IMPLEMENTATION OF THE TEACHING CAMPUS PROGRAM AS AN EFFORT TO IMPROVE THE QUALITY OF EDUCATION AT MERAK THREE ELEMENTARY SCHOOL

Christin Pasaribu

[1]Department of Indonesian Language Education, Faculty of Teacher Training and Education, Sultan Ageng Tirtayasa University, Banten-Indonesia

email correspondence: 2222210013@untirta.ac.id

ABSTRAK

Independent Learning Campus Program (MBKM) has various programs aimed at improving education in Indonesia, one of which is the Teaching Campus Program. The Teaching Campus Program is a forum for students to contribute to the learning process in all schools in Indonesia, especially schools that have poor quality in literacy and numeracy. Merak Three Elementary School, Tangerang Regency, Banten Province, is one of the target schools for the Teaching Campus Program. Students are responsible for assisting teachers in teaching in class, increasing the application of technology in schools, increasing literacy and numeracy, and understanding student characteristics and student learning styles to determine appropriate learning methods. Apart from that, students collaborate with field supervisors (DPL), teachers, school principals and students in carrying out work programs that have been designed. The method used is a qualitative descriptive method. The qualitative descriptive method is research that aims to describe data regarding the phenomena that occur. Data collection techniques are observation and interviews. The Teaching Campus Program at Merak Three Elementary School received a good response from the school and work plans were carried out well, such as making literacy trees, creating decorations for school walls and stairs, implementing Quizizz for exams, etc. It is hoped that the results of this program will increase students' ability to teach, improve the quality of school education, increase insight, and improve relationships with students, teachers and school principals.

Keywords: Learning; Literacy; Education; Proceedings; Conference.

INTRODUCTION

Education is a learning process carried out by students so that students understand, understand and become more critical in thinking. In Indonesia there is a twelve year compulsory school program starting from elementary school, middle school to high school. This was done as an effort to improve education in Indonesia. However, in reality education in Indonesia cannot be said to be good due to several factors, one of which is learning. Learning in Indonesia, especially learning Indonesian Language and Literature, has many shortcomings, starting from teachers' teaching methods, the learning media used and the way the material is delivered. This makes students tend to be lazy about studying Indonesian Language and Literature because they think these subjects are boring. As a result, the learning process went less well and student results (grades) were not good. Therefore, it is important to measure, assess and evaluate the learning of Indonesian Language and Literature.

Since its launch in 2021, the Teaching Campus Program has been running for three years and has 6 classes. Class 5 Teaching Campus starts from February to June. This program emphasizes improving literacy, numeracy, technology and school administration. This program was formed from the problem of low literacy in Indonesia, as evidenced by Indonesia's second lowest literacy position. According to UNESCO data, Indonesian people's interest in reading is very worrying, only 0.001 percent, meaning that out of 1,000 Indonesians, only one person reads diligently. This proves that education in Indonesia is still very low, especially that education in several schools is not evenly distributed. Several factors that cause low education in Indonesia are that schools do not have adequate facilities to support the

learning process, teaching staff are not qualified enough, learning resources such as books are lacking, and so on. Therefore, the Teaching Campus Program is implemented among students so that they can be directly involved in helping education in Indonesia.

The Teaching Campus Program not only focuses on students as teachers, but also guides students to create new innovations that can increase students' enthusiasm for learning. Students are also expected to be able to apply the knowledge gained in college to students and teachers. School placement is determined by students to facilitate transportation to school and the schools selected are schools that lack literacy and numeracy. On average, the schools targeted by the Teaching Campus Program have B or C accreditation, or are not even accredited yet. Technological progress is also an important thing for students and teachers to learn so that students must be able to adapt technology at school. According to Ki Hadjar Dewantara, education is one of the main efforts to provide the spiritual values that exist in the lives of cultural people to each new generation (transfer of culture), not only in the form of "maintenance" but also with the intention of "promoting" and "developing" culture, towards the overall direction of human life. The definition of education based on Law no. 20 of 2003 is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state.

RESEARCH METHODS

The research method is a descriptive qualitative method. Descriptive qualitative is a method that describes phenomena in the form of descriptions. According to Sugiyono (2022), the descriptive qualitative research method is research based on postpositivist philosophy used to research the condition of natural objects where the researcher is the key instrument. Data collection techniques using observation, interviews and problem based learning techniques. According to Kriyantono (2020:291-293) interviews are a way of collecting data and information which is carried out by asking informants directly to obtain complete and in-depth data. Observation According to Nasution in Sugiyono (2020:109) observation is a condition where direct observation is carried out by researchers in order to be better able to understand the context of the data in the entire social situation so that a holistic (comprehensive) view can be obtained. According to Handayani A, et al, (2021:1320) The Problem Based Learning learning model is a sequence of teaching and learning activities that focuses on solving problems that actually occur in everyday life. The place for implementing the campus teaching program is Merak Three Elementary School from 21 February 2023 to 09 June 2023, 08.00-12.00 WIB. Interview sources consisted of school principals, class teachers, subject teachers and students. The name of the principal of Merak Three Elementary School is Oon Guproni, S.Ag. M.Pd. Apart from that, researchers also made observations on students during the learning process in class to determine the characteristics and learning styles of students. The research objects are school conditions, learning facilities, teacher teaching methods, student characteristics and student learning outcomes.

RESULTS AND DISCUSSION
Result

Merak Three Elementary School is the target school for the Teaching Campus which has not been accredited because the accreditation period has expired. This school is located in Tangerang Regency, Banten Province. Before coming to school, students are provided with material that will be useful during placement. The following are the results of the school situation analysis carried out, namely:

1. Condition of the Class Environment In terms of cleanliness, some classes are clean, but some other classes are less clean. Apart from that, there are quite complete cleaning tools such as brooms, mops, feather dusters, etc. to support classroom cleanliness. In terms of the arrangement of items, it is quite neat, starting from the arrangement of books, tables, chairs, to wall decorations in several classes. However, not all classes have a neat arrangement. The class administration is quite complete, including a class picket schedule, subject schedule, class organization structure, and student attendance list. The conclusion is that cleanliness, arrangement of goods, facilities and infrastructure in each class is not evenly distributed.

2. Condition of the School Environment The school environment is quite clean and there is a Akuraki (Reduce Our School Waste) program. Students must bring food and drink containers if they want to buy food or drinks. The development of Akuraki in schools is also quite effective, but some students still throw rubbish carelessly and there are not enough rubbish bins in schools. Apart from that, the size of the field is sufficient for all students. However, the arrangement of the teacher's room is not neat and the stairs are empty (there are no literacy or numeracy decorations). At school there is also a hand washing area to support cleanliness in the school.

3. Learning Process Merak Three Elementary School uses the 2013 curriculum as a guide for the learning process and has not implemented the independent curriculum. Learning methods in class are teacher-centered or use the lecture method. However, this method is less effective if used on students with visual and kinesthetic learning styles. The use of technology in learning has not been implemented evenly, but class 5B is starting to use cellphones as a learning medium. Some teachers have not been able to apply technology to learning and still use manual methods, namely handwriting and books. The learning process in class tends to be boring for students.

4. School Literacy and Numeracy Levels Literacy and numeracy at Merak Three Elementary School is still low because there are children who cannot read and count even though they are in the upper grades such as grades 4, 5 and 6. Apart from that, literacy support facilities such as reading corners are not evenly distributed and the library is not open even though there is one. . This makes it difficult for students to obtain reading material for learning. I also saw the condition of the library during the observation, namely that it was dusty, unkempt, and the books were not neatly arranged.

5. School Development Activities and Teacher Competency There are several activities to develop the school, especially in terms of cleanliness, namely akuaki. Ikuaki activities can improve school cleanliness and reduce waste at school. There are teachers who are undergoing PPG (Professional Teacher Program) to improve their competency as a professional teacher and obtain educator certification. Apart from that, the school supports students taking part in activities that can develop students' interests and talents such as singing competitions, sports competitions, and so on.

6. Technology Only a few teachers can use or utilize technology. The application of technology to learning only occurs in one class, while the other classes do not apply technology. Teachers do not understand how to use technology in learning.

PROGRAM DESIGN
Literacy Program
1. Turn on wall magazines at school so that information media at school is available and students can read more knowledge and the latest information.
2. Add a paca corner in a class that doesn't yet have a reading corner to increase students' enthusiasm for reading by providing exciting story books and decorating the reading corner attractively.
3. Open the library, arrange books neatly, and carry out library administration so that students can visit the library during breaks or after school to read.
4. Decorate the stairs with creative writing stickers to increase students' interest in reading. Create two literacy trees containing the ideals and importance of education for students so that students are more enthusiastic about learning to achieve their dreams in the literacy tree.

Learning Program
1. Carry out learning style mapping using observation methods to determine student learning styles and teaching methods that suit students. This aims to ensure that learning runs in both directions so that learning becomes efficient and effective.
2. Collecting data on students who are less proficient in reading to create study groups with students.
3. Creating fun classes during the learning process with differentiated learning such as applying games when learning.

Numeracy Program

1. Decorate the stair walls with numeration decorations such as numbers, length units, weight units and clocks to improve students' numeracy skills.
2. Make a number game on the field by painting the field. The numeration game is snakes and ladders using multiplication, division, addition and subtraction. Apart from that, there is a mountain table game with multiplication and division.

Technology Program

1. Introduction of using Quizzizz during exams to make it easier for teachers to create questions and assess exam results.
2. Introduction of Microsoft Word to students when learning Indonesian, letter material to improve students' abilities in terms of using technology.

The learning media used in the learning process are literacy trees, numeracy fields, numeracy cranks, numeracy walls, Quizizz, and Microsoft Word. These tools function to assist the literacy and numeracy learning process in schools, such as conducting quizzes with Quizizz technology to implement technology adaptation. Programs that have been implemented during campus teaching assignments are:

1. Class 5A Reading Corner In class 5A, research have created a reading corner with 15 books consisting of Indonesian fairy tales, the mouse deer, and others. Apart from that, research also made reading corner decorations from origami paper and cardboard with literacy and book writing as well as pictures of birds.
2. Library Management My fellow students and I have listed library books with various book labels such as mathematics books, Indonesian, science, social studies, arts and culture, story books, thematic, PJOK, PPKn, and random books to make it easier for students to find types of books and make it easier for library managers to collect data. book. Apart from that, research also created a table for borrowing books and library cards so that the library can continue to run and students can borrow books.
3. Literacy and Numeracy Learning Outside the Classroom Research have created a game of snakes and ladders and mountain tablecloths about numeration on the field with red, green and yellow paint. Apart from that, research also use literacy stickers on the stairs and numeracy on the walls for literacy and numeracy learning outside of school.
4. School Literacy and Numeracy Movement Research formed student study groups for students who are not yet fluent in reading and counting so they can study with students in the library. Students will be taught using media in the form of picture books which will increase students' enthusiasm for learning. Apart from that, research created learning media in the form of a literacy tree written based on students' aspirations.
5. School Administration Research create learning style mapping for teachers to make it easier to choose teaching methods that suit students' learning styles so that learning runs effectively and efficiently.
6. Technology Adaptation Research have taught teachers about using quizizz for exams and have taught students about microsoft word for letter creation. Research have implemented quizizz in grade 3.
7. Implementation of Assessments and Impact of Teaching Campuses Assessment is the process of collecting and processing information to determine students' learning needs, development and achievement of learning outcomes, the results of which are then used as material for reflection and a basis for the next learning process. The AKM pre-test was carried out on March 9 2023 for students in classes 5A, 5B, 5C, each class consisting of 10 students with a total of 30 students. During the literacy pre-test, the number of students who answered correctly was 13.4 and the percentage of students who answered correctly was 45%. After carrying out the pre-test, I analyzed the pre-test questions in preparation for the literacy and numeracy post-test so that students understood more about literacy questions. In the implementation of the post test there was an increase of 4% in the literacy post test to 49% with the number of students who answered correctly being 14.7.

Based on the results of observations, it is known that 220 students at Merak Three Elementary School have carried out learning style assessments. 159 students use a visual learning style, which is the largest number, so it can be concluded that the learning style of most students at Merak Three Elementary School is visual. Another conclusion is that the learning styles used by each student vary greatly between visual, auditory and kinesthetic. Students' learning style when studying is by listening and paying attention to the material being presented, working on questions in groups, understanding reading by reading 2 or 3 times and actively asking the teacher or friends. So the learning styles used by students at Merak Three Elementary School are varied, namely a mixture of visual, auditory and kinesthetic. From the results of the research research conducted, research will suggest that school teachers can provide lessons using methods that vary between visual, auditory and kinesthetic, for example by collaborating learning with writing, reading, listening and practicing. Teachers are expected to be able to provide basic learning style services so that students can understand the characteristics of their learning styles so they can optimize the learning styles used and develop combinations.

To overcome the problem of ineffective learning due to students' learning styles and teachers' teaching methods, differentiated learning can be done. Differentiated learning is student-centered learning. Teachers simply develop their lessons based on students' level of knowledge, learning preferences, and interests. Research can differentiate ourselves with several strategies, but this time research only focus on three strategies, namely the first is content differentiation, the second is process differentiation, and the third is product differentiation.

1. Content Differentiation

   The content is the learning material itself. This can be differentiated in several ways. First, students have different levels of mastery or knowledge of a subject. Some students may have no prior knowledge about the subject matter, some students may have partial knowledge, and some students may have mastered knowledge about the subject matter. Second, students' learning styles are also different. There are visual, auditory, and kinesthetic learners. A visual learner can certainly easily acquire new knowledge through visual representations of certain lesson topics. On the other hand, auditory learners will be able to understand the topic better when they listen to audio or oral explanations from the teacher. Meanwhile, for kinesthetic learners, a student will understand more quickly when he can participate physically in the learning process.

Discussion

In learning Indonesian, there is literature learning which discusses literary works. Technological advances affect various aspects of life, one of which is education and learning. Learning in the modern era uses technology as a learning medium and learning uses student center learning. A similar thing also happens in Indonesian language learning which uses technology as a medium. There are various platforms or applications that can be used by teachers and students to implement Indonesian language learning.

The Merdeka Curriculum is a curriculum with diverse intracurricular learning. Where learning content will be more optimal so that students have enough time to deepen concepts and strengthen competencies. On the other hand, teachers have the freedom to choose various teaching tools. So, learning can be adjusted to the learning needs and interests of students. Starting in 2022/2023, educational units can choose to implement the curriculum based on their respective readiness. Starting from Kindergarten B, Class I, Class IV, VII, and real context (Strengthening Pancasila Student Profile Project). In addition, learning outcomes per phase and flexible lesson hours encourage learning that is fun and relevant to student needs and the conditions of the educational unit. The independent curriculum also provides flexibility for educators and support for teaching tools and training materials to develop educational unit curricula and implement quality learning.

The implementation of learning in the Independent Curriculum is a cycle that goes through three stages. One, diagnostic assessment, the teacher carries out an initial assessment to identify students' potential, characteristics, needs, developmental stages and stages of learning achievement. Assessments are generally carried out at the beginning of the learning year. So, the results can be used

International Conference on Learning Community (ICLC)
1455

ICLC 2024
INTERNATIONAL CONFERENCE
ON LEARNING COMMUNITY
UNTIRTA-INDONESIA

SUPPORT BY :

to carry out further planning regarding the learning methods that should be used. Two, planning, the teacher organizes the learning process according to the results of the diagnostic assessment, and groups students based on ability level. Three, learning, during the learning process, the teacher will conduct formative assessments periodically. This is done to determine student learning progress and make adjustments to learning methods, if necessary. At the end of the learning process, teachers can also carry out summative assessments as a process of evaluating the achievement of learning objectives.

Since childhood, children are required to seek knowledge and study well in order to get satisfactory grades. Both at home and at school, children learn from their environment. One of the problems faced by children when they go to school is that sometimes they get unsatisfactory grades even though they have studied. This could be caused by their not knowing what learning style suits them. Please note that the learning style of one student is different from another student. Therefore, both students, parents and teachers need to pay attention to children's learning styles so that the ability to grasp lesson material between one student and another cannot be affected equally. Learning styles consist of visual, auditory and kinesthetic.

1. Visuals
    This learning style accesses visual images that are created or remembered, for example colors, spatial relationships, portraits, mental images, and prominent images. Learn to use the senses of the eye through observing, drawing, demonstrating, reading, using media and teaching aids. A student prefers to see pictures or diagrams, likes performances, demonstrations or watching videos. For students with a visual style, what plays an important role is the eyes or vision. In this case, the teaching method used by the teacher should be more focused on demonstrations or media, inviting students to objects related to the lesson or by showing the teaching aids directly to the students or describing them.

2. Auditory
    Auditory is a learning style through listening, listening, speaking, presenting, expressing opinions, ideas, responding and arguing. A student prefers listening to audio cassettes, lectures, discussions, debates, and verbal instructions (commands). Recording devices really help the learning of auditory type students. Characteristics of students who have a more dominant auditory learning style, for example, glances to the left or right, level when speaking and moderate. For this reason, teachers should pay attention to their students down to their hearing aids. Children who have an auditory learning style can learn quickly by using verbal discussions and listening to what the teacher says. Auditory children digest the meaning conveyed through tone, voice, pitch (high and low), speed of speech, and other auditory things. Written information sometimes has minimal meaning for auditory children. Such children can usually memorize more quickly by reading texts aloud and listening to tapes. In designing lessons that appeal to learners' strong auditory channels, look for ways to get them to talk about what they are learning. Have them translate their experiences audibly. Have them read aloud dramatically if they wish. Talk to them as they solve problems, build models, gather information, create work plans, master skills, review learning experiences, or create personal meanings for themselves.

3. Kinesthetic
    Kinesthetic is a learning style through physical activity and direct involvement of students in the learning process. Learn through physical activity and hands-on involvement. A student prefers to handle, move, touch and feel or experience body movements (physical activity). For kinesthetic students, learning must involve experiencing and doing. Characteristics of students who predominantly have a kinesthetic learning style, for example, looking down when speaking and speaking more slowly. Children like this find it difficult to sit still for hours because their desire for activity and exploration is very strong. Students with this learning style learn through movement and touch.

In learning, teachers often choose the wrong teaching methods and do not adapt to students' learning styles. In fact, it is very important to choose the right teaching method for students' learning styles. The following are several teaching methods that can be applied in schools, namely:

1. Lecture method

The lecture method is a way of teaching and learning that emphasizes one-way notification from a teacher to students.

2. Discussion method

The discussion method is a way of presenting learning material where the teacher gives students (groups of students) the opportunity to hold scientific discussions in order to gather opinions and make conclusions.

3. Demonstration Method

The demonstration method is a very effective teaching method, because it helps students to find answers on their own based on correct facts. The demonstration in question is a teaching method that shows how something happens. The demonstration method is a teaching method that is quite effective because it helps students to obtain answers by observing a particular process or event.

4. Discovery Method

The discovery method is a modern teaching method that is carried out by developing students' learning methods to be more active, independent and have better understanding. Students look for answers to their own questions, so they can remember them better. This strategy is called the discovery strategy. Students become more active in searching, understanding, and finding answers or related material. Students are also able to analyze the knowledge they gain and then transfer it to society.

5. Problem Solving Model

Problem solving is a model that prioritizes problem solving in learning activities to strengthen the reasoning power used by students to gain a more basic understanding of the material presented.

6. Project Based Learning Method

The project-based learning model is an innovative learning model that is student-centered and determines the teacher as a motivator and facilitator, where students are given the opportunity to work autonomously to construct their learning.

7. Peer Teaching Method

Peer teaching is a learning model that allows students to share their knowledge with their peers or teach their peers. Peer teaching is a learning method that is student-centered.

To overcome the problem of ineffective learning due to students' learning styles and teachers' teaching methods, differentiated learning can be done. Differentiated learning is student-centered learning. Teachers simply develop their lessons based on students' level of knowledge, learning preferences, and interests. Research can differentiate ourselves with several strategies, but this time research only focus on three strategies, namely the first is content differentiation, the second is process differentiation, and the third is product differentiation.

1) Content Differentiation

The content is the learning material itself. This can be differentiated in several ways. First, students have different levels of mastery or knowledge of a subject. Some students may have no prior knowledge about the subject matter, some students may have partial knowledge, and some students may have mastered knowledge about the subject matter. Second, students' learning styles are also different. There are visual, auditory, and kinesthetic learners. A visual learner can certainly easily acquire new knowledge through visual representations of certain lesson topics. On the other hand, auditory learners will be able to understand the topic better when they listen to audio or oral explanations from the teacher. Meanwhile, for kinesthetic learners, a student will understand more quickly when he can participate physically in the learning process.

2) Process Differentiation

The second differentiation strategy that can be implemented is process differentiation. What is meant by process differentiation here refers to how students will understand or interpret the information or material being studied when research have mapped students' learning needs. What research then have to think about is how these needs can be met, what method, what kind of process needs to be prepared so Research know that every student learns, whether our students will work independently or in groups.

3) Product Differentiation

When research talk about product differentiation then research will think about what charges research expect from students. This product is the result of work or performance that students must show us. A product is something that has a form. It can be in the form of essays or writing or test results or performances or presentations or speeches, recordings, diagrams and so on.

CONCLUSIONS

During the four month campus teaching program assignment at Three Merak Elementary School, the researcher designed the program needed by the school according to the results of observations. The program consists of a reading corner, library management, school administration, literacy and numeracy decorations on walls and stairs, literacy trees, fun classes, technology adaptation in the form of Quizzizz and Microsoft Word learning. The design of the work program aims to increase literacy, numeracy and the use of technology in schools. Apart from that, there has been an increase in the implementation of literacy assessments, which indicates that the program implemented has been successful in improving the quality of education in Indonesia. Researchers also found that learning in class still uses the lecture method even though students' learning styles are diverse, there are auditory, visual, kinesthetic and mixed students. This causes learning to not run effectively and efficiently because students do not understand what the teacher is teaching. Therefore, it is important to adapt teaching methods to students' learning styles so that students can easily understand the material and do not get bored during learning.

REFERENCES

Alif Hasanah, d. 2021. Evaluasi Pembelajaran. Bandung: CV. Media Sains Indonesia.

Alpian, Y. (2019). Pentingnya Pendidikan Bagi Manusia. Jurnal Buana Pengabdian. Universitas Buana Perjuangan, Karawang., 1(1).

Anugrah, T. M. F. (2021). Implementasi Pelaksanaan Program Kampus Mengajar Angkatan 1 Terdampak Pandemi Covid-19. AKSELERASI: Jurnal Ilmiah Nasional, 3(3), 38–47.

Arikunto, S. (2013). Manajemen Pendidikan. Jakarta: PT. Rineka Cipta.

Baro'ah, S. (2020). Kebijakan Merdeka Belajar Sebagai Strategi Peningkatan Mutu Pendidikan. Jurnal Tawadhu, 4(1).

Chaeruman. (2008). Mengembangkan Sistem Pembelajaran dengan Model ADDIE. Jakarta: PT. Remaja Rosdakarya.

Darmawan, D. (2016). Mobile Learning (Cetakan 1). Jakarta: Rajawali Pers.

Djiwandono, S. 2008. Tes Bahasa Sebagai Pegangan Bagi Pengajar Bahasa. Jakarta: Indeks.

Emzir. (2013). Metodologi Penelitian Pendidikan: Kualitatif dan Kuantitatif. Jakarta: Raja Grafindo Persada.

Fadhilaturrahmi, F. (2018). Lingkungan Belajar Efektif Bagi Siswa Sekolah Dasar. Jurnal Basicedu, 2(2), 61–69.

Hackathorn, J., Solomon, E., Blankmeyer, K., Tennia, R., & Garczynski, A. (2011). Learning by Doing: An Empirical Study of Active Teaching Techniques. The Journal of Effective Teaching, 11, 44.

Hafzah. (2014). Hubungan Sense of Humor Guru dalam Mengajar di Kelas dengan Motivasi Belajar Siswa di SMA Negeri 1 Sangatta Utara. eJournal Psikologi, 16.

Hamdayama, J. (2015). Model dan Metode Pembelajaran Kreatif dan Berkarakter. Bogor: Ghalia Indonesia.

Harini , I. N., & Karwanto. (2014). Manajemen Hubungan Masyarakat dalam Upaya Peningkatan Pecitraan Sekolah (Studi Kasus di SMP Al Hikamh Surabaya). Jurnal Inspirasi Manajemen Pendidikan, 4, 9-10.

Hartika, Tika. 2010. Pembelajaran dan Penilaian Bahasa Indonesia. Jakarta: Leuser Cita Pustaka.

Hasbullah. 2017. Dasar-Dasar Ilmu Pendidikan. Depok: Raja Grafindo Persada.

Hasyim, M. (2014). Penerapan Fungsi Guru dalam Proses Pembelajaran. AULADUNA, 1, 268.

Kurniawan, H. (2016). Sekolah Kreatif: Sekolah Kehidupan yang Menyenangkan untuk Anak. Yohyakarta: Ar-Ruzz Media.

Moleong, Lexy J. 2001. Metode Penelitian Kualitatif. Bandung: PT Remaja Rosda Karya.

Mulyasa. (2013). Uji Kompetensi dan Penilaian Kinerja Guru. Bandung: PT Remaja Rosdakarya Offset.

Munadi, Y. (2013). Media Pembelajaran: Sebuah Pendekatan Baru. Jakarta: Referensi.

Musfiqon, H. M. (2012). Pengembangan Media dan Sumber Pembelajaran. Jakarta: Prestasi Pustaka.

Nasution, S. (2013). Berbagai Pendekatan dalam Proses Belajar dan Mengajar. Jakarta: Bumi Aksara.

Ngalimun, dkk. (2014). Pembelajaran Keterampilan Berbahasa Indonesia. Yogyakarta: Aswaja Pressindo.

Nurjannah, S. (2015). Pengaruh Penggunaan Multimedia Articulate Storyline Dalam Meningkatkan Hasil Pembelajaran Di Madrasah Aliyah Negeri 3 Kediri. Jurnal Pendidikan Indonesia, 2(2).

Patriana, W. D., Sutama, S., & Wulandari, M. D. (2021). Pembudayaan Literasi Numerasi untuk Asesmen Kompetensi Minimum dalam Kegiatan Kurikuler pada Sekolah Dasar Muhammadiyah. Jurnal Basicedu, 5(5), 3413–3430.

Rudi, Susilana & Cepi, R. (2008). Media Pembelajaran. Bandung: CV Wacana Prima.

Tarigan, D. (1991). Pendidikan Bahasa Indonesia 1. Jakarta: DEPDIKBUD.