



## Use of the Cooperative Script Method in Improving Indonesian Language Learning Outcomes for Elementary School Students

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### ABSTRACT

*The aim of this research is "to improve student learning outcomes in Indonesian language subjects using the Cooperative Script method in Class V of State Elementary School 1 Kaobula". This research is a type of classroom action research which consists of two cycles, where each cycle consists of two meetings. The type of data in this research is quantitative data obtained through learning results tests and qualitative data obtained through observation sheets. Based on the results of data analysis, it was concluded that the application of the cooperative script method could improve student learning outcomes in fairy tale material for Class V students at State Elementary School 1 Kaobula. Pre-cycle the average value of learning outcomes is 54.76 and completeness of learning is 23.80%, cycle I the average value of learning outcomes is 65.47 and completeness of learning is 47.61% and cycle II the average value of learning outcomes is 77.38 and learning completeness 85.71%.*

**Keywords:** Learning Methods, Cooperative Script, Indonesian Language Learning

### 1. Introduction

Education is very important in our lives today. Facing the conditions of development of the times which are changing so rapidly, we are directed to be able to adapt to these developments. In education we are no stranger to the term reading, the word reading is not taboo in all of our minds. Education as a symptom human behavior and efforts to fulfill basic basic survival needs, part of activities to improve life to make it more meaningful or valuable. Education is the main capital for individuals to be able to develop themselves into human beings who have noble character, skills and knowledge in accordance with what is needed for themselves, for society, for the nation and state. Education is an effort carried out by a person or group of people in order to become an adult or reach a higher level of life.

In the current era of globalization, education is very important because without education our country will be left behind by other countries. Therefore, the function of education is to educate a nation, education can also produce quality human resources. Especially in this era, competition is even tighter with other countries. Therefore, Indonesian citizens should further improve the quality of their education so that they can produce brilliant ideas for the progress of the nation. Education is an absolute human need that must be fulfilled throughout life. Without education, it is impossible for a human group to live and develop in line with aspirations (ideals) to progress, be prosperous and happy according to their concept of outlook on life. Education generally means efforts to promote the growth of character (inner strength, character), mind (intellect), and child growth.

Education is concerned with the development and changes in the behavior of students. Education is related to the transmission of knowledge, attitudes, beliefs, skills and other aspects of behavior to the younger generation. Education is the

process of teaching and learning patterns of human behavior according to what is expected by society. In order to improve the quality of education, teachers need to improve the quality of their learning, starting with a good learning design that takes into account the objectives, characteristics of students, the material being taught, and the learning resources available. In reality, there are still many learning processes that are of low quality, inefficient and lacking in appeal, and even tend to be boring, so that the learning outcomes achieved are not optimal.

Learning outcomes are patterns of action, values, understandings, attitudes, appreciation and skills. Learning outcomes can be used as a benchmark for identifying and evaluating learning objectives. As one of the benchmarks for measuring the success of the learning process, learning outcomes reflect the results of the learning process which shows the extent to which students, teachers, learning processes and educational institutions have achieved predetermined educational goals.

Learning is an educational activity in schools that functions to help children's growth and development so that they grow in a positive direction. So the way students (learning subjects) learn at school is directed and not allowed to go on haphazardly without a purpose. Through the learning system at school, children carry out learning activities with the aim of positive changes in the child towards maturity. Elementary school as the first part of basic education, should be able to form a strong foundation for the next level of education. With the aim of schools must equip their graduates with adequate basic abilities and skills, namely strategic process abilities. Indonesian is a subject studied in elementary schools from grade 1 to grade 6. Learning in elementary school can be divided into low-class and high-class learning.

Learning Indonesian in lower grades has its own characteristics. This distinctiveness can be seen from the learning approach that uses a thematic approach. The distinctiveness is also clearly visible from the teaching materials taught in high school elementary schools. For this reason, learning Indonesian is one solution, namely by making the language a source of knowledge and text-based learning. Learning Indonesian is essentially about teaching students good and correct Indonesian language skills according to its purpose and function. According to Atmazaki, Indonesian language subjects aim to ensure that students have the ability to communicate effectively and efficiently in accordance with applicable ethics, both orally and in writing, appreciate and be proud to use Indonesian as the language of unity and state language, understand Indonesian and use it appropriately. and creatively for various purposes, using Indonesian to improve intellectual abilities, as well as emotional and social maturity, enjoying and utilizing literary works to broaden horizons, character, and improve knowledge and language skills, and appreciating and taking pride in Indonesian literature as a cultural and intellectual treasure Indonesian people

Based on initial observations on Indonesian language subjects, the 2021/2022 UAS score data was obtained from 22 students as follows: 23% (5 students) got scores above the predetermined Minimum Completeness Criteria (KKM), namely  $\geq 65$ . Meanwhile, 77% (17 students) have not completed it. Based on the author's observations of the results of the Indonesian language score for reading fairy tales in Class V of the Kaobula 1 State Elementary School as above, it can be classified as low when compared to the Minimum Completeness Criteria (KKM) which has been determined, namely  $\geq 65$ . The low learning outcomes of these students have become a problem that has been determined. action must be taken immediately.

During the Indonesian language learning process, the learning resources used are Indonesian language textbooks only. Have not implemented effective learning methods when learning takes place. So, students' activities are only writing, reading, and listening to lectures from the teacher. Several factors above indicate that the learning process that occurs in the classroom still runs conventionally. Indonesian language lesson material is delivered using the lecture method. The student's role in learning is only to listen and pay attention to the teacher's explanation. Students find it difficult to imagine Indonesian language lesson material delivered using the lecture method alone. These difficulties in learning make students unable to work on the test questions given by the teacher so that the learning outcomes obtained are low.

The difficulties experienced by Class V students in learning Indonesian have resulted in low learning outcomes during the learning process. Students become bored and less interested in learning Indonesian. Most students do not pay attention to the teacher's explanation. Some of them played alone and joked with their classmates. This causes the learning process that takes place in the classroom to not run well. From the description of the problem above, it can be concluded that the ongoing Indonesian language learning is not going well. The problems that arise in learning above are obstacles that cause learning objectives not to be achieved properly. These problems cause the achieved results of learning Indonesian to be low or still below the Minimum Completeness Criteria (KKM). Based on the background of the problem that researchers found during initial observations at Kaobula 1 State Elementary School and reading several research journals. In this case, the activity is carried out by providing learning media so that students do not feel bored and can build enthusiasm for learning in students.

## **2. Methods**

This research will be carried out at Kaobula 1 State Elementary School, in Class V odd semester of the 2022/2023 academic year. The subjects in this research were Class V students at Kaobula 1 State Elementary School. The number of students is 21 students, 9 male students, 12 female students. This research is classroom action research which is carried out as a problem solving strategy. Action research is divided into 4 stages, namely planning, action and observation and reflection. Several data collection techniques can be used, namely observation, testing and documentation respectively. Data analysis techniques for teacher and student activities are analyzed using a checklist format which is carried out by scoring with the following formula: 1) Guidelines for assessing test results based on student learning outcomes and Student Activity Observation Sheet.

## **3. Findings and Discussions**

Classroom action research was carried out in Class V of Kaobula State Elementary School 1 on Theme 4 by Building personal opinions about the contents of literary books (stories, fairy tales, etc.), Communicating orally and in writing personal opinions about the contents of literary books that were chosen by themselves and read with reasons.

### **3.1 Findings**

#### **Research Results Cycle I**

Cycle I, teaches about fairy tales which is carried out using the Cooperative Script method in 2 meetings in Class V of Kaobula 1 State Elementary School. Group division was carried out by looking at the results of the evaluation test at

the initial stage, each group consisted of men and women. So in cycle 1 the students' abilities become the benchmark in group division in cycle II.

### 1. Planning

Preparation and planning in cycle I include: 1) Preparing fairy tale material, 2) Making RPP (Learning Implementation Plan) which contains learning steps, 3) Making observation sheets of student and teacher activities, 4) Making evaluation test questions in the form of essays and answer key.

### 2. Implementation of Actions

At this stage, learning activities include Rights, Obligations and Responsibilities as a source of learning that was presented previously. Learning activities begin with the teacher explaining the appropriate material to be presented. Next, the teacher explains the Cooperative Script learning model to students. Then the teacher formed four groups, each group consisting of four and five people in each group divided variously. Each group is given time to read about rights, obligations and responsibilities as a group. Then each group writes down what things are in the text. Then the students conclude about the text and each group is appointed in front of the class to read the results of the discussion, then the other groups correct whether the answer is right or wrong, then the teacher and students give appreciation to the group that comes forward.

### 3. Observation

Based on the results of observations in cycle I, data was obtained that the teacher's performance was less than optimal, such as the implementation of the learning process had not been carried out completely and there were still learning steps in the learning plan that had not been implemented.

**Table 1.** Results of Cycle I Teacher Observations

No	Learning Activities	Score
1	The teacher begins the lesson by saying hello.	4
2	The teacher invites students to pray	4
3	The teacher asked about today's news	4
4	The teacher makes attendance	4
5	The teacher informs the material to be studied	4
6	Teachers motivate students to actively participate in learning	2
7	The teacher explains the meaning of fairy tales, types of fairy tales and what will be assessed.	2
8	Students pay attention and listen to how to read fairy tales as an example by the teacher.	3
9	The teacher groups two students into pairs.	3
10	The teacher shared the fairy tale "the squirrel and the snakehead fish" and the naughty child became a dragon" to each student	2
11	The teacher asks students to read fairy tales about "squirrels and silverfish" and "naughty children become dragons"	4
12	The teacher asks students to share roles, the first student plays the role of speaker and the other student plays the role of listener. Students who act as speakers read the text by including the main ideas in a summary, while the listeners are tasked with listening, correcting, and expressing opinions.	3
13	Facilitate students to question learning material	2
14	Students ask about lessons that have not been understood by the teacher.	3

15	Teachers and students summarize the results of the lessons learned today	3
16	The teacher provides follow-up in the form of enrichment in making fairy tales	2
17	Students listen to the teacher's explanation about learning activities at the next meeting	4
18	The class closed with a prayer together led by one of the students.	3
<b>Amount</b>		<b>18</b>
<b>Average</b>		<b>4.5</b>

During the learning process in cycle I, there were still some students chatting with their classmates or carrying out activities outside of the learning activities.

**Table 2.** Results of Cycle I Student Observations

No	Aspects being observed	Action		
		Yes	No	Information
1	Students answer the opening greeting	✓		Held
2	Students are ready to take part in lessons and pray together led by the class leader	✓		Held
3	Students listen when the teacher checks attendance and sing together to encourage them in the learning process	✓		Held
4	Students listen as the teacher explains the material that will be discussed and the goals that must be achieved	✓		Held
5	Students understand the use of the cooperative script method		✓	Not implemented
6	Students and teachers together conclude the learning outcomes	✓		Held

The use of the cooperative script method in learning Indonesian language theme 4 for Class V students at Kaobula 1 State Elementary School with fairy tale material, in cycle I which was carried out over 2 meetings, was basically able to involve students in an active learning process. Students can exchange ideas and thoughts through learning activities in group discussions, so that learning activities are student-centered. Therefore, student interaction should be optimized.

**Table 3.** Data on Student Learning Results in Cycle I

No	Name Initials	Mark	Information	
			Complete	Not Completed
1	AR	65	Complete	-
2	APN	60	-	Not Completed
3	AA	40	-	Not Completed
4	HR	40	-	Not Completed
5	KAJ	65	Complete	-
6	LOFH	60	-	Not Completed
7	LMAAH	50	-	Not Completed
8	MAT	65	Complete	-
9	MO	40	-	Not Completed
10	MFI	80	Complete	-
11	MF	50	-	Not Completed
12	MS	100	Complete	-
13	NAI	70	Complete	-
14	NHM	80	Complete	-
15	PCNO	40	-	Not Completed

16	RH	80	Complete	-
17	RN	70	Complete	-
18	SA	60	-	Not Completed
19	WOANS	60	-	Not Completed
20	WOLA	80	Complete	-
21	WA	60	-	Not Completed
<b>Amount</b>		<b>1315</b>	<b>10</b>	<b>11</b>
<b>Average</b>		<b>62,61%</b>		

Based on the data obtained from the implementation of this first cycle, 4 students had a score of 40, 3 had a score of 45, 2 had a score of 50, 6 had a score of 60, 3 had a score of 65, 2 had a score of 70, and had a score of 80. there are 4 people and the value of 100 is 1 person. These results show that the indicator of the success of this research, namely the results of the evaluation test for each student at the end of the lesson, has not yet reached the score (KKM) set by the school) namely 65, so there is still a need to improve learning in the next cycle (cycle II).

#### 4. Reflection

The reflection stage in cycle I, rights, obligations and responsibilities as student learning materials are still not perfect and there are still shortcomings in the implementation of cycle I, so there needs to be improvements in the previous cycle.

### Research Results Cycle II

#### 1. Planning

Based on the results of observation, evaluation and reflection on student learning outcomes in cycle I, the researcher carried out action planning for cycle II. By looking at the deficiencies in cycle I, they were corrected and implemented in cycle II.

#### 2. Implementation of Actions

In this stage, cycle II, the learning process activities begin with saying hello and reading a prayer, checking students' attendance, then asking about students' readiness to learn, then the teacher conveys the learning objectives and gives an apperception to the students.

#### 3. Observation

Judging from the consequences of perceptions regarding the implementation of educational activities in cycle II, information was obtained that the instructor's presentation was ideal (connected). This is because educators have been able to carry out learning exercises appropriately according to the stages of learning.

**Table 4.** Results of Cycle II Teacher Observations

No	Learning Activities	Score
1	The instructor begins the illustration with a hello.	4
2	The teacher invites students to pray	4
3	The teacher asks how today was	4
4	Educators make participation	4
5	Educators illuminate the material to be studied	4
6	Educators encourage students to participate in learning effectively	4



7	Educators understand the importance of fantasy, types of fantasy and what will be evaluated.	3
8	Students focus and pay attention to how to peruse the fantasy modeled by the instructor.	4
9	The teacher combines two students into a match.	4
10	Instructors spread the fantasy of "squirrels and silverfish" and naughty children becoming mythical animals" to every student	4
11	The instructor asks students to read fantasies about "squirrels and silverfish" and "a terrible young man becomes a winged snake" 4	4
12	The teacher asks students to share work, the main student acts as speaker and other students as audience. The student who acts as a speaker reads the text keeping in mind the main thoughts of the synopsis, while the audience is responsible for tuning in, adjusting, offering points of view.	4
13	Collaborate with students to discuss learning material 4	4
14	Students get some information about discoveries that have not yet been realized that have been conveyed by the teacher.	4
15	Teachers and students completed today's advanced learning outcomes	4
16	Educators provide follow-up as improvements in fantasizing 3	3
17	Students pay attention to the instructor's explanation about the learning exercises at the next 4th meeting	4
18	The class closed with a request submitted by one of the students.	4
<b>Amount</b>		<b>18</b>
<b>Average</b>		<b>4.5</b>

During the learning process in cycle II there was a significant increase in Indonesian language learning using the Cooperative Script Method.

**Table 5.** Results of Cycle II Student Observations

No	Aspects being observed	Action		
		Yes	No	Information
1	Students answer good news	✓		Held
2	Students prepare to follow the illustrations and ask questions together as guided by the class leader	✓		Held
3	Students listen as educators check participation and sing along for energy in a growing experience	✓		Held
4	Students listen when the teacher explains the material to be studied and the goals to be achieved	✓		Held
5	Learners understand the use of useful content strategies	✓		Held
6	Students and educators together close learning outcomes	✓		Held

Perception during the developing experience, it tends to be seen that the number of students who do negative things, such as visiting friends while studying, getting tired during the developing experience decreases, even no one does this. From these results it can be seen that students feel more comfortable with useful content methods. Where every student is also able to understand fantasy material well and correctly. By feeling happy during this growth experience, students are usually more persuaded to participate in the growth experience. Likewise, the use of useful content strategies can provide a good homeroom atmosphere and this is

a form of inspiration, so that students are more enthusiastic in participating in learning.

**Table 6.** Data on Student Learning Results in Cycle II

No	Name Initials	Mark	Information	
			Complete	Not Completed
1	AR	75	Complete	-
2	APN	80	Complete	-
3	AA	70	Complete	-
4	HR	60	-	Not Completed
5	KAJ	65	Complete	-
6	LOFH	75	Complete	-
7	LMAAH	60	-	Not Completed
8	MAT	100	Complete	-
9	MO	60	-	Not Completed
10	MFI	70	Complete	-
11	MF	75	Complete	-
12	MS	100	Complete	-
13	NAI	90	Complete	-
14	NHM	90	Complete	-
15	PCNO	60	-	Not Completed
16	RH	85	Complete	-
17	RN	85	Complete	-
18	SA	75	Complete	-
19	WOANS	70	Complete	-
20	WOLA	85	Complete	-
21	WA	90	Complete	-
<b>Amount</b>		<b>1625</b>	<b>17</b>	<b>4</b>
<b>Average</b>		<b>77,38%</b>		

Based on the information obtained from the implementation of this next cycle, 4 students got a score of 60, a score of 65 was the number of 1 person, a score of 70 was a number of 2 people, a score of 75 was the number of 4 people, a score of 80 was the number of 1 person, the score 85 is the number of 4 people, 90 is 3 people, and 100 is 2 people. These results show that the marker for the progress of this exploration is the results of each student's assessment test before the completion of the example until the KKM value has been set by the school, so that the increase in learning stops.

#### 4. Reflection

The use of the Cooperative Script method in learning Indonesian in class V of Kaobula 1 State Elementary School with fantasy material in cycle II has the option of involving students in functional growth experiences. Students can exchange ideas and considerations through learning activities in group conversations, so that learning activities are focused on the students.

Considering the consequences of the experts' perceptions, it appears that the implementation of activities in cycle II is in accordance with the assumptions. From the side effects of this perception it can be assumed that the implementation of activities in cycle II includes the following: 1) Students listen when the teacher explains the material to be studied and the goals to be achieved, 2) Students start smoothly and get used to using fun content strategies, 3) Students know the use of useful content techniques, 4) Students focus at the end of the acquisition and note down ideas that are considered important from the fantasy material, 5)



Weaknesses in the cycle I experience improvements and improvements with the aim of becoming better, 6) Student learning outcomes in cycle II have reached the rules according to the KKM (Minimum Fulfillment Standards) set by the school, namely 65.

### 3.2 Discussions

Based on the data obtained from the implementation of this first cycle, 4 students had a score of 40, 2 had a score of 50, 5 had a score of 60, 3 had a score of 65, 2 had a score of 70, 4 had a score of 80 and 100. totaling 1 person. These results show that the indicator of the success of this research, namely the results of the evaluation test for each student at the end of the lesson, has not yet reached the score (KKM) set by the school, namely 65. Then the percentage of learning outcomes in cycle I reached 47.61% or as many as 10 students got a score  $\geq 65$ .

Furthermore, in cycle II, the percentage of student learning outcomes reached 85.71% or 18 students got a score  $\geq 65$ . Based on data obtained from the implementation of cycle II, there were 3 students with a score of 60, 1 person with a score of 65, 2 people with a score of 70. Score of 75 is 4 people, a score of 80 is 1 person, a score of 85 is 4 people, a score of 90 is 3 people, and a score of 100 is 2 people. These results show that the indicator of the success of this research is the results of the evaluation test for each student at the end of the lesson reaching the KKM value set by the school, so that learning improvements are stopped.

In cycle I, the researcher carried out learning on theme 4, subtheme 3, fairy tale material using the cooperative script method in the lesson plans that had been prepared, but the implementation was not optimal. The weakness that still exists in cycle I is that the researcher did not provide a learning concept in theme 4, subtheme 3, using the cooperative script method for fairy tale material, which includes the essence of fairy tales, the elements of fairy tales, and types of fairy tales. However, there are also several advantages in cycle I, namely when the teacher conveys the objectives of learning Indonesian with fairy tale material using the cooperative script method, students are interested and happy.

Several things were improved in this first cycle, namely that the order and smoothness of the learning process needed to be maintained, teachers needed to guide cooperation skills, and teachers needed to motivate students more. Indonesian language lessons using the cooperative script method through the formulation of classroom action research (PTK) in 2 (two) cycles in class V of the Kaobula 1 State Elementary School. Each cycle begins with planning carried out by the researcher. In carrying out the actions in each cycle, the researcher acts as the implementer of the learning, as well as observing the activity in the learning process.

In the pre-cycle, an average score of 54.76 was obtained with learning completeness of 23.80% and had not yet reached the success indicators for the first cycle. Student learning outcomes in the first cycle had increased compared to the pre-cycle, but had not yet reached the specified success indicators. In cycle I the average evaluation score was 62.61 with the percentage of students achieving the KKM score of 47.61%. The increase from the pre-cycle presentation results to cycle I was 14.34%, this result was obtained from calculating the student's score in cycle I, namely 1315, subtracted from the student's score in the pre-cycle, namely 1150, so that the result became 165, then divided by the score in the pre-cycle, namely 1150, then multiplied by 100, the result is 14.34%. Thus, it is necessary to continue cycle II so that student learning outcomes can be expected to increase.

Cycle II, student learning outcomes increased compared to cycle I. In cycle I the average student evaluation score was 62.61 with learning completeness of 47.61%. The increase from presentation results from cycle I to cycle II was 23.57%. , these results were obtained from calculating the student's score in cycle II, namely 1625, subtracted from the student's score in cycle I, namely 1315, so that the result was 310, then divided by the value in cycle 1, namely 1315 and multiplied by 100 so that the result was 23.57%. After being given action in cycle II, the average student evaluation score was that the average result of the final test in cycle II had reached the KKM, namely 77.38 and the number of students who achieved the Minimum Completeness Criteria (KKM) was 85.71%.

Implementation of learning in theme 4 sub-theme 3 fairy tale material using the cooperative script method, the learning process in cycle II has improved compared to cycle I. The teacher has been able to correct deficiencies in cycle I. The teacher carries out learning according to the learning stages using the cooperative method scripts. So the application of the Cooperative Script method for fairy tale material in theme 4, sub-theme 3, has a good impact on student learning outcomes. This can be proven by student learning outcomes starting from pre-cycle then cycle I to cycle II, there is a significant increase with the application of the cooperative script method in theme 4. In the first cycle, it was seen that several students were able to understand the material that had been explained by the teacher, but there were also quite a few students who did not understand the material explained by the teacher. From the results of research conducted in cycle I, students' abilities were still below the minimum completeness criteria (KKM). This is proven by the number of students with a score of 40, 2 people with a score of 50, 5 people with a score of 60, 3 people with a score of 65, 2 people with a score of 70, 4 people with a score of 80 and 1 person with a score of 100. Then these deficiencies were corrected in cycle II and it was proven that almost all students no longer got scores below the KKM.

#### 4. Conclusion

The results of the research and discussion concluded that the application of the cooperative script method could improve student learning outcomes in fairy tale material for class V students at Kaobula 1 State Elementary School. Pre-cycle the average value of learning outcomes is 54.76 and completeness of learning is 23.80%, cycle I the average value of learning outcomes is 65.47 and completeness of learning is 47.61% and cycle II the average value of learning outcomes is 77.38 and completeness of learning 85.71%.

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