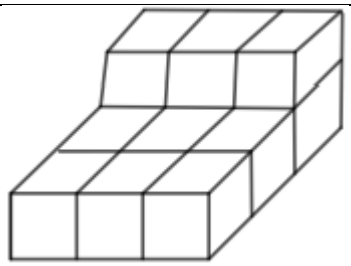
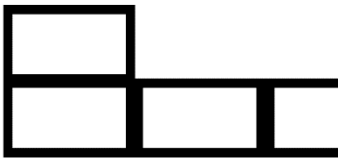
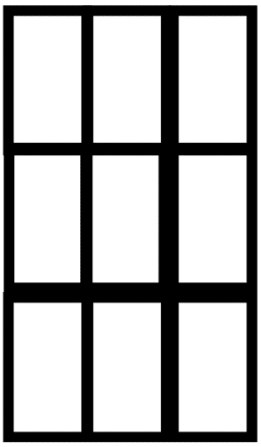
Blueprint			
No	**Indicator**	**Question**	**Alternative Answer**
1.	Able to classify real objects into 3D form (build space).	On the table are four large squares in cubes A, B, C, and D of equal size, each of which has a 27,000 cm^3 volume. In each box, say box A, there are three squares of the same size and shape as blocks. Calculate: a. What are the sizes of the small boxes in box A and what is the volume of each small box? b. How many small squares in total? What is the volume of the four large boxes on the table? And show me how you got that answer!	**Known:** Volume 1 big square = 27.000 cm^3 Big square= 4 pcs Small square = 12 pcs **Answer:** a. Size and volume of each square: Volume 1 small square = Volume of big square : 3 = 27.000 : 3 = 9.000 cm^3 Size of 1 small square: - 30 x 30 x 10 - 10 x 30 x 30 - 30 x 10 x 30 b. The number of small squares The number of small squares = The number of small squares inside big square x the number of big square = 3 x 4 = 12 small square c. Volumes of four big square V of four big squares = Volume of 1 big squares x the number of big squares = 27.000 x 4 = 108.000 cm^3
		On the table are four large squares, A, B, C, and D, in the form of a block of the same size. Each large square has a volume of 16,000 cm^3 with one side length of 40 cm. In each square, for example, square A, there are two squares of equal parts in the form of a cube. Calculate: a. a. What are the sizes of the small squares in square A and	**Known:** Volume of 1 big square = 16.000 cm^3 One of the side length of big square = 40 cm Big square = 4 buah Small square = 8 buah **Answer:** a. Size and volume of each small squares

Blueprint			
No	**Indicator**	**Question**	**Alternative Answer**
		what is the volume of each small square? b. b. How many small squares in total? What is the volume of the four large squares on the table? And show me how you got that answer!	Volume of 1 small squares = volume of big squares: 2 = 16.000 : 2 = 8.000 cm^3 Size of 1 small square $\sqrt[3]{\text{Volume of small square}}$ = $\sqrt[3]{8.000}$ = 20 cm Thus, the size of 1 small square is 20 cm x 20 cm x 20 cm b. The number of small squares c. The number of small squares = The number of small squares inside big squares x the number of big squares = 2 x 4 = 8 small square d. Volume of four big squares V of four big squares = Volume of 1 big squares x the number of big squares = 16.000 x 4 = 64.000 cm^3
2.	Able to investigate, explore, and describe geometry in nature and the real world.	Mom owns a pastry shop. Today she got many cheese orders from a pastry shop in the middle of town. I will send the cheese 5 cm in length,  4 cm in width, and 4 cm in height. The cheese will be put in a box as a block with a volume of 64,000 cm3. One of the ribs is 80 cm long. How many slices of cheese do you have to prepare to fill the box, so it is completely filled?	V box = 64.000cm^3 Box size = 80 cm x 40 cm x 20 cm $\frac{Box}{Cheese} = \frac{80}{5} \; x \; \frac{40}{4} \; x \; \frac{20}{4}$ $= 16 \; x \; 10 \; x \; 5$ $= 800 \; cheese \; slices$

Blueprint

No	Indicator	Question	Alternative Answer
		The arrangement of the cubes without gaps forms the foundation of the flagpole, as shown in the following figure.  The outside of the foundation is painted yellow and then separated one by one. How many cubes have three yellow sides? Why?	The number of cubes whose three sides are yellow is 8 pieces. - The right side, the top, and the front which are yellow: 2 pieces - The left side, the top and the front are yellow: 2 pieces - The right side, the top, and the back are yellow: 2 pieces - And the left, top, and back are yellow: 2 pieces.
		Tina's parents are going to buy a house lot. They found a house with the following designs and sizes.  	a. V main room = l x w x h h = V : (l x w) h = 54 m^3 : (4,5 m x 3 m) h = 54 m^3 : 13,5 m h = 4 m The height of the living room is according to the wishes of Tina's parents. b. Bedroom 1 = cuboid Bedroom 2 = cuboid Main room = cuboid

Blueprint			
No	**Indicator**	**Question**	**Alternative Answer**
		They plan to buy a simple house with a high enough ceiling of at least 3.5 m. a. If the volume of the living room is 54 m3, what is the room's ceiling height? Is it according to the wishes of Tina's parents? b. If all the ceiling heights of the room are like your answer in the previous question, then Room 1, Room 2, and Central Room resemble what kind of room?	
3	Able to explore directional relationships of objects in space	 Jalan Anggrek 400 m Jalan Merdeka 1.000 m Jalan Kusuma 800 m Jalan Dahlia 200 m Jalan Mawar 200 m	
		Pak Ali is at his house, which is located east of the market. He wanted to teach swimming lessons. Mr. Ali had to ride his motorbike to go to the tutoring place. a. Sort the path that Mr. Ali uses. If every 1 km consumes 0.5 liters of gasoline, how much gasoline does Mr. Ali spend on the way to the tutoring site? Please show me how you got it.	a. The roads that Mr. Ali uses are Jalan Mawar, Jalan Merdeka, and Jalan Anggrek b. Every 1 km consumes 0.5 L of gasoline, 1 km = 1.000 m Jl. Mawar = 200 m Jl. Merdeka = 1.000 m Jl. Anggrek which is used = length of Jl.

Blueprint			
No	**Indicator**	**Question**	**Alternative Answer**
			Anggrek – Jl. Mawar = 400 m – 200 m = 200 m Distance = Jl. Mawar + Jl. Merdeka + Jl. Anggrek = 200 + 1.000 + 200 = 1.400 m Used gasoline = $\frac{\text{distance}}{1.000\ m}$ x Liter/km = $\frac{1.400}{1.000}\ x\ 0{,}5$ = 1,4 x 0,5 = 0,7 Liter
4	Able to analyze the nature of 3D shapes and interpret 3D shapes into 2D forms	 The shape above is an arrangement of blocks of the same size and shape. Draw the shape when viewed from the top and left sides.	View from the left side  View from the front side 

The instruments in Table 1 have been compiled based on improvements from expert judgments consisting of 7 questions and then tested on 33 grade VI elementary school students who became the research sample. After being tested, the seven questions entered the item analysis stage to see the validity, reliability, discriminating power, and level of difficulty of each question. In detail, the results of the item analysis of this test instrument are described in Table 2 below.

Table 2. The results of item test analysis

Item Number	T	Discriminating power (%)	Difficulty Level	Correlation	Correlation significance
1	3.95	40.74	Medium	0.578	Significant
2	7.07	55.56	Difficult	0.711	Very Significant
3	3.29	37.04	Medium	0.579	Significant
4	12.50	92.59	Medium	0.831	Very Significant
5	3.83	48.15	Medium	0.642	Significant
6	6.43	62.96	Medium	0.844	Very Significant
7	2.37	25.93	Diffcult	0.377	Insignificant

Based on the results of the analysis, it is concluded that the overall correlation calculation results are 0.69, and the test reliability is 0.82. The conclusion shows that the questions on the spatial sense ability instrument have high validity (0.69) and reliability values (0.82).

DISCUSSION

This ability is one of the abilities that students must possess. The ability of spatial sense is included in one of the eight multiple intelligences. These multiple intelligences include linguistics, logical mathematics, spatial, physical kinesthetic, musical, intrapersonal, interpersonal, and naturalist. Spatial sense ability is a person's ability to represent and recognize spatial shapes in everyday life (Putri, dkk, 2017; Putri, 2017; Saptini, 2016; Putri, 2015).

The level of spatial sense ability in its implementation can be seen in the students' ability to solve geometric problems. The Trends in International Mathematics and Science Study (TIMSS) analysis shows that the ability to solve geometry problems for Indonesian elementary school students is still deficient. In addition, students' ability to understand geometric concepts such as spatial configuration and the ability to interpret plane representations also failed. Thus, the ability of spatial sense among elementary school students is still considered low (Putri, dkk, 2017; Putri, dkk, 2020; Yulia & Putri, 2021; Putri, 2017).

The questions of the spatial sense ability test instrument developed in this study fall into the medium and difficult levels. Looking at the discriminatory power of all the questions, one of them is classified as low category with a discriminatory value of only 25.93%. Thus, of the seven items that were compiled, 6 of them were considered suitable to be used as an instrument for testing the spatial sense ability of elementary school students. Teachers in the classroom can also use the test instruments produced in this study as an effort to improve students' spatial sense abilities. In addition, this test instrument can be used by other researchers who want to examine the spatial sense abilities of elementary school students.

CONCLUSION

The analysis results of the spatial sense ability test instrument compiled in this study have a high validity value of 0.69. In addition, the test reliability value of this instrument is also relatively high, with a value of 0.84. Although the discriminatory power of the seventh item showed a low value, the 6 test instrument items produced in this study were declared valid and reliable, had high discriminatory power, and the difficulty level of the questions fell into the medium and difficult categories. Thus, 6 of the seven items developed in this study were declared eligible to be used. This test instrument can be used by 1) teachers to improve the spatial sense abilities of elementary school students and 2) other researchers who desire to examine spatial sense abilities in elementary schools. The indicators of the six items that were declared valid were: 1) able to classify natural objects into 3D form (building space); 2) able to investigate, explore, and describe geometry in nature and the natural world; and 3) able to explore the directional relationship of objects in space.

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