

## **Audio-Visual Media to Enhance Learning Motivation in Indonesian Language Subject for the 3<sup>rd</sup>-Grade of Islamic Elementary School**

### **Media Audio Visual untuk Meningkatkan Motivasi Belajar Mata Pelajaran Bahasa Indonesia Kelas III MI**

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**Abstrak.** Salah satu faktor penting yang memengaruhi rendahnya motivasi belajar siswa adalah minimnya pemanfaatan media kreatif dalam proses pembelajaran. Penelitian ini bertujuan untuk menginvestigasi efektivitas media audio-visual dalam meningkatkan motivasi belajar pada mata pelajaran Bahasa Indonesia di Kelas III Madrasah Ibtidaiyah. Penelitian lapangan ini dilakukan di Madrasah Ibtidaiyah Al-Ma'had An Nur Bantul dengan pendekatan deskriptif kualitatif. Data diperoleh melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, serta penarikan kesimpulan atau verifikasi dengan triangulasi sumber untuk memastikan validitas. Hasil penelitian menunjukkan implementasi metode pengajaran kontekstual, penyampaian materi Bahasa Indonesia dengan bantuan objek konkret dan media audio-visual, serta respons positif siswa terhadap pendekatan tersebut. Penerapan metode pengajaran kontekstual pada mata pelajaran Bahasa Indonesia di Kelas III menghasilkan penemuan makna belajar melalui pengalaman langsung, peningkatan aktivitas belajar siswa, dan perkembangan keterampilan literasi yang signifikan. Studi ini menggarisbawahi pentingnya integrasi media kreatif, terutama audio-visual, dalam meningkatkan motivasi dan keterlibatan siswa dalam proses pembelajaran.

**Kata Kunci:** Pembelajaran Kontekstual, Media Audio Visual, Bahasa Indonesia

**Abstract.** One significant reason for the low motivation among students is the lack of creative media in the learning process. This study aims to investigate the effectiveness of audio-visual media in enhancing learning motivation in the Indonesian language subject for Grade III at Madrasah Ibtidaiyah. This field research, conducted at Madrasah Ibtidaiyah Al-Ma'had An Nur Bantul, employs a descriptive qualitative approach with data collected through observation, interviews, and documentation. Data analysis follows the Miles and Huberman model, involving data reduction, data presentation, and conclusion drawing or verification, with source triangulation ensuring data validity. The study's findings include the implementation of contextual teaching methods, delivery of Indonesian language material using concrete objects aided by audio-visual media, and positive student responses to these methods. The application of contextual teaching in the Indonesian language subject for Grade III led to students discovering the meaning of learning through direct experiences, becoming more active in learning, and showing significant development in literacy skills. This study underscores the importance of incorporating creative media, particularly audio-visual aids, to enhance student motivation and engagement in the learning process.

**Keywords:** Contextual learning, Audio-visual media, Indonesian

## **INTRODUCTION**

Education is one of the needs that must be fulfilled in a person's life. Education can be used as a forum for various activities to produce quality human resources, whether formal education or non-formal education, students will experience changes in both experience and knowledge (Effendi, 2021). Education in which there is a communication process of transformation of knowledge, skills, and values, both activities that take place inside and outside school. Education itself is directed at humans to develop their potential. Education in which there is a communication process of transformation of knowledge, skills, and values, both activities that take place inside and outside school. Education itself is directed at humans to develop their potential (Sudarto, 2021).

Learning is one of the main points in education. Learning is a process carried out by a person in the form of mental activity to obtain a change in behaviour towards a positive direction and last longer through various exercises or experiences regarding physical or psychological aspects of personality. Changes that occur in learning must be changes in a more positive direction. It is said to be learning if the changes that occur are active behaviour and lead to better change. Someone who experiences the learning process will certainly understand that changes have occurred in him after studying (Miftahurrohman et al., 2021). This change can be seen from the presence of more abilities than what has been learned. Changes that occur must be conscious, because it cannot be said to be learning if the changes are not conscious. The learning process that occurs in an educational institution is one of the main factors in achieving educational goals. Learning activities themselves are an effort to create a learning climate and serve students' abilities, potential, interests, talents, and needs. In learning activities there is also a stimulus to influence students so that learning activities occur.

Learning activities direct students to develop their potential into abilities developed through practice. So, learning can be said to be a system consisting of several components starting from objectives, teaching materials, teaching, methods, then evaluation (Rusman, 2017). The learning activities will be more optimal when using the right method. Through this learning activity method, there will be a process of internalization and thinking of knowledge by students so that they can understand and absorb the information presented. The success of the learning process depends on the methods used by the teacher (Aidah, 2020).

Every school institution certainly has various strategies for delivering lessons to students. Teachers are required to be creative in delivering lessons in the classroom. Learning methods will refer to a method that the teacher will use to optimize the learning process as an effort to achieve lesson objectives. Learning methods play an important role so that teachers can manage interactive and non-boring classes. It can be said that the learning method is a method used to implement plans that have been prepared and then realized in real activities to achieve the desired goals (Maryaningsih, 2018).

One learning method that is considered familiar and has been tested in various schools is the contextual learning method. The contextual learning method is a learning concept that helps educators link the learning material listed in the curriculum with the actual situation in the real world of students and encourages students to connect the knowledge they have and then apply it in the real world with the hope that learning will provide more meaning for the participants (Wahyuni, 2019).

MI Al-Ma'had An-Nur is in Kojo, Pendowoharjo, Sewon, Bantul Regency, Yogyakarta, and is one of the formal institutions that carries out learning in schools and boarding schools. The ongoing pandemic has entered its second year, causing every school to be limited in carrying out learning. Including MI Al-Ma'had An-Nur in the transition period from online (in-network) to offline (out-of-network) learning. Schools hold face-to-face learning in stages and continue to implement health protocols in accordance with government recommendations. At this school, learning activities continue although they are limited, because not all students attend school but also in the dormitory. Learning activities continue using various learning methods, one of which is the contextual learning method with the help of visual media, so that it continues to attract students' attention.

Throughout the literature search carried out, there was research on scientific work that was relevant to the theme raised, namely a thesis prepared by Ayattulloh, a student at the State Islamic University of Raden Intan Lampung, Faculty of Tarbiyah and Teacher Training entitled "Implementation of a Contextual Approach in Learning Indonesian as an Improvement in Creative Writing in Students" in 2020. This research uses qualitative research methods (Ayattullah, 2021).

The results of this research show that the implementation of a contextual approach to Indonesian language learning can increase students' creativity in relation to

writing. Students are more interested in learning Indonesian using a contextual approach method, this learning approach model arouses students' interest in learning. The similarity between the research carried out by the researcher and the research prepared by Ayattulloh is that they both research the application of contextual learning. The difference lies in the focus and object of research. What Ayattullah studied was the upper class, namely class V at SDN 17 Negeri Katon Pesawaran, whereas in this research the research was carried out on the lower class.

The term contextual learning or Contextual Teaching and Learning is a concept or idea where the concept helps educators to relate learning material to actual conditions in the real world of students' daily lives. Apart from that, it is also to help students build relationships between knowledge and its application in the lives of society, citizens, or as workers. Learning with this contextual approach allows students from kindergarten to high school to expand knowledge, strengthen understanding and apply this knowledge and develop it into academic skills. Contextual learning occurs when students experience and apply what is being learned referring to material for students that requires them to take part and be responsible (Badar, 2017).

According to John Dewey, who proposed a curriculum theory and learning methodology that is related to students' experiences. According to him, education must be based on experience, because experience is an important aspect in the real world. This understanding is used as a philosophical basis for contextual learning. The essence of this understanding is that students will learn well if the material provided in learning is related to experience and knowledge, learning will be productive if students are directly involved in learning (Nagara, 2020).

Learning media are grouped based on whether the tools are complex or not: media without 2-dimensional projection tools, media without 3-dimensional projection, audio media, projection media, television, video (Yunianta & Ichsan, 2020). According to Haryoko, audio visual media is a learning media that combines the sense of hearing with the sense of sight as an intermediary for receiving information. The easiest examples of audio-visual media are video, film, TV. Audio visual media is divided into 2, namely: pure audio visual images and sound come from video sources and impure audio visual images and sound do not come from one source (Setiyawan, 2020).

From this understanding, it can be interpreted that audio visual media is a tool that helps in the learning process. This media is assumed to be learning media that contains sound and image elements which are useful as intermediaries in providing stimulus from learning material by educators to students to achieve learning goals.

Thematic learning is defined as a collection of several subjects that are linked according to a theme so that it is hoped that it can provide real and meaningful experiences to students. Through thematic learning, students are expected to be able to gain knowledge and develop their basic competencies, have a deeper understanding of the subject matter, and relate the learning material to the students' experiences. The basis for thematic learning is as follows: *First*, Progressivism. The thematic learning process emphasizes creativity, providing various activities, a beautiful (natural) atmosphere, and a focus on students' experiences. *Second*, Constructivism. Students build their knowledge and character through interactions with objects, phenomena, experiences and the field (Huzuwah et al., 2021). *Third*, Humanism. Humanism is a way of assessing students from the perspective of their uniqueness, motivation and potential (Yuniata, 2018).

## **METHODS**

The type of research used by researchers in this research is field research. Field research is research carried out by researchers going directly to the field and being involved in the activities being studied. It is said that field research is done by researchers. get involved with participants or experience it directly while getting a comprehensive picture of the ongoing situation. Researchers will seek knowledge about situations and circumstances at Madrasah Ibtidaiyah Al Ma'had An Nur Yogyakarta (Raco, 2018).

This research uses a descriptive qualitative method, which is narrative research. In the sense that writing in this research is predominantly in the form of words or images rather than numbers. This research seeks to reveal events in the field and then present them in the form of a report. This research focuses more on finding information in the form of facts in research of audio-visual media in increasing learning motivation in Indonesian language subjects in 3rd Class at Madrasah Ibtidaiyah Al Ma'had An Nur Yogyakarta.

This research method focuses more on aspects of deeper understanding of the problem you want to research. This method is more about using more in-depth analysis techniques, because this qualitative research method believes that a problem will be different from other problems. In order for research using this method to produce truly high quality results, the data collected must be complete in the form of primary and secondary data (Siyoto, 2015). The qualitative descriptive method in this research was used by researchers to conduct research and describe the process and results of implementing contextual learning methods in 3rd Class thematic subjects at MI Al-Ma'had An-Nur Bantul.

### **RESULTS AND DISCUSSION**

Implementation of the contextual learning method is an activity in learning that is carried out by helping students connect the knowledge they are studying with what they experience every day in real life (Yunianta, 2023b). Using this learning delivery method, it is hoped that learning will provide meaning for students by presenting real situations in the learning process. Madrasah Ibtidaiyah Al-Ma'had An Nur applies contextual learning methods to the learning process. This is the same as what was expressed by Mr. Annis Sulkhan Fadhil, S.Pd as Head of Madrasah Ibtidaiyah Al-Ma'had An Nur regarding the implementation of learning methods using a contextual approach in an interview. He revealed: "Contextual learning is learning that brings material into everyday life. Contextual learning has become the focus of the madrasah since the first supervision at the beginning of 2021, he introduced that in the RPP there must be AMBAK (What's in it for Me?). For example, when students learn about logarithms, algebra, about fractions or numbers, students already know what this lesson is for? In everyday life for what?"

Based on the results of observations, interviews and documentation conducted by researchers at Madrasah Ibtidaiyah Al-Ma'had An Nur, learning using contextual methods helps teachers relate subjects to real conditions or situations experienced by students. This contextual learning method helps teachers' direct students to build relationships between science and its application in students' real lives. This contextual learning method provides various possibilities for students to expand knowledge, strengthen understanding, apply knowledge, and develop knowledge into skills. Madrasah Ibtidaiyah Al-Ma'had An Nur implements learning methods using a contextual approach through several fundamental aspects. These aspects

are designed in an integrated manner to then be used as a reference for teachers in carrying out learning actions in accordance with learning objectives using a contextual approach.

Application of contextual learning methods in the learning process at Madrasah Ibtidaiyah Al-Mahad An Nur 3rd Class in thematic subjects, one of which is Indonesian. Indonesian is a subject that is integrated with other subjects in a theme. Themes in thematic learning are then used as the basis for connecting concepts and competencies that students want to achieve. Researchers focus more on Indonesian language subjects using contextual learning methods. After carrying out observations, the researcher will describe how the implementation of the contextual learning method referring to Sounders theory then outlines the basic aspects including, the concept of connection, direct experience, application, cooperation, self-regulation, and authentic assessment in the Madrasah Ibtidaiyah Al-Ma'had An Nur Bantul 3rd Class:

a. Concept of Linkage

The implementation of learning using contextual learning methods is expected to be able to encourage students to find meaningful relationships between abstract thinking and practical application in the real world. The contextual learning method will equip students to gain knowledge while linking it to experience so that students are able to find meaning in the ongoing learning. The data that researchers managed to find in the learning process using a contextual approach, students gave positive responses when the teacher invited them to practice the learning material with various simple tools. In this case, the teacher helps students link the relationship between science and natural events in the surrounding environment in Indonesian language subjects. Teachers provide lesson material using contextual learning methods with the aim of linking the material to social contexts in real life.

Indonesian is one of the subjects in which the teacher uses the contextual method for 3rd Class Madrasah Ibtidaiyah Al-Ma'had An Nur. Teachers must first design learning before learning begins. The teacher chooses to use the contextual learning method because it is considered effective in applying it to the lower classes. Lower class students usually still need concrete things to understand the learning provided. Indonesian language learning in 3rd Class

of Madrasah Ibtidaiyah Al-Ma'had An Nur has the theme of the surrounding environment, with core competency standards in the form of (understanding texts by reading aloud, reading intensively, and reading fairy tales). In practice, teachers contextualize Indonesian language subjects with the help of audio-visual tools in the form of screens, projectors and sound. The teacher provides an explanation of the fairy tale material, while showing a video of the fairy tale to the students. The material for reading fairy tales must be presented in an interesting way, because fairy tales will be ignored if the presentation is not interesting.

Presenting fairy tale material on environmental themes with contextual learning methods using audio-visual aids. One of the impacts of implementing learning methods using contextual learning methods in the form of fairy tale learning videos is that students focus on video shows. Students pay close attention to the fairy tale show, then the teacher asks the students to answer questions in the thematic book. The teacher brings lesson material with facilities in the form of video presentations using a projector in 3rd Class of Madrasah Ibtidaiyah Al-Ma'had An Nur inviting students to build new knowledge. By looking at the fairy tale videos that are shown, the lesson material is certainly more interesting than the context in the textbook. The teacher explains what a fairy tale is by giving an example in the form of an alternative fairy tale video. Students build new knowledge, apart from reading, students are introduced to various characters in a fairy tale. Understand the characters in the fairy tales presented and then answer the questions provided in the thematic book.

b. **Experiencing**

The implementation of contextual learning methods aims to provide direct experience to students. Teachers invite students to build knowledge through direct experience in a contextual approach. The main principle of learning through practicums is to provide students with experience of the learning material. Direct experience is the main aim of using contextual learning methods. According to Ghofur, students gain direct experience through: expansion, discovery, registration, investigation, research, and others.

The learning process uses contextual learning methods, Teachers provide stimuli to students to increase awareness of the surrounding environment.



The principle of experience is obtained through various exercises to maximize the learning outcomes to be achieved. In the Indonesian language learning process the teacher provides opportunities for students to practice and develop their knowledge. Students are directed by the teacher to carry out active learning activities. Teachers provide learning media facilities to maximize the learning process in 3rd Class of Madrasah Ibtidaiyah Al-Ma'had An Nur.

c. Applying

The Indonesian language learning process for 3rd Class Madrasah Ibtidaiyah Al-Ma'had an Nur applies contextual learning methods. One of the learning outcomes to be achieved by using contextual learning methods is that students are expected to be able to apply the knowledge they have in real world life. Students' cognitive abilities are developed so that their potential can develop during the learning process. The process of learning Indonesian using a contextual approach method emphasizes the potential of students. Based on the learning objectives to be achieved, the Head of the Madrasah stated in the interview as follows:

“In everyday life, what makes me happy is, for example, if I have a teacher who is contextual, that teacher can make us connect with the material even when we haven't studied it. I gave you an example yesterday in class 6. There was one example that I thought could be used as an example. Regarding entrepreneurship, we have not talked about entrepreneurship yet, but the kids, the kids in the dormitory, were immediately told to collect ten or twenty thousand. After that, they told us to make products, some made ice, some made dawet, some made snacks like that. Well, it is fun to record, *wes do tuku* something like that. Well, that is not talking about entrepreneurship, but they have done the math. Wow, he had capital of ten thousand and then he got a profit of ten, which means he got twenty thousand. If he had made a profit, ten would be returned to his pocket money so that it would not decrease. Well, just talking, but the children have already been introduced to the contextualization of the material. So that is what entrepreneurship is like.”

Based on the results of interviews with the Head of the Madrasah, apart from students' cognitive abilities, psychomotor skills must be emphasized more and then developed. The Indonesian language learning process is based on the competencies to be achieved; the teacher provides learning in the form of practice with simple contextual objects. The teacher provides material in the book in real tangible objects, then invites students to practice learning.

d. Cooperating

Learning Indonesian by applying the concept of cooperation. The contextual learning method was chosen because it was considered capable of bringing students to build cooperation, both with teachers, peers, learning resources, or the surrounding environment. The teacher involves students and learning materials in the practicum process in contextualizing the material. The following are the results of an interview with Mrs. Ngabdi Suwati, S.Pd.I as a 3rd Class teacher at MI Al-Ma'had An Nur:

“This cannot be separated from contextual learning because in this learning there is often collaboration between students and teachers or students and their friends. So, we really look for the material that is close to our learning environment. In that environment, for example, we don't look for materials in the form of teaching aids or visuals via multimedia. There, collaboration occurs between students and teachers and students and students. Because there, in its implementation, there will be a learning contract, the essence of which is the learning contract is the rules for implementing the material in that environment. For example, we go out looking for food ingredients and their uses.”

The learning process using contextual methods in Indonesian language subjects at Madrasah Ibtidaiyah Al-Ma'had An Nur aims to train students to work together. The practicum carried out makes students involved in the learning process and builds knowledge. Students' cognitive and psychomotor skills will be honed to carry out instructions given by the teacher.

e. Self-regulating

The self-regulation ability of students is a form of awareness within everyone. Learning Indonesian, the contextual learning method, is expected to be able to encourage students to self-regulate and learn independently. Apart from the concept of cooperation which is the goal of learning using this contextual

method, students are also required to be able to self-regulate. The hope is that with contextual learning, students are required to discover and build new knowledge through learning experiences set by the teacher through practice and audio-visual aids. (Yunianta, 2023b).

Learning Indonesian uses a contextual approach method that invites students to build a framework of knowledge and be active in the learning process. The competency that must be possessed is being able to solve problems that occur in the learning process to form new knowledge because students must construct their own knowledge and then develop it in the form of skills. Because learning is student-centered, each must have self-awareness to regulate and control themselves.

f. Authentic Assesment

Assessment in the Indonesian language learning process uses a contextual learning approach in the form of tasks to answer questions in the study guide book. This is in accordance with the results of observations in the form of interviews with Mrs. Ngabdi Suwati, S.Pd.I, 3rd Class teacher at Madrasah Ibtidaiyah Al-Ma'had An Nur:

"For example, children learn contextually, explained by visible objects. After seeing these objects, then it is brought to reason. So when led to reason, students are directed into problems that no longer require tangible objects. So contextual is just a stage. First, contextual objects are used, then children are directed to narrative questions that require reasoning understanding. Well, for the final assessment, we still use narrative questions, no longer requiring concrete objects. Contextual only helps in the learning process. "For assessment, we still use the questions in the handbook."

From Mrs. Wanti's statement regarding the application of contextual learning methods, after learning is carried out, students will enter the assessment stage. Authentic assessment is used to assess three aspects of learning to be achieved, namely, affective, cognitive, and psychomotor.

## **CONCLUSIONS**

The application of learning methods using a contextual approach is used in Indonesian thematic subjects. The teacher provides material then contextualizes

it with concrete objects around it. The application of learning methods with a contextual approach to Indonesian language subjects has brought several changes. Contextual learning methods have a good impact on students and teachers. In Indonesian language subjects, students are directed to find the meaning of learning, so that the resulting output can provide motivation to learn. Supporting factors for successful learning are that it can increase teacher professionalism and achieve learning goals, and students can find meaning in the learning process. Meanwhile, the inhibiting factor is that not all teachers understand the concept of contextual learning and not all material can be contextualized with concrete objects. For this reason, teachers need to choose another alternative, namely using audio-visual media.

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