



An Analysis of the Implementation of the Play-Based Learning Method to Improve Learning Concentration among Elementary School Students

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Abstracts

Learning for Grade 2 elementary school students requires innovative instructional approaches to improve students' concentration during the learning process. Young learners tend to have limited attention spans, making traditional lecture-based methods less effective. Therefore, play-based learning is considered a relevant approach, as it integrates academic content into enjoyable and interactive activities. This study aims to analyze the implementation of the play-while-learning method and its impact on students' learning concentration. The research employed a qualitative descriptive method using classroom observations, learning activity documentation, and evaluation of student engagement during instructional sessions. The results indicate that the play-while-learning method significantly increased students' learning concentration, participation, and motivation. Students demonstrated higher levels of engagement, better understanding of learning materials, and improved social interaction skills compared to those taught using conventional teaching methods. Furthermore, learning activities designed through games encouraged active participation and sustained attention throughout the lesson. In conclusion, the play-while-learning method proves to be an effective instructional strategy for enhancing learning concentration among Grade 2 elementary school students. This method can serve as a practical reference for teachers in creating a more productive, engaging, and enjoyable learning environment.

Keywords: *Play Method, Study Concentration, Primary school*



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1. Introduction

Education is one of the fundamental aspects of human life that plays an important role in shaping the quality of human resources in the future. Through education, individuals not only acquire knowledge, but also develop the attitudes, values, and skills needed to adapt to their social environment. Algivari and Mustika (2022) stated that education is a process that aims to help students to be able to feel comfortable and adjust to their environment. Therefore, the educational process, especially at the elementary school level, needs to be optimally designed to be able to support the development of students as a whole.

At the basic education level, students are in the early stages of forming cognitive, affective, and psychomotor abilities. Basic education can be analogized as the initial

foundation that greatly determines the success of education at the next level. In this stage, students tend to easily accept the information provided by the teacher and imitate the behavior displayed in the school environment. Therefore, the learning strategies applied by teachers have a great influence on the quality of student learning outcomes. The government also has a great responsibility in ensuring the implementation of quality education, as well as is stated in the 1945 Constitution which affirms the state's goal to educate the nation's life (Algivari & Mustika, 2022). However, in practice, the learning process in elementary schools still faces various challenges. One of the problems that is often encountered is the low concentration and motivation of students, especially in low-grade students such as grade 2 elementary school. Each student has different characteristics, backgrounds, and learning styles, so their level of focus and interest in learning is not the same. Mai Sri Lena et al. (2023) revealed that children's attention spans in learning activities are relatively short, which is about 20 minutes. This condition requires teachers to be able to manage learning in a non-monotonous method and can maintain students' attention during the learning process.

Conventional learning methods that tend to be teacher-centered often make students passive and easily bored. As a result, learning objectives are not achieved optimally. To overcome these problems, an innovative learning approach is needed and in accordance with the developmental characteristics of elementary school students. One of the approaches that is considered effective is the method of playing while learning. This method combines elements of play with learning activities so that students can learn in a fun and stress-free atmosphere. Sari and Wulandari (2023) stated that learning packaged in the form of games can increase student interest and create a more meaningful learning experience.

The application of educational games in learning can also have a positive impact on the development of students' abilities. HK et al. (2023) explain that educational games are able to stimulate students' cognitive, affective, and psychomotor abilities simultaneously. Through play activities, students can learn to solve problems, work together with friends, and develop their creativity and imagination. However, the selection of games must be done carefully by paying attention to aspects of safety, ease of use, and suitability for age and learning goals (Pratiwi et al., 2021). In addition to play-while learning methods, various interactive learning models can also be applied to increase learning effectiveness. Puspitasari and Marzuki (2023) stated that learning models such as Snowball Throwing, Role Playing, and Student Team Achievement Divisions (STAD) have been proven to be able to significantly improve students' understanding of concepts and social skills. These models encourage students to actively participate, discuss, and work together, so that the learning process becomes more lively and meaningful.

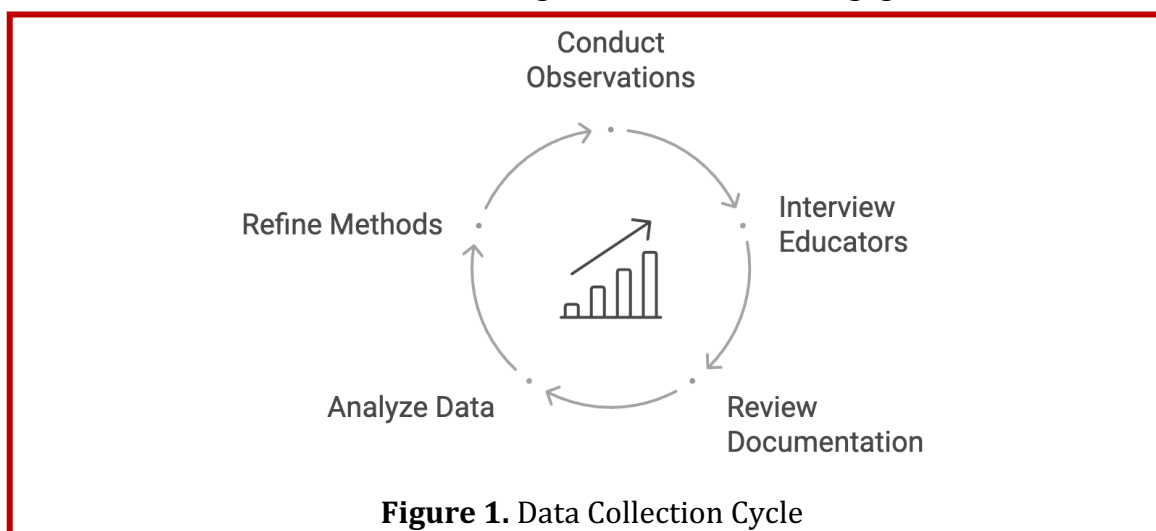
The role of teachers in the learning process is very crucial, especially as a facilitator who is able to create a conducive learning atmosphere. Teachers are not only required to master learning materials, but also must have the ability to develop creative and innovative learning media and strategies. Nurzannah (2022) emphasized that the proper use of learning media can provide a more real learning experience for students and help them understand the material more easily.

Along with technological developments, learning innovations can also be directed at the use of digital technology-based media. Application-based educational games or interactive media can be an effective learning alternative to increase students' interest

in learning and concentration. Variations in learning methods and media are very important considering the limited focus of students in learning (Mai Sri Lena et al., 2023). Based on this description, it can be concluded that the application of innovative learning methods based on play while learning has great potential in improving the concentration, motivation, and learning outcomes of grade 2 elementary school students. Therefore, this research was conducted to study and develop effective play-while learning learning strategies, in order to support the creation of a fun, interactive, and developmental learning process of elementary school students.

2. Research methods

This study employed a qualitative research approach with a narrative design. Qualitative research was selected because it allows researchers to explore phenomena in depth and understand participants' experiences within a natural context. This approach emphasizes descriptive analysis rather than numerical measurement, focusing on the meaning and interpretation of social and educational phenomena. The qualitative narrative design enabled the researcher to capture detailed accounts of learning experiences related to the implementation of the play-while-learning method. In this study, total sampling was applied, meaning that all relevant participants within the research setting were included to obtain comprehensive and representative data. The subjects of this study consisted of Grade 2 elementary school students and educators at SDN Wonorejo, Kediri Regency. The educators were selected as key informants due to their direct involvement in planning and implementing learning activities, while the students were observed as the primary recipients of the instructional process. This selection allowed the researcher to gain a holistic understanding of how the play-while-learning method was applied in the classroom and how it influenced students' learning concentration and engagement.



The figure illustrates the Data Collection Cycle, which represents a systematic and iterative process commonly used in qualitative research. The cycle begins with conducting observations, where researchers directly observe learning activities to obtain authentic data related to students' behavior, concentration, and engagement. This stage allows the researcher to capture real classroom dynamics in a natural setting. The next stage involves interviewing educators, aiming to explore teachers' perspectives, experiences, and reflections regarding the implementation of instructional methods. In addition, reviewing documentation, such as lesson plans,

teaching records, and assessment notes, is conducted to support and validate the data obtained from observations and interviews. The subsequent stage is data analysis, in which all collected data are systematically examined to identify patterns, themes, and meaningful insights relevant to the research objectives. The findings from this analysis are then used for refining methods, allowing researchers to adjust research procedures or instructional strategies based on empirical evidence. This cyclical process emphasizes reflection and continuous improvement, as the refined methods inform subsequent observations and data collection. Therefore, the Data Collection Cycle highlights a dynamic and reflective research approach that enhances the credibility and depth of qualitative findings.

The data analysis process followed a qualitative descriptive procedure, involving data reduction, data presentation, and conclusion drawing. The researcher carefully reviewed observation notes and interview transcripts to identify recurring patterns and themes related to learning concentration and instructional effectiveness. Data interpretation focused on understanding the meaning behind participants' experiences rather than quantifying outcomes. Through this process, conclusions were drawn based on systematic interpretation and triangulation of data sources to ensure credibility and validity.

3. Results and Discussion

3.1 Results

Before using the play-while learning method in elementary school children in grade 2 elementary school, the author has observed learning with the lecture method. The researcher conducts research in three stages, the first stage is by using the lecture method, the second stage is the teacher conducting the learning design and selection of learning media, and the third stage or final stage is to make improvements to the shortcomings of the second stage. This research was conducted at SDN Wonorejo, Kediri regency. The researcher chose low-grade elementary school students, namely grade II students, as a sample.

Table 1. List of Student Names

| Student Name | Gender |
|-------------------------------|--------|
| Ahmad Dafiq Khoirullah | L |
| Asiyah Inara Ramadhani | P |
| Aqilla Fariza Mufia | P |
| Eza Banyu Biru | L |
| Fazura Putri Pramadita | P |
| Kariba Zabarjaim Nur Khasanah | P |
| M. Kevin Bayu Kurniawan | L |
| M. Maulana Fahmi | L |
| Qinara Khaira Ramadhani | P |
| Ronaldo Putra Ronda | L |

Table 1 presents the list of students who participated in the study along with their gender classification. The participants consisted of ten Grade 2 elementary school students, including both male and female students. Gender information was included to provide a general demographic overview of the research subjects and to support a balanced representation in the analysis.

Based on the table, there are five male students and five female students, indicating an equal gender distribution among the participants. This balanced composition helps minimize gender bias and allows the researcher to focus on learning concentration and instructional methods rather than demographic differences. Therefore, the data in Table 1 provide essential background information that supports the credibility and context of the research findings. In the first stage of the implementation of learning with the lecture method, the researcher conducted research with the teacher only doing learning with lectures, then continued sampling by providing LKPD or worksheets that must be done by students. In the first stage, the results obtained by all students received scores with an average of below 60. This is of course very far from the expected results because the expected KKM score is around 70 - 75 for the elementary school level.

Table 2. Assess students with lecture method

| Indicator | Value (Lecture Method) | Remarks |
|-------------------------------|------------------------|------------|
| Ahmad Dafi Khoirullah | 60 | Incomplete |
| Asiyah Inara Ramadhani | 55 | Incomplete |
| Aqilla Fariza Mufia | 58 | Incomplete |
| Eza Banyu Biru | 65 | Incomplete |
| Fazura Putri Pramadita | 62 | Incomplete |
| Kariba Zabarjaim Nur Khasanah | 57 | Incomplete |
| M. Kevin Bayu Kurniawan | 59 | Incomplete |
| M. Maulana Fahmi | 63 | Incomplete |
| Qinara Khaira Ramadhani | 54 | Incomplete |
| Ronaldo Putra Ronda | 61 | Incomplete |

Table 2 presents the assessment results of students taught using the lecture method. The table lists individual student scores along with remarks indicating their learning completion status. Based on the data, all students obtained scores ranging from 54 to 65. These scores reflect students' academic performance after the implementation of a conventional lecture-based instructional approach. The results show that none of the students reached the expected minimum achievement standard, as all scores are categorized as "Incomplete." This finding suggests that the lecture method was less effective in supporting students' understanding and mastery of the learning material. The relatively low and closely clustered scores indicate limited variation in learning outcomes, which may be attributed to students' reduced engagement and concentration during teacher-centered instruction. Overall, the data in Table 2 highlight the limitations of the lecture method when applied to Grade 2 elementary school students. Young learners often require interactive and engaging learning activities to maintain focus and comprehension. Therefore, the findings from this table provide a strong rationale for exploring alternative instructional methods, such as play-based learning, to improve students' learning concentration and academic achievement.

The results obtained from the observation of the second stage are that teachers as well as educators use the Learning Preparation Plan (RPP) well and get good results even though there are still shortcomings of time management that is not in accordance with the planned RPP, in the second stage the material taught is a continuation of the first stage of learning, namely, learning to know time (hours). The teacher uses the wall clock media which makes students active and can practice directly how the wall clock

operates. However, in this implementation it still has not achieved the expected goals. Students tend to be not conducive so that learning cannot be carried out optimally.

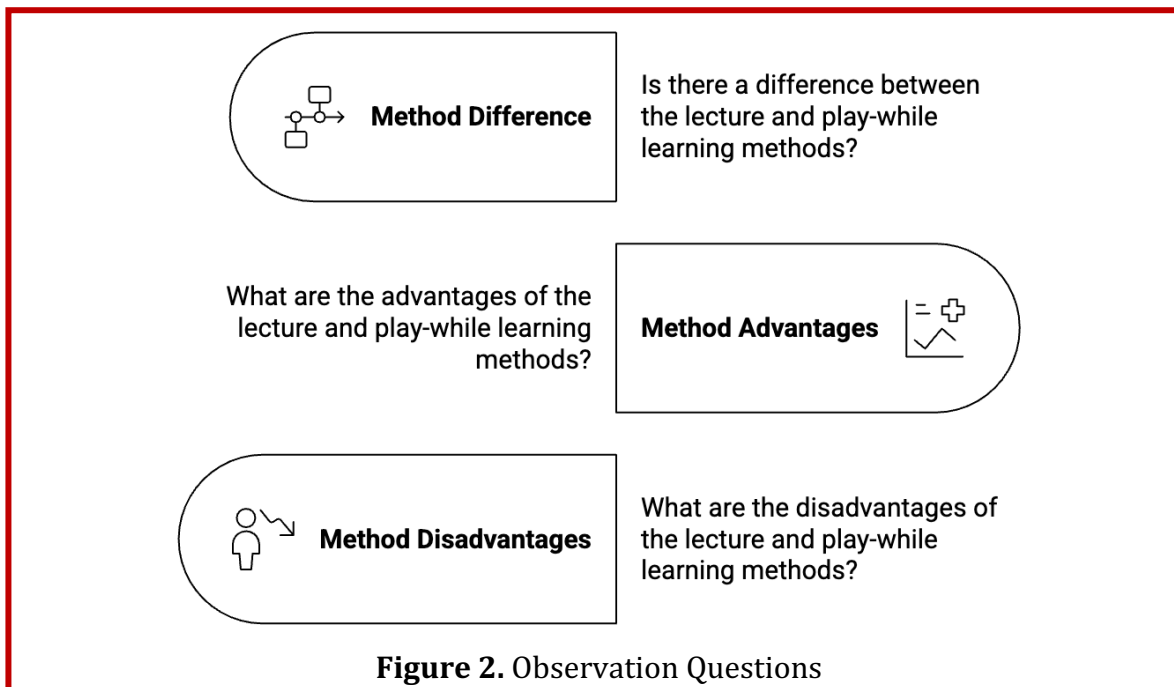


Figure 2. Observation Questions

The figure presents a set of observation questions designed to guide the qualitative analysis of instructional methods used in elementary classrooms, particularly the lecture method and the play-while-learning method. The first focus is on method differences, which aim to identify whether there are observable distinctions between the two approaches in terms of teaching practices, student engagement, and learning dynamics. Through classroom observation, researchers examine how each method is implemented and how students respond during the learning process. This comparison provides a foundational understanding of how instructional strategies influence students' concentration and participation. In addition, the figure highlights questions related to method advantages and method disadvantages.

Observations focusing on the advantages of instructional methods aim to identify the specific strengths of each learning approach. In the lecture method, advantages are often reflected in the clarity and structure of material delivery, as teachers can present information in an organized and systematic manner. This approach allows learning objectives to be communicated efficiently, particularly when introducing new concepts. In contrast, play-based learning demonstrates advantages in terms of increased student engagement, motivation, and active participation, as learning activities are designed to be enjoyable and interactive.

Observations related to the disadvantages of each method highlight potential limitations that may affect students' learning concentration. In lecture-based instruction, students often exhibit reduced attention spans and passive learning behaviors, which can limit their ability to fully comprehend the material. Meanwhile, play-based learning may present challenges in classroom management, as high levels of student activity require continuous supervision and clear guidance from educators to ensure that learning objectives remain the primary focus. By systematically observing both advantages and disadvantages, researchers are able to develop a balanced and comprehensive evaluation of the instructional methods. This

observational framework enables a deeper understanding of how different teaching strategies influence students' concentration and learning experiences. Consequently, such analysis supports informed conclusions regarding the effectiveness of instructional approaches in enhancing students' learning concentration and overall learning outcomes.

Table 3. Differences, advantages and disadvantages of lecture methods and playing methods while studying.

| Lecture method | Method of mining while learning |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teacher-centered learning. Teacher dominating teaching and learning activities, delivering material orally in front of class, while students play a passive role. | Student-centered learning. Participants Educate is actively involved through play activities designed to achieve the goals of learning. |
| The teacher dominates the class, can be followed by a large number of students, easy to prepare and execute and practical time and cost. | Improving cognitive development, developing social, emotional, and communication skills, encouraging development. Physical and Motor Development. |
| Students become passive, less stimulating creativity and critical thinking in children. | It does not focus on rigid academic aspects, emphasizes more holistic development, requires supervision and direction and longer implementation times. |

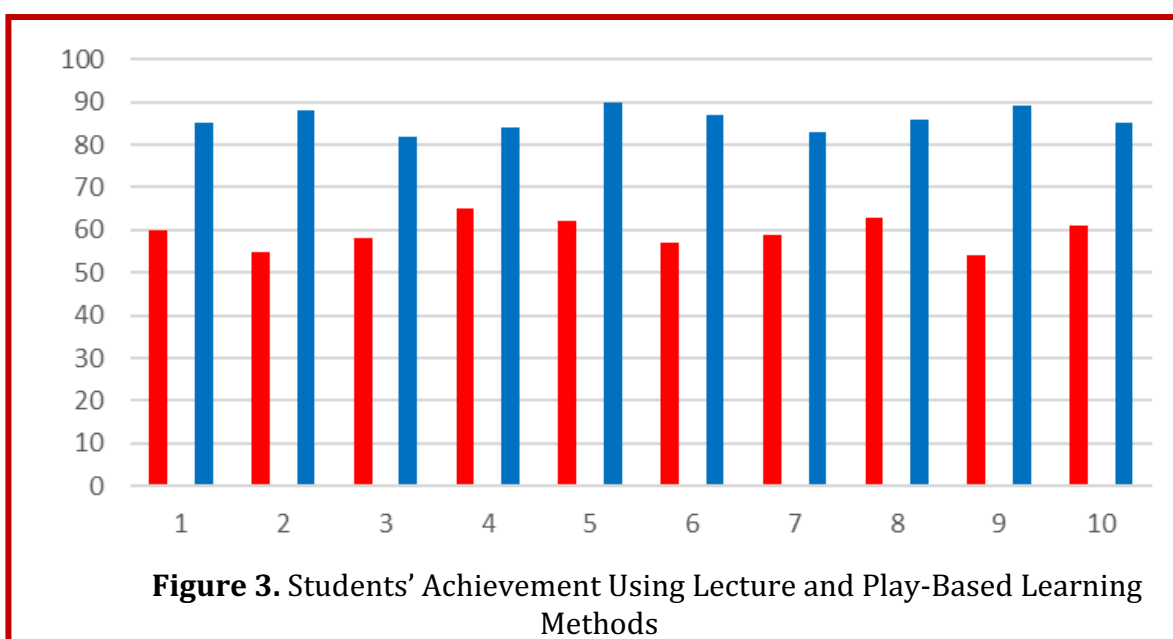
Table 3 illustrates the differences between the lecture method and the play-while-learning method in terms of instructional orientation and classroom implementation. The lecture method is teacher-centered, where the teacher dominates the teaching and learning process by delivering material orally, while students tend to play a passive role as listeners. This method is relatively easy to prepare and implement, can accommodate a large number of students, and is efficient in terms of time and cost. In contrast, the play-while-learning method is student-centered, emphasizing active student participation through structured play activities designed to achieve specific learning objectives. Furthermore, the table highlights the advantages and disadvantages of each method. While the lecture method offers practicality and efficiency, it often results in limited student engagement and provides minimal stimulation for creativity and critical thinking. On the other hand, the play-while-learning method supports cognitive development and enhances students' social, emotional, communication, physical, and motor skills through interactive learning experiences. Overall, the comparison demonstrates that each method has distinct strengths and limitations that should be considered when selecting appropriate instructional strategies for elementary school students.

Table 4. Assess Student with lecture method

| Student Name | Grades (Play While Learning) | Remarks |
|-------------------------------|------------------------------|---------|
| Ahmad Dafi Khoirullah | 85 | Tuntas |
| Asiyah Inara Ramadhani | 88 | Tuntas |
| Aqilla Fariza Mufia | 82 | Tuntas |
| Eza Banyu Biru | 84 | Tuntas |
| Fazura Putri Pramadita | 90 | Tuntas |
| Kariba Zabarjaim Nur Khasanah | 87 | Tuntas |

| | | |
|-------------------------|----|----------|
| M. Kevin Bayu Kurniawan | 83 | Tuntas |
| M. Maulana Fahmi | 86 | Tuntas |
| Qinara Khaira Ramadhani | 89 | Tuntas e |
| Ronaldo Putra Ronda | 85 | Tuntas |

From several observation results which are divided into 3 stages, namely stage 1 observing the lecture method conducted by educators gets results, namely, students tend to be more passive and do not pay attention to learning. In the 2nd stage, educators prepare a learning plan and determine the learning media, but still do not get satisfactory results because they have obstacles including time used less effectively and students become uncondusive when learning using the play-while learning method. And in the 3rd stage, an evaluation was carried out and a satisfactory result was obtained according to expectations.



Description: The red graph shows the learning outcomes of students using the lecture method. The blue graph shows the learning outcomes of students using the method of playing while teaching. From these results, it was stated that the method of playing while learning is considered effective, but there are still several obstacles that must be improved gradually in order to achieve the learning goals by designing learning effectively and also using learning media that must be adjusted to the conditions of students. The role of teachers is also important as a motivator and facilitator so that all students can play an active role in learning so that no student is passive, and improve the quality of student learning in order to get good final results.

3.2 Discussion

In the first stage, it is carried out using the lecture method. Students tend to get bored quickly and are less active in learning. In addition, some students do not focus on listening to the learning materials taught by the teacher and are only busy with their own world, and some even joke with their classmates. The lecture method is the first stage of observation to see how interested students are in learning. In the implementation of the lecture method, teachers must prepare a more structured learning plan, starting from learning objectives, materials, to evaluation. In this case,

the teacher will explain the subject matter directly and orally in front of the class. However, in the use of lecture materials, students usually feel disinterested so that they feel bored easily, find it difficult to understand what is being taught, become passive so that the learning is only one-way with the teacher as all sources of learning. This is considered less effective if applied to students, especially in low grades because the age of students in low grades will be more interested in learning that is more diverse and in accordance with their experience (Ta'i et al. 2023)

As educators, we must prepare a Learning Preparation Plan (RPP) so that learning is more directed to focus on the material and properly organized time management, and the needs of learning media can be prepared before learning is carried out. (Beno, Silen, and Yanti 2022). In addition to preparing the Learning Plan, educators must also prepare the learning media to be used. General Function Learning Media is a carrier messages or materials that are from the teacher that will be conveyed to students, namely children with the aim of achieving learning well according to what is expected. (Beno, Silen, and Yanti 2022). Good Learning Media is a media that can support the learning process effectively and efficiently, and must also be in accordance with the needs and character of the learners. (a) Learning media must be in accordance with the competencies achieved, (b) Good learning media must be able to attract attention and make students motivated in learning, (c) Learning media should be easily used by teachers and students and can also be accessed easily according to existing conditions and facilities, (d) Learning media should not be harmful to students by involving media that uses sharp objects such as scissors, knives, or materials made of glass. (Pratiwi et al. 2021).

In this 3rd stage, it was found that educators can carry out learning according to the time that has been designed, and the students can be well conditioned so that the desired learning goal is that students are able to participate in learning well, students are more active and able to answer the questions that have been given. Although there are still obstacles such as there are still students who are passive because of their personalities and the teacher's task is to try to make the student more active, by paying more attention to the student so that he can adapt to the group. (Putri and Arifin 2022). The teacher again gives the LKPD or worksheet to the students to see how well the students understand the material that has been taught. LKPD (Student Worksheet) is a printed teaching material in the form of a sheet of paper containing materials, summaries and instructions in the implementation of the tasks that are being taught and must be done by students. The LKPD is compiled to provide a reference to the basic competencies that must be achieved by students. LKPD also has other functions, namely as a guide and evaluation tool in the learning process. In this study, the use of LKPD is a tool for researchers to analyze the level of student understanding of the material being taught. (Journal of LKPD Use) (Pasaribu et al. 2020). The results obtained from the 3rd stage The student score is quite satisfactory compared to the results in the first stage. Students get an average score above 80. Where it is very sufficient and meets the standards of the minimum value (KKM).

In the third stage of observation, educators begin to evaluate the learning process to maximize student learning outcomes. The evaluation includes, (a) Improving the learning design, (b) Dividing students into small groups, and (c) Improving learning media that can be used by students thoroughly and still conducive. (Interest and Geography 2016). In this 3rd stage, educators readjust the learning plan made by

adjusting more to the learning time. The learning media used was also changed by using wall clocks and cards containing digital clock numbers, students were instructed to apply the digital clock cards to the wall clocks that had been provided.

4. Conclusion

On the results of the observations that have been made, it is concluded that the use of the lecture method in grade 2 elementary school learning tends to make students become passive, unable to focus, and quickly feel bored. This causes student involvement in the learning process to be very minimal, so that the learning results obtained are less than optimal. On the other hand, by using the method of playing while learning, there are more positive results for student activity. Students become more enthusiastic, active, and able to understand learning materials in a fun and interactive way. The success of the play-while learning method is highly dependent on the teacher's readiness to design lesson plans and also choose learning media that suits the character and needs of students. Interesting and easy-to-use learning media has been proven to increase student interest in learning and engagement during the learning process.

Although there are obstacles, such as less effective time management and less conducive classroom atmosphere, they can be corrected with continuous evaluation and improvement. The role of teachers is very important as a designer, facilitator, as well as a motivator in the learning process. Teachers are required to evaluate and make adjustments so that all students can actively participate and learning outcomes can be optimally improved. Overall, the play-while learning method has proven to be more effective than lecture methods in improving the activeness, understanding, and learning outcomes of elementary school students as long as it is supported by careful planning, appropriate learning media, and the active role of teachers in managing the classroom. However, this method still requires continuous evaluation and adjustment in order to overcome various obstacles that arise during the learning process.

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