



Numeracy Literacy Question Board as an Innovative Media for Interest in Learning Indonesian at Madrasah Ibtidaiyah

Midya Yuli Amreta¹, Nanik Indah Lestari², Siti Mukholifah³, Erly Sintia Putri⁴, Halimatu Lutfiyah⁵, Chafidatur Rohmatika⁶

¹²³⁴⁵⁶Program Studi PGMI, Universitas Nahdlatul Ulama Sunan Giri, Jawa Timur, Indonesia

*E-mail: midyaamreta@gmail.com

ABSTRACT

This research is based on the need for innovation in learning media to increase interest in learning Indonesian that is integrated with literacy and numeracy skills in Madrasah Ibtidaiyah. Some challenges in literacy and numeracy faced by 4th-grade students include: 1) low student enthusiasm in literacy and numeracy learning; 2) lack of students' ability to connect number values with everyday situations; 3) lack of learning media that can integrate literacy and numeracy activities in a fun way. The purpose of this study is to explain the various functions of the innovative media, the Numeracy Literacy Question Board, as a tool for learning Indonesian. The research was conducted in the even semester of the 2024/2025 academic year at MIS Ummi Kamilah Sunan Drajat, located in Bubulan District, Bojonegoro Regency, East Java Province. This study employs a qualitative approach using non-test instruments, including interview guidelines, observation guidelines, and documentation. All research instruments were compiled using objective and systematic procedures. Participants in the study included the madrasah principal, class teachers, and students. The research data was analyzed using a thematic approach. The research findings indicate that the implementation of the numerical literacy problem board media functions to: 1) ensure orderly learning; 2) increase student participation and enthusiasm; 3) improve student reading comprehension; and 4) develop integrated learning.

Keywords: numeracy literacy, question board, innovative media, learning Indonesian

Fungsi Media Inovatif Papan Soal Literasi Numerasi dalam Pembelajaran Bahasa Indonesia di Madrasah Ibtidaiyah

ABSTRAK

Penelitian ini didasari oleh kebutuhan akan inovasi dalam media pembelajaran untuk meningkatkan minat belajar Bahasa Indonesia yang menyatu dengan kemampuan literasi dan numerasi di Madrasah Ibtidaiyah. Beberapa tantangan dalam literasi dan numerasi yang dihadapi oleh siswa kelas 4, di antaranya: 1) rendahnya semangat siswa dalam pembelajaran literasi dan numerasi; 2) kurangnya kemampuan siswa dalam menghubungkan nilai-nilai bilangan dengan situasi sehari-hari; 3) adanya kekurangan media pembelajaran yang mampu menyatukan aktivitas literasi dan numerasi secara menyenangkan. Tujuan penelitian ini adalah untuk menjelaskan berbagai fungsi media inovatif Papan Soal Literasi Numerasi sebagai alat pembelajaran Bahasa Indonesia. Penelitian dilaksanakan pada semester genap tahun ajaran 2024/2025 bertempat di MIS Ummi Kamilah Sunan Drajat yang berlokasi di Kecamatan Bubulan, Kabupaten Bojonegoro, Provinsi Jawa Timur. Penelitian ini menerapkan pendekatan kualitatif melalui instrumen nontes yakni pedoman wawancara, pedoman observasi, dan dokumentasi. Semua instrumen penelitian disusun menggunakan prosedur objektif dan sistematis. Partisipan dalam penelitian mencakup kepala madrasah, guru kelas, dan siswa. Data penelitian dianalisis menggunakan pendekatan tematik. Temuan penelitian bahwa penerapan media papan soal literasi numerik berfungsi: 1) pembelajaran berlangsung teratur; 2) meningkatkan partisipasi dan antusiasme siswa; 3) meningkatkan pemahaman membaca siswa; 4) mengembangkan pembelajaran terpadu.

Kata Kunci: fungsi, media inovatif, papan soal, literasi numerasi, pembelajaran bahasa Indonesia

Submitted
21/5/2025

Accepted
19/07/2025

Published
22/07/2025

Citation	Amreta, M. Y., Lestari, N. I., Mukholifah, S., Putri, E. S., Lutfiyah, H., & Rohmatika, C. (2025). Numeracy Literacy Question Board as an Innovative Media for Interest in Learning Indonesian at Madrasah Ibtidaiyah. <i>Jurnal Pembelajaran Bahasa dan Sastra, Volume 4, Nomor 4, Juli 2025, 610-610</i> . DOI: https://doi.org/10.55909/jpbs.v4i4.757
----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Publisher
Raja Zulkarnain Education Foundation

INTRODUCTION

Indonesian language learning at the Madrasah Ibtidaiyah (Islamic Elementary School) level plays a crucial role in laying the foundation for students' literacy skills, including reading, writing, and reasoning abilities (Nafi'ah, 2020; Rahmawati & Nugraha, 2020). Through Indonesian language learning, various competencies can be developed, including writing, reading, and speaking. Furthermore, Indonesian language learning is the focus of learning in elementary schools. This means that when integrated with mathematics, Indonesian language becomes the focus of learning, while mathematics serves as the integrating material.

However, on the ground, many students still struggle to understand Indonesian language lessons, particularly in reading, which requires an integrated understanding with numeracy skills for various mathematics competencies. "This low student enthusiasm for learning is not unique to one educational institution; it was also found at MIS Ummi Kamilah Sunan Drajat, located in Bubulan District, Bojonegoro Regency. Students' lack of enthusiasm for participating in teaching and learning activities is one of the biggest obstacles teachers face in implementing the learning process optimally. One of the leading causes of low learning motivation is the use of traditional or conventional learning methods, where teachers primarily act as material providers while students are merely passive listeners (Faradila et al., 2023; Pratiwi, 2022). This method lacks two-way interaction between teachers and students and lacks variation or innovation that can pique students' interest. As a result of this monotonous and unengaging learning approach, many students exhibit a passive attitude in class. They tend to simply listen without actively participating in discussions or other learning activities. This lack of motivation and engagement results in an ineffective learning process. Not only are learning objectives difficult to achieve, but the classroom atmosphere becomes less enjoyable, thus worsening students' overall learning motivation.

To address the challenge of low student motivation to learn, a solution is needed that is

not only technical but also capable of arousing students' interest and curiosity in learning. One approach that can be taken is to provide learning media that is innovative, interactive, and engaging (Faradila et al., 2023; Kusno et al., 2022; Daniar et al., 2022). Such media needs to be designed in a way that attracts students' attention and provides meaningful learning experiences, particularly by integrating literacy and numeracy aspects in a contextually relevant manner according to students' daily lives. One form of innovation developed to address this need is the Numeracy Literacy Question Board media. This media was developed as a learning tool that combines reading, writing, and arithmetic skills in a single, challenging, and enjoyable activity. Through this medium, students are not only asked to answer questions but also actively engage in the collaborative process of thinking, discussing, and solving problems. With this approach, the Numeracy Literacy Question Board media is expected to increase students' learning motivation, strengthen their basic skills, and foster active participation throughout the learning process. Furthermore, it is hoped that this media can create a learning environment that is more lively, dynamic, and focused on strengthening students' overall competencies. Below is a media image of the Numeracy Literacy Question Board.



Figure 1
Media Papan Pelita



Figure 2
Literacy and Numeracy Question Cards

Based on this background, the research problem is formulated as follows: How can the use of the Numeracy Literacy Question Board media increase interest in learning Indonesian? This problem formulation serves as the basis for designing a systematic approach and implementing the research.

This study describes the implementation of the Numeracy Literacy Question Board media as an innovative effort to increase student interest and enthusiasm for learning in Indonesian. This research also aims to provide practical contributions for teachers in developing creative learning media, as well as theoretical contributions to the development of numeracy literacy at the elementary school level.

From a theoretical perspective, integrating literacy and numeracy aspects in learning can encourage the development of students' critical thinking, problem-solving, and information analysis skills. Appropriate interaction and media are crucial in supporting students' cognitive development. Lestari et al. (2020), Saputro et al. (2021), and Afandi et al. (2018) also stated that the use of innovative learning media can increase student understanding and engagement with Indonesian language material. Research conducted by Cahya et al. (2023) indicates that interactive

numeracy media can enhance students' focus and comprehension while reading. Meanwhile, Nursyam (2019) demonstrated that board-based question games can increase student engagement in the learning process. This research highlights the importance of innovation in learning media, such as Numeracy Literacy Question Boards, in enhancing the quality of classroom learning.

METHOD

This study employed a qualitative approach with a descriptive approach (Jaya, 2020). This approach explains the various functions of the Numeracy Literacy Question Board in Indonesian language learning at the sample schools.

The study took place during the odd semester of the 2024/2025 academic year at MIS Ummi Kamilah Sunan Drajat. This private school is located at Jl. Musholla Kembar No. 01, Ngorogunung Village, Bubulan District, Bojonegoro Regency, East Java Province.

The study was conducted directly on school grounds to obtain more in-depth data and align with the research objectives. The design used in this study was a case study, aimed at gaining a more detailed understanding of how innovative media is utilized in Indonesian language learning activities. "Data collection methods included direct observation of the learning process, in-depth interviews with teachers and students, and documentation in the form of activity photographs and field notes (Helaludin, 2019). Observations were conducted to understand student activities when using the media, while interviews aimed to explore the perspectives and reactions of teachers and students to this learning medium (Hasanah, 2017).

The collected data were analyzed using the qualitative data analysis method, as described by Miles and Huberman, which consists of three steps: data reduction, data presentation, and conclusion drawing. Researchers triangulated the data to increase the accuracy of the findings (Wajdi et al., 2024; Azwar, 2013; Akbar, 2013; Aida & Yono, 2024).

All information was systematically analyzed to explain how the Numeracy Literacy Question Board media influenced students' interest in learning the Indonesian language.

RESULT

1. Learning Takes Place Consistently

The first function of using the Numeracy Literacy Question Board in Indonesian language learning is to ensure consistent learning. At MIS Umami Kamilah Sunan Drajat Bubulan, Indonesian language teachers consistently implement learning procedures thanks to the use of this media. This media is designed as a board or visual aid containing several text-based questions integrated with simple numeracy elements. The questions presented in this media not only test students' reading comprehension but also train them in logical and numerical thinking. For example, students are asked to count the number of objects mentioned in a story, add numbers appearing in a narrative text, or construct sentences based on a logical sequence of events (Rambe & Afri, 2020).

2. Increasing Student Participation and Enthusiasm

The second function of using the Numeracy Literacy Question Board in Indonesian language learning is to increase student participation and enthusiasm. Based on observations during the classroom learning process, the use of the Numeracy Literacy Question Board had a positive impact on student engagement. Students showed an enthusiastic and active response when the teacher used this medium. They seemed eager to take questions from the board, and many even competed to get their turn to answer questions in front of the class. This activity created a lively and dynamic learning atmosphere, far from monotonous or boring. "Furthermore, the teacher reported that there were significant changes in learning behavior among several students. Students who were previously known to be passive and reluctant to participate began to show courage to

ask questions and actively participate in class discussions. This change is a strong indicator that the use of this media can stimulate students' internal motivation and increase their active participation in the learning process.

3. Contribution to Reading Comprehension

The third function of using the Numeracy Literacy Question Board media in Indonesian language learning is its contribution to reading comprehension. Interviews with Indonesian language teachers at MIS, Umami Kamilah Sunan Drajat Bubulan, revealed that the use of the Numeracy Literacy Question Board media has a significant impact on students' understanding of the content of reading texts. The teacher stated that this media helps students understand texts more quickly and thoroughly, because it not only involves passive reading activities, but also encourages students to analyze and connect information in the text with relevant numerical skills. According to the teacher, integrating literacy and numeracy aspects through a series of activities encourages students to think more logically, critically, and contextually. For example, in learning that uses texts about activities in the market, students are not only required to understand the content of the reading but also to answer questions that require numeracy skills, such as counting the number of traders, comparing prices of goods, or interpreting simple data in narratives. This demonstrates that students can connect reading information with real-life experiences and apply numeracy skills in meaningful contexts.

4. Strengthening Integrated Learning

The fourth function of using the Numeracy Literacy Question Board media in learning Indonesian is to develop integrated learning. Integrated learning occurs when learning Indonesian language material, with a focus, is combined with mathematics subject matter. Internal integrated learning of Indonesian also



applies to this learning medium, namely combining learning aspects of reading with aspects of writing, or combining aspects of reading with aspects of listening and speaking.

DISCUSSION

Indonesian language teachers at MI Ummi Kamilah Sunan Drajat Bubulan expressed positive appreciation for the use of the Numeracy Literacy Question Board as a flexible and adaptive learning tool. According to the teachers, this medium has the advantage of being adaptable to various material topics and student ability levels. This flexibility allows teachers to use it in various learning stages, both as an opening activity (apperception), core activities, and as an initial and final evaluation tool. Thus, this media not only functions as a motivational trigger but also as a tool to measure students' levels of understanding directly and in a fun way. The teachers also stated that from a technical perspective, this media is very helpful in implementing classroom learning, because it does not require expensive equipment or complicated technology. This media can be created independently and simply by teachers using easily accessible materials, allowing it to be used continuously without relying on special facilities. This is very relevant to the conditions of madrasas with limited learning facilities and infrastructure. Overall, teachers believe that the presence of this media encourages creativity in teaching, increases student engagement, and provides alternative, more effective, and efficient learning strategies. Therefore, teachers believe that the Numeracy Literacy Question Board is worthy of continued development and implementation in daily learning. "Overall, the implementation of the Numeracy Literacy Question Board at MIS Ummi Kamilah Sunan Drajat Bubulan has had a significant positive impact on the learning process, particularly in the Indonesian language. The use of this media has been proven to increase students' interest in learning, as demonstrated by their enthusiasm for participating in activities, active

engagement in answering questions, and courage to ask questions and engage in class discussions. In addition to creating a more enjoyable and interactive learning environment, this media also makes a significant contribution to the integrated development of students' literacy and numeracy skills. Through activities that combine reading comprehension with contextual numeracy skills, students are encouraged not only to understand texts deeply but also to think logically, analytically, and systematically.

With its simple, flexible, and inexpensive approach, this media is a relevant and applicable learning solution in elementary schools, especially in educational units with limited resources (Sari et al., 2022). Therefore, the Numeracy Literacy Question Board media are deserving of recommendation as an innovative alternative in thematic learning, particularly in improving students' basic competencies in literacy and numeracy.

Student interest in learning is a crucial element in the success of the learning process. Numerous studies have demonstrated that the use of interactive learning media can enhance student interest and engagement in learning activities. For example, a study by Wardana et al. (2023) showed that the implementation of interactive media significantly increased student interest in learning in elementary schools. They concluded that interactive media can make learning more interesting, enjoyable, and meaningful, so teachers should be encouraged to utilize it optimally in teaching and learning activities.

On the other hand, research by Ra and Islam (2025) revealed that interactive learning, including the use of images, animated videos, and learning applications, can create an engaging and enjoyable learning environment for students. The use of these media not only increases student interest and motivation but also encourages them to engage more actively with the material being taught.

Based on these results, the use of interactive learning media that integrates literacy and

numeracy aspects has significant potential to increase student interest in learning, particularly in teaching Indonesian at the Madrasah Ibtidaiyah (Islamic elementary school) level. However, further research is needed to develop and evaluate effective learning media in this context.

The Numeracy Literacy Question Board implemented at MI Umami Kamilah Sunan Drajat Bubulan is simple yet functional. It uses manila paper as the base and includes small pockets containing questions. Each pocket is placed neatly on the board's surface based on question categories, such as reading comprehension, sentence writing, and basic arithmetic. Students are asked to draw questions from the pockets and answer them according to the directions given. This model creates a fun "playing while learning" experience for children.

The design of this media is adaptable and can be changed according to the lesson topic. Teachers can easily update the question packets periodically to align with the material being taught. Another advantage of using manila paper is its easy availability and economical price, so it does not burden the school budget. Furthermore, because this media is manually created, teachers can adapt the types of questions to the needs of each class, making the tool more personalized and relevant. The primary advantage of using this question pocket board is that it introduces an element of surprise and interaction into the learning process. Sulistiawati & Prastowo (2021) state that media with unexpected elements can stimulate curiosity and increase students' attention. When students draw questions from the bag, they do not know what challenges they will face, thus automatically building their readiness and confidence in overcoming learning challenges. This is crucial in developing active and responsive learning behavior.

From a pedagogical perspective, this media can engage students cognitively and emotionally. Students are not only asked to answer questions but also to understand the context of the story,

conduct simple analyses, and sometimes discuss them with peers. This type of activity supports Piaget's theory, as studied by Kasi (2022) and Andriani et al. (2023), which explains constructivist learning. This theory posits that students build understanding through direct experience. By drawing and answering questions from the board, students feel they have a concrete experience rather than simply listening to a teacher's explanation. The board can also be used for group learning activities. Teachers can divide students into groups, and each team takes turns drawing questions from the bag. This strategy not only increases active participation but also fosters healthy cooperation and competition.

The visual nature of Manila boards also provides a unique appeal. The bright colors of the paper, the illustrations, and the arrangement of the pockets make the boards visually appealing. This visualization has been shown to support students' understanding in identifying patterns, following instructions, and absorbing information. It has been stated that using visual elements in learning can increase retention by up to 89% compared to using text alone. In other words, these boards effectively maximize student understanding. This medium also encourages independence in learning. When allowed to solve problems independently, students learn to determine their own learning pace, understand instructions, and complete assignments without relying on the teacher. This aligns with the principle of differentiated learning, where students are given space to learn at their own pace, style, and interests (Almujab, 2023). This model supports inclusivity and provides every child with the opportunity to develop optimally.

In addition to cognitive and social aspects, the use of these boards also supports the development of fine motor skills (Aniqoh et al., 2022). When students take paper from their pockets and open the problem sheets, they practice hand-eye coordination, which is crucial during elementary school. These small movements provide the variety needed to maintain attention and prevent boredom in class. Learning becomes more engaging due to



the fun and rewarding element of hands-on activities. In practice, teachers at MIS Ummi Kamilah Sunan Drajat Bubulan have revealed that this media is not only effective in the classroom but also very suitable for use in outdoor activities, such as morning literacy sessions, reading areas, or even inter-group competitions. The flexibility of use is a distinct advantage of this board. This media can function as an educational game tool that does not require technology, making it particularly suitable in areas with limited digital or electricity access (Afnani et al., 2023; Syarhoh et al., 2022; Aryani & Achmad, 2024).

Integrated learning is found in various scientific articles in online journals. These articles include Sukarni (2023), Rahayu & Sukmawan (2024), Suwena & Putra, (2024), Supardi & Pratiwi (2024) and Jamiah (2022).

CONCLUSION

Based on the research results and discussion outlined above, the Numeracy Literacy Question Board is a practical learning innovation for increasing student interest and participation in Indonesian language learning at MIS Ummi Kamilah Sunan Drajat Bubulan. The structured use of this media creates an interactive, enjoyable, and meaningful learning environment, particularly because it combines reading and arithmetic skills into a series of interrelated activities.

This media not only helps students comprehend reading texts more quickly and logically but also trains them to think critically, independently, and confidently in addressing learning challenges. Student participation in class increased significantly, as evidenced by their active participation in answering questions, asking questions, and engaging in discussions. Furthermore, this media provides teachers with flexibility in developing teaching materials and supports learning activities oriented toward character development and 21st-century skills. With its simple design and the use of readily available materials, the Numeracy Literacy

Question Board is a practical solution that can be widely implemented, particularly in elementary schools with limited access to technology. Therefore, this medium deserves further development as an alternative learning tool that supports the strengthening of literacy and numeracy culture from an early age.

ACKNOWLEDGMENTS

The author would like to thank MI Umi Kalimah Bubulan, Bojonegoro, for their permission and full support during the implementation of this research. He also thanks the principal, teachers, and all students who agreed to be research subjects and provided invaluable information.

The author also expresses his appreciation to the Elementary Madrasah Teacher Education Study Program, Nahdlatul Ulama Sunan Giri University, Bojonegoro, for the guidance and facilities provided during the preparation of this article. The results of this research can make a tangible contribution to the development of innovative learning media in elementary education.

REFERENCES

- Afandi, A., Sajidan, S., Akhyar, M., & Suryani, N. (2018). Pre-Service Science Teachers' Perception About High Order Thinking Skills (HOTS) in the 21st Century. *International Journal of Pedagogy and Teacher Education*, 2(1), 107. <https://doi.org/10.20961/ijpte.v2i1.18254>
- Afnani, M. R., Rizki, A. E. N., & Sutriyani, W. (2023). Efektivitas Media Papan Edukasi Pintar Terhadap Kemampuan Literasi dan Numerasi Pelajaran Matematika Kelas 1 SDN 02 Guyangan. *Pendekar: Jurnal Pendidikan Berkarakter*, 1(3), 42–53.
- Aida, S. N., & Yono, T. (2024). Validasi Teks Sequensial sebagai Bahan Ajar Alternatif untuk Siswa Kelas Tinggi SD. *Jurnal Pembelajaran Bahasa dan Sastra*, 3(3),

- 389–396. <https://doi.org/10.55909/jpbs.v3i3.595>
- Akbar, S. (2013). *Instrumen Perangkat Pembelajaran. Cetakan Kedua*. Bandung: Rosda Remajakarya.
- Almujab, S. (2023). Pembelajaran berdiferensiasi: Pendekatan efektif dalam menjawab kebutuhan diversitas siswa. *Oikos: Jurnal Kajian Pendidikan Ekonomi Dan Ilmu Ekonomi*, 8(1).
- Amin, M. A., & Nurhidayah, P. (2024). *Pengembangan Bahan Ajar Sejarah Kebudayaan Islam Berbantuan Google Sites dalam Peningkatkan Minat Belajar Siswa Pendahuluan*. 13(2), 263–278.
- Andriani, L., Syihabuddin, S., Sastromiharjo, A., & Anshori, D. (2023). Pengaruh Proses Menulis dan Kognitif terhadap Kemampuan Menulis Teks Naratif Siswa. *Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya*, 6(2), 275–288. <https://doi.org/10.30872/diglosia.v6i2.585>
- Aniqoh, A. N., Khan, R. I., Iswantiningtyas, V., & Sugiarto, S. (2022). Strategi Guru Mengembangkan Kemampuan Berhitung Anak Menggunakan Papan Pintar. *Prosiding SEMDIKJAR (Seminar Nasional Pendidikan dan Pembelajaran)*, 5, 826–832.
- Aryani, A. & Achmad, A. M. (2024). Pembelajaran Keterampilan Membaca Teks Eksposisi Berbasis Artikel Ilmiah Jurnal Online Menggunakan Pendekatan Keterampilan Proses. *Jurnal Pembelajaran Bahasa dan Sastra*, 3(6), 731–744. <https://doi.org/10.55909/jpbs.v3i6.642>
- Azwar, S. (2013). *Validitas dan Reliabilitas Tes*. Yogyakarta: Pustaka Pelajar.
- Cahya, E. A. A., Turmuzi, M., Wulandari, N. P., & Sarjana, K. (2023). Pengembangan Media Pembelajaran Interaktif Berbasis Mifrosoft Powerpoint dan Kahoot untuk Meningkatkan Kemampuan Numerasi Siswa Kelas XI SMK. *Pendas/: Jurnal Ilmiah Pendidikan Dasar*, 08(03), 1183–1197.
- Daniar, M. A., Soe'oed, R., & Hefni, A. (2022). Pengembangan Media Pembelajaran Berbasis Aplikasi Game dalam Pembelajaran Bahasa Indonesia pada Siswa Kelas XI. *Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya*, 5(1), 71–82. <https://doi.org/10.30872/diglosia.v5i1.332>
- Faradila, A., Priantari, I., & Qamariyah, F. (2023). Teaching at The Right Level sebagai Wujud Pemikiran Ki Hadjar Dewantara di Era Paradigma Baru Pendidikan. *Jurnal Pendidikan Non Formal*, 1(1), 10. <https://doi.org/10.47134/jpn.v1i1.101>
- Hasanah, H. (2017). Teknik-Teknik Observasi (Sebuah Alternatif Metode Pengumpulan Data Kualitatif Ilmu-ilmu Sosial). *At-Taqaddum*, 8(1), 21. <https://doi.org/10.21580/at.v8i1.1163>
- Helaludin, H. W. (2019). *Analisis Data Kualitatif: Sebuah Tinjauan Teori dan Praktik*. Jakarta: Sekolah Tinggi Theologia Jaffray Jakarta.
- Jamiah, J. (2022). Pelatihan Pendekatan Konstruktivisme dalam Pembelajaran Membaca Pemahaman: Supervisi Klinik Kepala Sekolah kepada Guru Kelas Tinggi. *Jurnal Pembelajaran Bahasa Dan Sastra*, 1(4), 469–480. <https://doi.org/10.55909/jpbs.v1i4.74>
- Jaya, I. M. L. M. (2020). *Metode Penelitian Kuantitatif dan Kualitatif: Teori, Penerapan, dan Riset Nyata*. Anak Hebat Indonesia.
- Kasi, R. (2022). Pembelajaran Aktif: Mendorong Partisipasi Siswa. *Jurnal Pembelajaran*, 1(1), 1–12.
- Kusno, A., Arifin, M. B., & Mulawarman, W. G. (2022). Identifikasi Konteks Ekstralingual Virtual Bahasa Media Sosial sebagai Penunjang Analisis



- Bahasa sebagai Alat Bukti Hukum. *Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya*, 5(1s), 261-282. <https://doi.org/10.30872/diglosia.v5i1s.401>
- Nafi'ah, J. (2020). Pengembangan Budaya Literasi dalam Pembelajaran Tematik Integratif di Madrasah Ibtidaiyah. *Auladuna: Jurnal Prodi Pendidikan Guru Madrasah Ibtidaiyah*, 2(1), 1-18. <https://doi.org/10.36835/au.v2i1.288>
- Nursyam, A. (2019). Peningkatan Minat Belajar Siswa melalui Media Pembelajaran Berbasis Teknologi Informasi. *Ekspose: Jurnal Penelitian Hukum dan Pendidikan*, 18(1), 811-819. <https://doi.org/10.30863/ekspose.v18i1.371>
- Pratiwi, C. P. (2022). Penggunaan Metode Guide Note Taking Berbantu Media Video dalam Pembelajaran Muatan Bahasa Indonesia di Sekolah Dasar pada Masa Pandemi Covid-19. *Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya*, 5(2), 389-398. <https://doi.org/10.30872/diglosia.v5i2.348>
- Rahmawati, M., & Nugraha, S. I. (2020). Peranan Keterampilan Membaca pada Proses Prapenerjemahan dalam Mencapai Kesepadanan Teks Terjemahan. *Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya*, 3(2), 197-210. <https://doi.org/10.30872/diglosia.v3i2.43>
- Rambe, A. Y. F., & Afri, L. D. (2020). Analisis Kemampuan Pemecahan Masalah Matematis Siswa dalam Menyelesaikan Soal Materi Barisan dan Deret. *AXIOM: Jurnal Pendidikan dan Matematika*, 9(2), 175. <https://doi.org/10.30821/axiom.v9i2.8069>
- Rahayu, M. S., & Sukmawan, F. R. (2024). The Teaching Materials Using Short Answer Option Test Techniques for Integrated Learning Focusing on Indonesian. *DISCUSSANT: Journal of Language and Literature Learning*, 2(1), 41-52. <https://doi.org/10.55909/dj3l.v2i1.21>
- Supardi, & Pratiwi, E. Y. (2024). The Preparation of Integrated Teaching Materials Focused on Indonesian on Principal's Supervision of High Grade Teachers. *DISCUSSANT: Journal of Language and Literature Learning*, 2(1), 15-28. <https://doi.org/10.55909/dj3l.v2i1.16>
- Saputro, D., Sabardila, A., Prayitno, H. J., & Markhamah, M. (2021). Integrasi Keterampilan Berpikir Kritis dalam Buku Teks Bahasa Indonesia Kurikulum 2013 Berperspektif HOTS. *Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya*, 4(3), 365-374. <https://doi.org/10.30872/diglosia.v4i3.168>
- Suwena, I. N., & Putra, P. H. P. . (2024). Pembelajaran Keterampilan Membaca Lanjut Menggunakan Teknik Tes Jawaban Singkat Terpadu dalam Bahan Ajar Manual. *Jurnal Pembelajaran Bahasa dan Sastra*, 3(5), 677-684. <https://doi.org/10.55909/jpbs.v3i5.637>
- Syarhoh, U. M., Siddik, M., & Mulawarman, W. G. (2022). Pengaruh Penggunaan Media Foto dan Video Animasi Karikatur terhadap Kemampuan Peserta Didik dalam Memahami Teks Anekdote Siswa Kelas X SMA. *Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya*, 5(3), 641-652. <https://doi.org/10.30872/diglosia.v5i3.443>
- Sari, M. N., Kurniawan, A., Fayola, A. D., Nawawi, I., Aprianti, K., Abrudurohim, & Lotulung, C. V. (2022). *Manajemen Pendidikan*. Padang: Global Eksekutif Teknologi.
- Sukarni, S. (2023). Supervisi Klinik Kepala Sekolah terhadap Guru untuk Mereproduksi Paragraf Terpadu Fokus Bahasa Indonesia. *Jurnal Pembelajaran Bahasa Dan Sastra*, 2(4), 421-432. <https://doi.org/10.55909/jpbs.v2i4.312>

- Sulistiawati, A., & Prastowo, A. (2021). Penggunaan Phet sebagai Media Interaktif Pembelajaran IPA pada Kelas IV Sekolah Dasar. *Jurnal Ilmiah Pendas: Primary Education Journal*, 2(2), 82–91. <https://doi.org/10.29303/pendas.v2i2.476>
- Wajdi, H. F. et al. (2024). *Metode Penelitian Kuantitatif*. Bandung: Widina.
- Wardana, M. A. W., Indra, D. P., & Ulya, C. (2023). Problematika Penerapan Kurikulum Merdeka pada Pembelajaran Bahasa Indonesia di SMP Surakarta. *PTK: Jurnal Tindakan Kelas*, 4(1), 95–114. <https://doi.org/10.53624/ptk.v4i1.286>