



## Implementation of Digital-Based Media through Podcast Projects in Developing Speaking Skills

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### ABSTRACT

This study aims to examine the effect of implementing digital media through a podcast-based project on students' speaking skills. The research employed a quantitative approach using a pre-experimental design with a one-group pretest-posttest model. The participants were students from a selected educational institution who took part in speaking skills instruction through a podcast project. Data were collected using speaking skill tests administered before and after the treatment. The data were analyzed using descriptive and inferential statistics, specifically a paired-sample t-test. The results revealed an improvement in students' speaking skills after the implementation of the podcast-based project. The mean score of the pretest was 77.64, which increased to 86.16 in the posttest, indicating a gain of 8.52 points. Statistical analysis demonstrated a significant difference between pretest and posttest scores at a significance level of  $\alpha = 0.05$ . These findings indicate that the use of digital media through podcast projects has a positive effect on enhancing students' speaking skills. Therefore, podcast-based digital media can be considered an effective alternative for teaching speaking skills. Learning through podcast projects encourages active participation, creativity, and students' confidence in expressing ideas orally, making the learning process more meaningful and relevant to digital-era education.

*Keywords: digital-based media, Podcast project, speaking skills*

## Penerapan Media Berbasis Digital melalui Proyek Siniar (Podcast) dalam Mengembangkan Keterampilan Berbicara

### ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh penerapan media digital berbasis proyek siniar (*podcast*) terhadap keterampilan berbicara peserta didik. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pra-eksperimen berupa *one group pretest-posttest design*. Subjek penelitian adalah peserta didik kelas IX di MTs. Ar-Rahman Nglaban dengan melibatkan 25 peserta didik. Teknik pengumpulan data dilakukan melalui tes keterampilan berbicara yang diberikan sebelum dan sesudah perlakuan atau *pretest* dan *posttest*. Data dianalisis menggunakan statistik deskriptif dan inferensial dengan uji normalitas data dan uji-t berpasangan (*paired sample t-test*). Hasil penelitian menunjukkan bahwa nilai rata-rata keterampilan berbicara peserta didik mengalami peningkatan setelah diterapkannya media digital berbasis proyek siniar. Nilai rata-rata *pretest* sebesar 77,64 meningkat menjadi 86,16 pada nilai *posttest*, dengan selisih peningkatan sebesar 8,52 poin. Hasil uji statistik menunjukkan adanya perbedaan yang signifikan antara hasil *pretest* dan *posttest* pada taraf signifikansi  $\alpha = 0,05$ . Temuan ini mengindikasikan bahwa penerapan proyek siniar memberikan pengaruh positif terhadap keterampilan berbicara peserta didik. Dengan demikian, media digital berbasis proyek siniar (*podcast*) dapat dijadikan sebagai alternatif pembelajaran yang efektif untuk meningkatkan keterampilan berbicara peserta didik. Pembelajaran melalui proyek siniar mampu mendorong keaktifan, kreativitas, serta kepercayaan diri peserta didik dalam menyampaikan gagasan secara lisan.

*Kata kunci: media berbasis digital, proyek Siniar, keterampilan berbicara*

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## INTRODUCTION

Education is a crucial way to improve the quality of human resources because it provides students with various skills that will be beneficial for their future lives. Through education, students are prepared to face the challenges of life and are able to contribute to social, economic, and cultural development. The most important thing everyone has the right to is education (Hamzah, 2021).

This also relates to learning in the world of education, where students are taught directly about the material being studied through practice, not just theory. During the learning process, students must be able to actively search, discover, analyze, formulate, solve problems, and draw conclusions related to the subject matter (Kurniasari, 2024). Learning Indonesian is closely related to speaking skills. Speaking is one of the four interrelated language skills: listening, speaking, reading, and writing. This skill falls into the productive skill category because it involves the process of conveying ideas to others, both orally and in writing.

Based on this background, the research questions are as follows:

- 1) How were students' speaking skills before implementing digital media based on podcast projects?
- 2) How were students' speaking skills after implementing digital media based on podcast projects?
- 3) Is there a significant difference between students' speaking skills before and after implementing digital media based on podcast projects?

According to Anjelina, N., & Tarmini (2022), learning speaking skills is a crucial aspect of the language learning process because it is directly related to students' ability to express ideas, opinions, and feelings verbally. Mastery of speaking skills not only supports academic success but also helps build self-confidence and communication skills in everyday life. Speaking skills are a person's ability to convey ideas, feelings, and information verbally. This ability encompasses aspects such as pronunciation, intonation, fluency, and

accuracy of the message (Febrianika et al., 2022). Therefore, language learning must be well-designed to maximize students' speaking skills.

However, in practice, speaking skills often face several challenges, such as low student self-confidence, limited time for speaking practice, and the use of a lack of diverse learning methods and tools. These conditions result in suboptimal speaking skills learning outcomes in the classroom (Afriyadi et al., 2023). Learning tends to focus on mastering theory, thus limiting students' opportunities to practice speaking actively (Triwydarti et al., 2026). They tend to be passive and feel less confident. This highlights the need for learning strategies that can encourage students to be more active, creative, and confident in developing their speaking skills. According to Rahma Tilla Indah et al., (2024), these problems are caused by learning media that do not utilize technology and are still predominantly conventional, teacher-centered, and do not provide enough space for student creativity.

To address these issues, learning media that are aligned with current digital technology developments are needed (Subandiyono, Ristiani, 2026). Audio-based learning media are increasingly accessible and easily utilized in teaching and learning activities. According to Puadah & Ela (2022), digital media is an alternative that can be used in the teaching and learning process. Digital media helps make the learning process more engaging, relevant to real-life situations, and appropriate for today's generation of students (Sampurna, 2020). Using digital media not only helps convey lesson material but also provides opportunities for students to explore their creativity and practice speaking skills in a more engaging and realistic way.

One digital media that is relevant to current technological developments and can be used to learn speaking skills is the podcast. Podcasts are a type of digital audio media that is relatively easy to access and create. Through podcast projects, students can convey ideas and information verbally in more creative and contextual ways (Sartika et



al., 2026). They can also develop speaking skills by paying attention to pronunciation, intonation, fluency, and language structure, while also developing critical thinking and collaboration skills (Sani & Yulianto, 2026). These activities provide opportunities for students to practice speaking in a continuous and focused manner.

Furthermore, learning speaking skills requires continuous and ongoing practice that can support students in correcting errors and improving their speaking skills (Ilham & Wijati, 2020). In practice, limited classroom learning time often presents a barrier, resulting in insufficient opportunities for private speaking. According to Pradita & Jayanti (2021), this situation results in underdevelopment of speaking skills, vocabulary mastery, and the ability to organize ideas systematically. Therefore, learning media are needed that can expand the space for speaking practice outside of direct teaching and learning activities.

According to Ariani et al. (2023), the use of digital media through podcast projects provides a flexible and repeatable way for students to practice their speaking skills. The podcast-making process encourages students to plan the theme and content of the podcast, structure their ideas, and evaluate the recorded podcasts. Therefore, this activity focuses not only on the final result but also on the learning process that helps improve speaking skills gradually and consistently.

Several previous relevant studies, including those conducted by Harianto (2020), aimed to determine speaking skills by developing and communicating ideas to students. This study used qualitative methods to determine students' speaking skills through speaking instruction and an exchange of ideas (thoughts). Similarities lie in the primary focus of these studies, which focused on developing speaking skills. However, the differences lie in the results of this study, which resulted in a concrete podcast project.

The study conducted by Sari et al. (2026) aimed to determine the development of listening skills in Arabic language learning using the Mondly and Busuu applications. This study used a quasi-

experimental method. The results showed that the Mondly and Busuu applications significantly improved the listening skills of first-grade students, with a significance value of  $p < 0.001$ . However, a comparison test between the two groups showed no significant difference in post-test scores using Mondly and Busuu ( $p = 0.327$ ). These results indicate that the Mondly and Busuu applications are equally effective in improving Arabic listening comprehension. These studies have similarities in their primary focus, namely improving listening skills. However, the difference lies in the research object. Research by (Sari, et al., 2026) focused on Arabic listening skills. This study, however, focuses on Indonesian speaking skills.

Therefore, the application of digital media through podcast projects in speaking skills learning is expected to be a solution to increase student participation and speaking skills. This article discusses the application of podcast projects as a digital learning medium in speaking skills learning and its role in creating more active, creative, and meaningful learning for students.

## METHOD

This study used a descriptive quantitative approach with a one-group pretest-posttest design. This approach was chosen to determine differences in students' speaking skills before and after implementing digital media-based podcast projects in the teaching and learning process. Measurements were conducted twice: before the treatment began (pretest) and after the treatment ended (posttest) (Hasan et al., 2025; Razak, 2017).

This study was conducted at MTs. Ar-Rahman Nglaban Jombang. The subjects were 25 ninth-grade students. Subjects were selected using simple random sampling. The object of this study was students' speaking skills after the implementation of digital media, resulting in a podcast product. In the initial stage, students were given an explanation of the podcast concept and several product examples related to the material being taught. Next, students were divided into small groups to select topics, write scripts, and design

the flow of the podcast material. The podcast production process involved practicing speaking and recording audio using available digital tools. In the final stage, the podcast recordings were presented and discussed together for assessment. Data collection was conducted through a speaking skills test. The test was administered using a speaking skills assessment rubric covering aspects of pronunciation, intonation, fluency, appropriateness of content, and self-confidence. The pretest was administered before the podcast project began, while the posttest was administered after all project-based learning activities were completed. The speaking skills test development procedure began with setting a speaking duration of three to five minutes for students to demonstrate their mastery of content, fluency, pronunciation, and language structure. Next, a topic relevant to everyday life was chosen to facilitate their systematic development of ideas. Afterward, students were asked to speak, via audio-video recordings of the podcast project, in front of the class to assess their confidence and direct interaction with other students.

The research procedure consisted of several stages: the first stage was planning, followed by implementation, and finally, the second stage was evaluation. In the planning stage, researchers developed learning materials, selected podcast topics, and prepared assessment rubrics. The implementation phase involves project-based learning through podcast production, starting with content planning, script writing, speaking practice, and recording. Evaluation is conducted by assessing the results of speaking skills tests on students.

- 1) Fluency in speaking
- 2) Intonation and pronunciation
- 3) Expression and speaking attitude
- 4) Suitability of content to the theme
- 5) Appropriate duration (3-5 minutes)

Category scorerange: 1) 80-92 (very good), 2) 76-79 (good), 3) 61-75 (poor), 4) 1-60 (very poor).

## RESULTS

### Pretest and Posttest Data

The pretest data (X) and posttest data (Y) are presented in two separate tables. Table 1 contains the pretest data for speaking skills, and Table 2 contains the posttest data for speaking skills.

Table 1  
Pretest Speaking Skills

X	f	%	fX	Value
70	3	12,00	210	
75	8	32,00	600	
77	1	4,00	77	
78	3	12,00	234	
80	6	24,00	480	
85	4	16,00	340	
<b>Total</b>	<b>25</b>	<b>100,00</b>	<b>1941</b>	
<b>mean</b>				77,64
<b>minimum</b>				70
<b>maximum</b>				85
<b>mode</b>				75

Table 2  
Post-test Speaking Skills

Y	f	%	fY	Value
80	7	28,00	560	
85	8	32,00	680	
90	3	12,00	270	
92	7	28,00	644	
<b>Total</b>	<b>25</b>	<b>100,00</b>	<b>2154</b>	
<b>mean</b>				86,16
<b>minimum</b>				80
<b>maximum</b>				92
<b>mode</b>				85

Based on the data of speaking skills of grade IX students of MTs Ar-Rahman, it is known that before the treatment, the lowest score of speaking skills was 70, while the highest score was 85. The details of speaking skills scores before the treatment are as follows. First, a score of 70 was



obtained by 3 students with a percentage of (12.0%). Second, a score of 75 was obtained by 8 students with a percentage of (32.0%). Third, a score of 77 was obtained by 1 student with a percentage of (4.0%). Fourth, a score of 78 was obtained by 3 students with a percentage of (12.0%). Fifth, a score of 80 was obtained by 6 students with a percentage of (24.0%). Sixth, a score of 85 was obtained by 4 students with a percentage of (16.0%). Based on the frequency distribution table, it can be concluded that those who received very good grade qualifications were 10 students with a percentage of (27.84%); good were 4 students with a percentage of (12.48%); sufficient were 11 students with a percentage of (35.84%).

Based on the speaking skills data of ninth-grade students at MTs Ar-Rahman, it was found that after the treatment, the lowest score was 80, while the highest score was 92. The breakdown of speaking skill scores after the treatment is as follows: First, a score of 80 was achieved by 7 students, representing 28.0%. Second, a score of 85 was achieved by 8 students, representing 32.0%. Third, a score of 90 was achieved by 3 students, representing 12.0%. Fourth, a score of 92 was achieved by 7 students, representing 28.0%. Based on the frequency distribution table, all 25 students received excellent grades, representing 100.0%. The results of the study were obtained from a comparison of students' speaking skill scores before and after the implementation of the digital media-based podcast project. Measurements were conducted using pretests and posttests. The average score for the initial test was 77.64, indicating that students' initial speaking skills were still in the low to moderate category. The standard deviation of 4.480 indicates that the initial abilities of students are relatively homogeneous.

### Paired Samples t-Test

After the treatment, the average score of the final test increased to 86.16. An increase of 8.52. It is known that the average score of students'

speaking skills in the posttest increased compared to the average score in the pretest. This increase indicates that after participating in learning by implementing digital media in the form of a podcast project, students' ability to convey ideas orally improved, both in terms of fluency and accuracy of content delivery. The standard deviation of the final test of 4.828 indicates that there was variation in improvement between students, which was likely influenced by differences in conveying information orally.

The results of the paired samples t-test showed a significant difference between the pretest and posttest scores of students' speaking skills after participating in learning using digital media based on podcast projects. The average difference of -8.520 indicates an increase in ability after the learning process was implemented. This average difference indicates that the posttest score is higher than the pretest score, thus concluding that there has been a significant improvement in students' speaking skills.

This result is supported by a t-value of -11.248 with 24 degrees of freedom (df). This relatively large t-value indicates that the improvement in speaking skills did not occur by chance, but rather was a result of the implementation of podcast projects in learning through digital media. Furthermore, the significance level of  $\alpha < 0.05$  confirms the significant difference between the pretest and posttest scores. Thus, digital media based on podcast projects has proven effective in improving students' speaking skills.

The analysis of the paired sample t-test above revealed a mean difference (a) of 0.671 between the pretest and posttest, with a significance level of  $< 0.0001$  and a significance level of  $\alpha 0.05$ . The basis for decision-making rests on the significance value  $< 0.0001 < \alpha 0.05$ . This indicates a significant difference between the pretest and posttest data on speaking skills through the digital media podcast project. This indicates that the improvement in students' speaking skills depends on their initial abilities.

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
pretest	77,64	25	4,480	0,896
post-test	86,16	25	4,848	0,966

Figure 1  
 SPSS Screenshot of SPSS Paired Sample Statistics Calculation Results for Speaking Skills Data

Paired Samples Test					
Pretest-Posttest					
Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (two tailed)
-5.520	3.787	.757	-11.248	24	.001

Figure 2  
 SPSS Screenshot of SPSS Paired Sample Test Calculation Results for Speaking Skills Data

## DISCUSSION

Based on the research data processing, there was a change in students' speaking skills after the implementation of digital media learning through the podcast project. The initial measurement results showed that the average score for students' speaking skills was 77.64, reflecting low to moderate speaking skills before the treatment. The relatively small distribution of scores, indicated by a standard deviation of 4.480, indicates that students' initial abilities were homogeneous.

After the podcast project-based learning process was implemented, students' speaking skills improved. The average score on the final test reached 86.16, representing an increase of 8.52 points compared to the initial measurement results. The results of this study indicate that student involvement in the podcast project activity positively contributed to improved speaking skills, particularly in fluency and accuracy in conveying ideas orally. The standard deviation value for the final test of 4.828 indicates variation in results between students, which is suspected to be related

to individual differences in ability to process and present information in the podcast project.

Furthermore, the analysis of the relationship between pre-test and post-test scores yielded a correlation coefficient of 0.671 with a significance level of <math>0.0001</math> at a confidence level of  $\alpha = 0.05$ . A significance value smaller than  $\alpha = 0.05$  indicates a significant difference in speaking skills before and after the podcast project implementation. This indicates that the improvement of students' speaking skills is influenced by their initial abilities, so that the application of digital media based on podcast projects can have a meaningful impact on developing speaking skills.

## CONCLUSION

Based on the research results and discussion outlined above, it can be concluded that the use of digital media based on podcast projects has a positive impact on developing students' speaking skills. Students' speaking skills improved significantly after participating in the podcast project, significantly improving compared to their previous speaking skills.

This improvement can be seen in their speaking skills in conveying ideas orally, including fluency, content accuracy, and confidence. Podcast projects provide opportunities for students to actively participate in the podcast project learning process through planning, production, and evaluation, making speaking skills learning more meaningful and contextual.

Therefore, digital media based on podcast projects can be used as an alternative learning method to be more effective and creative in developing students' speaking skills. The application of this media not only helps develop students' speaking skills but also aligns with the demands of 21st-century learning, which emphasizes the use of technology and the enhancement of communication skills. This research demonstrates the importance of developing learning media that can adapt to



technological advances. With good planning, podcast projects not only improve students' speaking skills, but also help them think critically and collaborate with others.

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