

Efforts to Increase the Interest and Learning Outcomes Students in Learning Indonesian Through Slipboard Media

by cecil heltrimartin

Submission date: 23-May-2024 09:55PM (UTC+0700)

Submission ID: 2383845423

File name: 728-Article_Text-4045-1-10-20230930.pdf (246.79K)

Word count: 6845

Character count: 36839



Efforts to Increase the Interest and Learning Outcomes Students in Learning Indonesian Through Slipboard Media

Awliya Nur Oktadita¹, Cecil Hiltrimartin², Destiana Wati³

¹Faculty of Teacher Training and Education, Sriwijaya University, Sumatera Selatan, Indonesia

²Elementary School 07 Palembang, Sumatera Selatan, Indonesia

Article Info

Article history:

Received Sep 01, 2023
Revised Sep 22, 2023
Accepted Sep 25, 2023
OnlineFirst Sep 29, 2023

Keywords:

Interest
Slipboard Media
Students

ABSTRACT

Purpose of the study: This research aims to increase class IV students' interest and learning outcomes in learning Indonesian through slip board media.

Methodology: The research method used was classroom action research, which is carried out at Elementary School 07 Palembang in class IV A. The sampling technique used was purposive sampling. The data collection instruments used were observation instruments and evaluation tests. The data analysis used is qualitative descriptive techniques and quantitative percentages of student interests and learning outcomes.

Main Findings: Based on the research results, it is known that there has been an increase in students' interest and learning outcomes in learning Indonesian. This means that by using slip board media, students are able to increase their learning activities.

Novelty/Originality of this study: The newness of this research lies in the slip board media used by researchers, where learning Indonesian can increase students' interest and learning outcomes. The limitation of this research is that it only focuses on class IV A of elementary schools. Researchers recommend that other research develop slip board media for Indonesian language learning or use other media in order to increase the interest and learning outcomes of elementary school students.

7

This is an open access article under the [CC BY-NC license](#)



Corresponding Author:

Awliya Nur Oktadita,
Faculty of Teacher Training and Education, Sriwijaya University, Sumatera Selatan, Indonesia
Jl. Masjid Al Gazali, Bukit Lama, Kec. Ilir Bar. I, Kota Palembang, Sumatera Selatan 30128
Email: awliyanur01@gmail.com

1

1. INTRODUCTION

Education is an effort made by humans to develop themselves in a learning process. Education for humans is very important, because with education humans can develop their potential both in terms of knowledge and skills or talents. However, in the world of education, it is not just about learning theory and skills, but education also educates a generation that has noble character, noble character, creativity, obedience to God Almighty, discipline, responsibility and so on. This is in accordance with Law number 20 of 2003 concerning the National Education System (Sisdiknas), article 1 paragraph 1 which states that teachers have an important role, so that learning must be carried out in a way that can direct students to be more active in developing their potential [1].

Therefore, students must have religious spiritual strength, good self-control, good personality, intelligence, noble character and good skills for themselves, society, nation and state. Education in the 21st century must be done with something new for participants. educate. This is because teaching a lesson at school depends on the material, media and methods used by teachers in class [2]. The desired learning in the 21st

7

Journal homepage: <http://cahaya-ic.com/index.php/JBER>

century is that students do not feel bored, so it is necessary to create learning that can attract students' attention, especially for elementary school children. Knowledge regarding learning material provided by teachers to students with the aim that students can recognize, understand and be able to apply it in everyday life [3].

Basic education is a process of knowledge and skills to develop basic attitudes towards higher education. The role of teachers is very important for students' lives to gain knowledge both academic and non-academic and to develop good character. Therefore, teachers are the main source for students to gain knowledge as well as facilitators to make it easier for students in the learning process at school. Due to this, students must think creatively, innovatively and actively in learning and be able to improve their learning abilities. Indonesian language learning is directed at improving students' ability to communicate in correct Indonesian, both orally and in writing and can foster students' appreciation for their work [4]. Indonesian language learning is directed at improving students' ability to communicate using Indonesian properly and correctly which includes four aspects of skills, namely listening, speaking, reading and writing skills [5]. Language has a very important role in life, both in the fields of education, social and community [6]. Therefore, teachers have a very important role in paying attention to these four aspects of skills. This is where students can master these four skills well so that students are able to master these skills during the learning process.

By learning Indonesian, students can improve their communication well and correctly. Competency standards in Indonesian language subjects are a minimum qualification of students' ability to complete knowledge tasks, language skills and positive attitudes in the language [3]. So it is necessary to pay close attention if one of the students has not been able to master these competency standards, then follow-up actions need to be taken so that this does not become a problem in the learning process. Learning media is everything about learning tools that can be used to provide learning resources for students in learning, so that it can attract students' attention and interest in learning so that learning is more effective [7]. Learning media has a very important role in the effectiveness and efficiency of students' learning process activities [8]. So that the existence of tools in the form of learning media can have an influence on students in order to make it easier for students to learn, because media can be used to make things that are initially abstract become real (concrete) [9]. Learning media consists of tools used by teachers in conveying the content of learning material.

The use of this media can provide motivation to students in learning. Because with this learning media, a learning resource component that contains instructional material in the environment around students can motivate students to learn [10]. The thing that makes the learning process run well is by using the right media, according to the subject being taught. Therefore, learning media is a component that does not stand alone but is interconnected with other components in order to create the desired learning process [11]. In essence, learning media is something that is done by teachers to help students learn according to their needs and interests [12]. With this language learning media, students will experience cognitive and psychomotor activities in learning [13]. Therefore, it is important for teachers to use learning media so that students can be active in the learning process in Indonesian language subjects in listening, reading and writing.

Therefore, using media can help students to understand the material that will be presented by their teacher. This means that elementary school students are expected to be able to master four components of language, namely listening, reading, speaking and writing [14]. Seeing the changing conditions of education in Indonesia in order to attract students' attention to Indonesian language subjects, namely learning models or media that are appropriate to the material to be discussed so that students can focus on learning [2]. By having the right model or media in Indonesian language subjects, students can be more active in learning and student learning outcomes can improve well.

There is a lot of data showing that Indonesian language learning in schools is decreasing. Problems experienced by students in Indonesian language subjects include the lack of interest of students in creating an essay [15]. This is where for elementary school children there are still many students who do not understand well how to make an essay, because the capacity for elementary school children needs to be given a picture so that students can think creatively and innovatively. The decline in student interest can affect students' learning activities from the beginning to the end of the learning process. This can affect students who lack confidence when speaking in front of the class and reduce students' activeness in asking or answering questions from students. Students also only listen when the teacher explains the material so that learning in class decreases slightly. What students learn through their sense of hearing is 11% and students' sense of sight is 85%. This also has an influence on students' memories. What they can hear is 20% and 50% of what students see and hear [16]. It can be hoped that a teacher will pay attention to the interests of each student so that student activity can increase.

The thing that channels the most knowledge into the brain is the eyes. Approximately 75% to 87% of human knowledge is obtained through the eyes. Meanwhile, the other 13% to 25% is channeled through other senses. So it can be concluded that teaching aids can make it easier for teachers to convey material to students, so that students can receive learning material that has been delivered by their teacher [11]. Therefore, the use of media that is appropriate to the subject taught is very important in students' learning activities, so that students can understand well the material that will be presented by their teacher. Therefore, interest in learning for

students is something that can determine whether students are successful or not in learning. This means that if students have an interest in learning, then it can be ensured that these students will try their best to master and learn the material that will be conveyed by their teacher [17].

The existence of these conditions causes learning using learning media not to be widely used by teachers during the learning process. A teacher needs to provide stimulation and provide reinforcement to students so they are able to learn a lesson. In fact, this can increase students' interest and attention to learning during the learning process [18]. An individual's interest in learning in learning activities is something that is very important to support the smooth running of learning and teaching activities both in the classroom and outside the classroom [19]. This is also a lack of interest in students' learning because in Indonesian language subjects students only hear explanations from the teacher, learn only using books so that students' learning activities in Indonesian language subjects decrease. By using slip board media, students can understand each material they study and of course it can attract students' attention.

This can also increase students' motivation and enthusiasm for learning with the help of slip board media. However, the facts above mean that students only listen to the material presented by the teacher without any media assistance. Classroom learning dominates students as learning objects so that they do not provide opportunities to utilize concrete media that can hone students' thinking skills in learning. In learning activities in Indonesian language subjects, students feel bored and unenthusiastic and less interested in participating in the learning process in class [4]. This causes students to become irresponsible in completing their assignments as well as learning activities that only involve watching and there is no variation in learning.

Learning activities are less diverse so that students feel bored and students are less involved in learning activities [20]. Students who are the main actors in learning have different characteristics, so that their interest in learning is as varied as in learning Indonesian activities that are liked by students such as attracting students' attention to an activity [21]. This means that in the learning process students can participate in learning directly. Because with interest, students will be more enthusiastic and enthusiastic about participating in the learning process in class. This means that when someone who has an interest does something about something that students are interested in, that action can be motivated by itself.

The learning outcomes obtained by students in studying are also very important, because this is done to increase students' abilities in learning Indonesian. Learning outcomes are the ability or mastery of students who have achieved material and skills in each subject [22]. Learning outcomes are evaluation tools and materials to see the results of students' success in learning. There are several factors that influence learning outcomes, including internal and external factors. Internal factors consist of learning ability, learning motivation, attention, attitudes and habits in learning, perseverance, physical and psychological factors [23]. Therefore, factors that influence students' learning outcomes should not influence students' learning activities in class. What can make students interested or want to do something is by linking subjects with the media that will be used, so that they can achieve good achievements in each subject [3]. It is hoped that the presence of appropriate teaching media can increase student interest and learning outcomes.

Efforts to increase students' interest and learning outcomes in Indonesian language subjects cannot be separated from the teacher's role as a facilitator in the classroom. Teachers need to manage their classes in order to arouse students' interest in learning. What teachers can do is to use learning media in class so that students can understand the material that will be presented by the teacher. The learning media that can be used by teachers is slip board media. Based on direct observations made by researchers on class IV A students at SDN 07 Palembang, it can be seen that in their interest and student learning outcomes in Indonesian language subjects are still low. Students who are bored when paying attention to the teacher using the lecture method and the students' attention is not focused on the material, but are busy talking to their classmates.

This is because teachers do not use learning media during Indonesian language subject hours. The media used by teachers only uses textbooks. Apart from media, there is also Indonesian language material which makes students complain while learning is taking place. Students who have difficulty understanding the content of the material, so this results in students being less interested in learning. The reason why students lack interest in learning is because they do not use learning media. Media that has not been used by students in learning Indonesian is slip board media.

Based on these problems, researchers took action by using slip board media to increase students' interest in learning Indonesian. Due to these problems, learning activities are needed that can attract students' attention to learning. What can attract students' attention is by preparing media in concrete form. Students' attention will be focused on the media. So that indirectly students are involved in learning and students can be actively involved in learning. Specifically, this research aims to increase students' interest and learning outcomes in learning Indonesian using slip board media in elementary schools.

2. RESEARCH METHOD

This research uses the type of Classroom Action Research. Classroom Action Research as a study of research carried out by educational actors in an effort to improve the quality of learning through planned actions and having an impact on the actions taken [24]. The research model used is a model Kurt Lewin. The subjects of this research were students in class IV A of State Elementary School 07 Palembang, totaling 22 students who were obtained using the technique purposive sampling. The data collection instruments used were observation sheets and evaluation tests for students.

The test technique is carried out using multiple choice questions, while the non-test technique is carried out by observing students about their learning interests, namely observation. Observation is an activity that has been planned to observe and record students' behavior in the learning process directly with the aim of collecting data about students' learning interests during the learning process in class [25]. Research instruments are tools used to collect the data obtained. The data obtained in this research is quantitative data which is then processed into qualitative data using descriptive statistical data analysis techniques. The criteria to be achieved in this research are to include indicators, namely to increase students' interest and learning outcomes in learning Indonesian using slip board media with a minimum completion (KKM) of 70.

3. RESULTS AND DISCUSSION

The following are the results of processing data on students' interest activities and learning outcomes in learning Indonesian using the class IVA slip board at Elementary School 07 Palembang.

Pre-Cycle

The initial condition of class IV A students at Elementary School 07 Palembang in the odd semester was 22 students, namely 13 men and 9 women. There are several learning problems that occur in the classroom during the learning process. This is where students' interest and learning outcomes are very low in learning Indonesian. The cause of this problem is the absence of concrete media that can be used by students to support learning material. So, students feel bored because learning is watched and students' enthusiasm for learning is very low. Some students were seen to be unfocused in learning and students were more interested in their own world and playing with their classmates [26]. Students feel bored and their attention is not focused on the learning taught by the teacher. Based on previous observations during evaluation tests, student learning outcomes in Indonesian language learning in class IV A were classified as very low.

Previous research has examined the learning interest of students who use image media [27]. Learning in social studies learning using image media for class IV students has improved very well, this means that students can understand the material presented by their teacher. Because there are pictures that can be understood easily by students. The results of students' interests and learning outcomes during the pre-cycle are as follows.

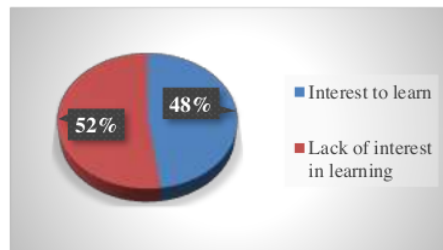


Figure 1. Diagram of students' pre-cycle learning interests

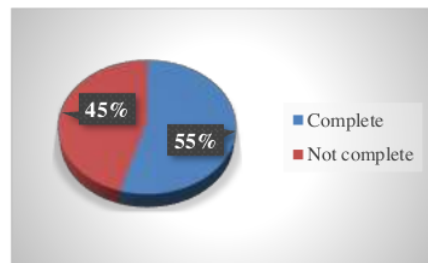


Figure 2. Completeness of students' pre-cycle scores

Table 1. Percentage of Indonesian Language Scores for Class IV A Pre-Cycle Students

Category	Frequency	Percentage (%)	Number of Values
Complete	12	45%	985
Not Completed	10	55%	520
Total	22	100%	1505

Based on students' learning interest activities carried out in the pre-cycle of Indonesian language learning in class IVA, it is classified as low. This is where the learning process does not use slip board media, so student interest in learning is 48% and lack of interest in learning is 52%. The interests that students have during the learning process can be seen from the students' attitudes when they are in class [28]. Students will have an interest in learning by paying attention and being interested in seeing something they think they are interested in understanding something they are learning. With this data, researchers need to make improvements so that students' interest in learning Indonesian can increase. Therefore, it is necessary to adjust the media that will be used so that students' understanding of learning can run effectively and participants' learning goals can be achieved [29]. Meanwhile, student learning outcomes can be seen in table 1 and figure 1, that the number of children who completed it was only 45% and 55% who did not complete it. Due to this, the number of children who completed the learning completion standard was 12 students and 10 students who did not complete it, so the average score obtained was only 56.1, so this pre-cycle learning activity was classified as very low in Indonesian language learning. The learning results obtained can show the success that students have achieved during the learning process [30].

Cycle I

Cycle I Implementation Activities

The learning plan in cycle I includes the following: (1) Preparing a Learning Implementation Plan (RPP), (2) Preparing teaching materials, media, learning resources, (3) Preparing observation sheets to make observations on students' learning interest activities, (4) Prepare LKPD, and (5) Prepare evaluation tests. Cycle actions will be carried out on Thursday 27 July 2023 and 29 July 2023 at 07.30– 08.45 WIB. Based on observations of student interest activities and learning outcomes carried out in class 4A on Thursday 27 July 2023, it can be seen in the following table and diagram.

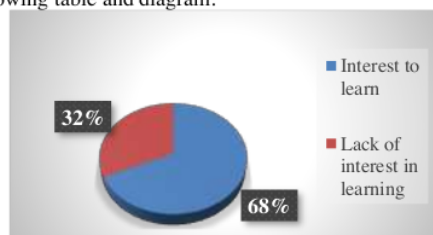


Figure 3. Cycle I Learning Interest Activity Diagram Class IV A Students

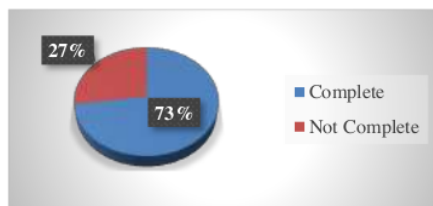


Figure 4. Cycle I Value Completeness Diagram Class IV A Students

Table 2. Percentage of Indonesian Language Scores for Class IV A Cycle I Students

Category	Frequency	Percentage (%)	Number of Values
Complete	15	73%	1275
Not Complete	7	27%	335
Total	22	100%	1610

Based on the results of observations made regarding student learning activities regarding student interest in learning, the data collected in cycle I increased. This is where the learning process in Indonesian language subjects has used media, namely slip boards, in accordance with indicators regarding students' learning activities so that students' interest in learning increased by 68% and lack of interest in learning by 32%. The

learning process carried out by utilizing learning media can foster students' enthusiasm for learning and **can make students more active in learning** [31]. Meanwhile, student learning outcomes **can be** seen in table 2 and diagram 4, that the number of children who completed it was 73% and 27% who did not complete it. Due to this, the number of children who completed the learning completion standard was 17 students and 5 students who did not complete it with an average score of 62.2. Increasing student learning outcomes by using media can increase students' concentration and speed of thinking to become more active, think critically and creatively [32]. So the learning activities in cycle I have improved well, because the learning process in cycle I has prepared slip board media to support students' learning activities and link learning with students' daily activities. **the learning outcomes obtained by students during the learning process are the experiences gained by students which include the cognitive, affective and psychomotor domains** [33].

3 Cycle I Reflection

Based on the results of research carried out in cycle I, research activities were carried out to make improvements in the next cycle, namely cycle II. What needs to be reflected on in cycle I is improving the slip board media that will be used by students. It needs to be repaired on the board, preferably using rice cardboard so that it can look upright when showing the media to students. The writing on the slip board needs to attract students' attention with brighter colors suitable for elementary school children and decorate the slip board to make it more colorful and lively. In accordance with the name of the media, slip board, which inserts images and writing on the media board. So, it is necessary to enlarge the pictures and writing so that they can be seen by students and cover the pictures and writing with cardboard so that they look good when shown to students.

Making improvements to Indonesian language learning materials requires attracting students with pictures. This can make students think critically, creatively and innovatively. Relate students' daily activities according to the pictures used. This can make students more enthusiastic in learning and the use of slip board media can improve students' learning in learning. Overcoming problems in Indonesian language learning can't **be explained in theoretical form alone and only focused on textbooks, but it is necessary to make learning fun so that students can be actively involved in every activity in the learning process** [34]. **The existence of learning media such as pictures can provide extensive knowledge and experience for students so that students can remember well the material that will be presented** [35].

Cycle II

Cycle II Learning Implementation Activities

Learning plans in cycle II include the following: (1) Preparing a Learning Implementation Plan (RPP), (2) Preparing teaching materials, media, learning resources, (3) Preparing observation sheets to make observations on students' learning interest activities, (4) Prepare LKPD, and (5) Prepare evaluation tests. Cycle actions will be carried out on Thursday 1 August 2023 and 8 August 2023 at 07.30 – 08.45 WIB. Based on observations of student interest activities and learning outcomes carried out in class 4A on Tuesday 1 August 2023, it can be seen in the following table and diagram.

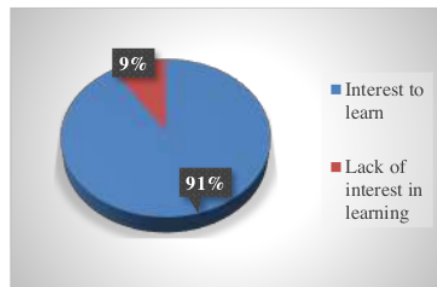


Figure 5. Cycle II Learning Interest Activity Diagram Class IV A Students

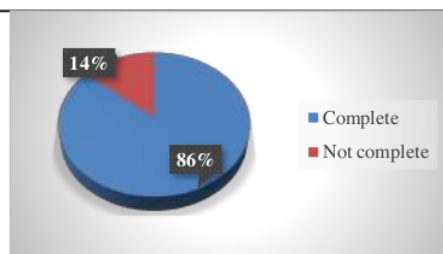


Figure 6. Cycle II Value Completeness Diagram Class IV A Students

Table 3. Percentage of Indonesian Language Scores for Class IV A Cycle II Students

Category	Frequency	Percentage (%)	Number of Values
Complete	19	86%	1718
No Complete	3	14%	193
Total	22	100%	1841

Based on the results of observations regarding the data in diagram 5 which was collected from students' learning interest activities carried out in cycle II, it can be seen that students' interest in learning Indonesian in class IV A has increased very well. By using media, students can understand the material presented by the teacher, when compared to using the lecture method and explaining the material without using media [27]. Therefore, the media really helps students to understand well the meaning of the learning material presented by the teacher. The important thing to increase students' interest in learning so that students can easily understand the learning material is to use fun and interesting learning media during the learning process [36]. This is where the learning process in Indonesian language subjects already uses media, namely slip boards, in accordance with indicators regarding students' learning activities and is in accordance with the results of reflection in the previous cycle I. Therefore, students' interest in learning increases by 91% and lack of interest in learning as much as 9%. Students' interest in learning is very important in every student's learning activities [28]. So the learning activities in cycle II have improved well, because the learning process in cycle II has made improvements to the slip board media in accordance with the results of reflection in cycle I. The slip board media itself consists of pictures and writing, where students insert pictures and writing according to the material provided by the teacher in Indonesian language subjects. The existence of media in the form of students' pictures can foster creative ideas so that they can attract students' attention to have an interest in carrying out learning activities [35].

Based on student learning results, it can be seen in Figure 6 and Table 2 that the number of children who completed it was 86% and 14% who did not complete it. Due to this, the number of children who completed the learning completion standard was 19 students and 3 students who did not complete the study with an average score of 82.1. So the learning activities in cycle II have improved very well. This is where improvements have been made in accordance with the results of reflection in the previous cycle. So student learning outcomes improve very well. Based on the results of previous research, students' learning outcomes increased well, namely 86.67%, so that the learning process was said to have been successful because the learning outcomes had reached a completeness score of 80% [37]. The same thing as previous research regarding the evaluation scores in cycle II was carried out and obtained from 22 students, there were 19 people who completed it with a percentage score of 81%, while 3 people did not complete it with a percentage of 14% with the average learning outcome value being amounted to 81.09 [34].

By comparing the two previous studies, it can be seen that students' learning outcomes in each cycle will improve well if they are combined with learning media that is appropriate to the subjects being taught. Because in cycle II the learning outcomes of class IV A students in learning Indonesian increased well, so the learning process carried out was successful because the KKM score was 70. So the use of slip board media during learning activities can increase interest, and student learning outcomes in each cycle. So it can be said that the learning process in Indonesian language subjects for class IV A students was successful.

Cycle II Reflection

Based on the results of research carried out in cycle II, research activities starting from preparation to implementation were considered successful. This is based on the level of ability of students in terms of their learning outcomes being good.

Table 4. Data on Increased Learning Interest Activities of Class IV A Students

Pre Cycle	Cycle I	Cycle II
11 Students 48%	17 Students 68%	20 Students 91%

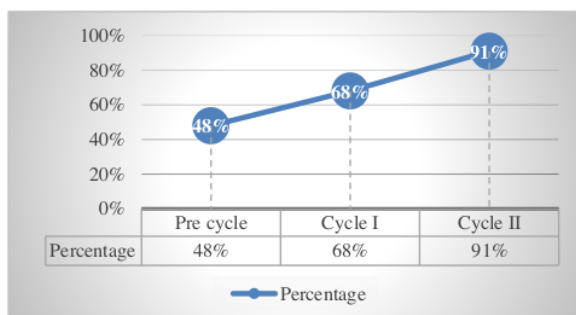


Figure 7. Percentage Graph of Increased Interest in Learning Indonesian Language Learning Using the Slip Board for Class IV A Students

Table 5. Data on Improving Learning Outcomes for Class IV A Students

Achieve KKM, namely 70	Pre Cycle	Cycle I	Cycle II
	12 Students 45%	15 Students 73%	19 Students 86%

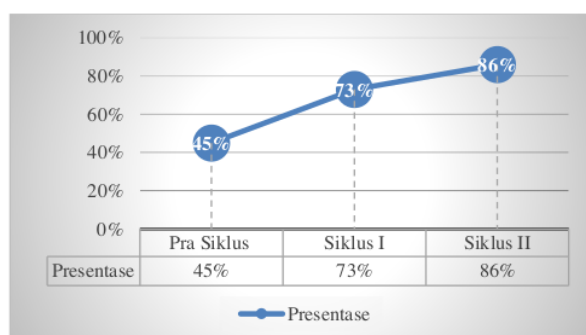


Figure 8. Percentage Graph of Increase in Learning Outcomes in Indonesian Language Learning Using the Slip Board for Class IV A Students

Based on the graph above, students' interest and learning outcomes in learning Indonesian using slip board media from pre-cycle to cycle II have increased. This is proven by the fact that there are many students who have achieved the expected assessment. Based on the results of research from the beginning of the pre-cycle found by researchers regarding the problems faced by students, interest and learning outcomes in Indonesian language learning from cycle I to cycle II showed very good improvement. The use of image media must be made as attractive as possible by creating colorful images and large shapes so that they can be seen by all students in the class [27]. This can be seen during the pre-cycle or before learning improvements, regarding the interest in learning of 22 students, regarding interest in learning there were 11 students at 48% and there were 12 students at 52% lacking interest in learning. Meanwhile, the learning outcomes of students in the pre-cycle before improving learning, of the total of 22 students, there were 12 students who had a completion score of 45% and 10 students who had an incomplete score of 55%.

Then, when improvements were made in cycle I, there was an increase in student interest and learning outcomes. This is where students' interest in learning has increased from initially only 11 people to 15 with an increase of 68% while those who are less interested in learning, initially there were 12 people, have become 7 people by 32%. It can be seen that students' interest in learning can increase because of assistance with students' learning activities, namely using media. This media can attract the attention of students, which increases the focus of students on learning Indonesian which is not focused because they watch too much. Because students' attention is diverted to the media that will be used in the learning process. Media with the inclusion of an image

is a simple visual media and makes it easier for students to understand the content of the material and this can stimulate students to learn [38]. Student learning outcomes also increased in cycle I, where initially only 12 children had passing grades to 17 children whose grades had improved. The learning outcomes of students who completed were 73%, while those who did not complete, from 10 children to 5 children, was 27%.

Furthermore, in cycle II, students' interest and learning outcomes in learning Indonesian using slip boards in class IVA increased well. It can be seen that 20 students are interested in learning at 91%, while 2 children are less interested at 9%. Meanwhile, the learning outcomes of 19 students who completed were 86% and those who did not complete were 14%. So, the average initial action on student learning outcomes which was only 56.1 has increased with an average value of 82.1. So, it can be concluded that class IV A students have achieved the expected KKM of 70. Increased student learning outcomes in Indonesian language subjects can be produced due to the effectiveness of learning motivation in students and the teacher's ability in learning activities, so that student learning outcomes can improve greatly [39]. Because of the teacher's ability to make the learning process fun and attract attention to learning, is by utilizing learning media to support students' learning needs in understanding learning material. So that students can understand every material presented by the teacher.

4. CONCLUSION

Based on the results of research from the beginning of the pre-cycle found by researchers regarding the problems faced by students, interest and learning outcomes in Indonesian language learning from cycle I to cycle II showed very good improvement. This also cannot be separated from the teacher's ability to make the learning process enjoyable and attract students' attention to learning. This is by utilizing learning media to support students' learning needs in understanding learning material. So that students can understand every material presented by the teacher.

ACKNOWLEDGMENT

The researcher would like to thank the principal and class teachers as well as class IV A students who have allowed the researcher to carry out this research. The researcher also would like to thank the field supervisor, tutor and colleagues who have directed, provided advice and motivated the researcher while conducting research in class IV A.

REFERENCES

- [1] Yandri A, "Peranan dalam Menciptakan Peserta Didik yang Berkualitas. Diambil kembali dari Pendidikan Karakter," *Kemendikbud*, 2022. <https://gurudikdas.kemdikbud.go.id/news/pendidikan-karakter-:peranan-dalam-menciptakan-peserta-didik-yang-berkualitas> (accessed Aug. 24, 2022).
- [2] S. A. Syihabudin and T. Ratnasari, "Model Pembelajaran Bahasa Indonesia yang Efektif pada Anak Usia Sekolah Dasar," *J. BELAINDIKA (Pembelajaran dan Inov. Pendidikan)*, vol. 2, no. 1, pp. 21–31, 2020, doi: 10.52005/belaindika.v2i1.26.
- [3] H. Hanafi, L. Adu, and H. Muzakkir, *Profesionalisme Guru dalam Pengelolaan Kegiatan Pembelajaran di Sekolah*. Yogyakarta: CV Budi Utama, 2019.
- [4] E. P. Sari and I. Mukhlisina, "Pengembangan Media Papan Tebak Gambar Pada Teks Deskripsi Siswa Kelas 1 Sekolah Dasar," *J. Basataka*, vol. 6, no. 1, pp. 118–126, 2023, doi: 10.36277/basataka.v6i1.235.
- [5] N. Hidayah, *Pembelajaran Bahasa Indonesia di Perguruan Tinggi*. Yogyakarta: Garudhawaca, 2016.
- [6] N. Samsiyah, *Pembelajaran Bahasa Indonesia di SD Kelas Tinggi*. Jawa Timur: CV. AE Media Grafika, 2016.
- [7] R. Y. Krisanti, S. Suprihatien, and D. Y. Suryarini, "Pengembangan Media Pembelajaran Boneka Tangan Mata Pelajaran Bahasa Indonesia Materi Menyimak Dongeng Pada Siswa Kelas II Sekolah Dasar," *Trapsila J. Pendidik. Dasar*, vol. 2, no. 02, p. 24, 2020, doi: 10.30742/tpd.v2i2.918.
- [8] F. Setiawan, "Upaya Meningkatkan Keterampilan Menulis Karangan Siswa Kelas Iv Sekolah Dasar Dengan Menggunakan Media Gambar Berseri," *ELSE (Elementary Sch. Educ. Journal)*, vol. 1, no. 1, pp. 26–37, 2017, doi: 10.30651/else.v1i1.867.
- [9] S. Nurfadhillah, *Media Pembelajaran*. Jawa Barat, 2021.
- [10] A. Suryadi, *Teknologi dan Media Pembelajaran Jilid 1*. Jawa Barat: CV Jejak, 2020.
- [11] R. Sumiharsono and H. Hasanah, *Media Pembelajaran*, 1st ed. Jawa Timur: CV Pustaka Abadi, 2017.
- [12] C. Kustandi and D. Dermawan, *Pengembangan Media Pembelajaran Konsep & Aplikasi Pengembangan Media Pembelajaran bagi Pendidik di Sekolah dan Masyarakat*. Jakarta: Kencana, 2020.
- [13] P. K. Dewi and N. Budiana, *Media Pembelajaran Bahasa*. Malang: UB Press, 2018.
- [14] G. R. Syatauw, S. Solehun, and N. Rumaf, "Peningkatan Kemampuan Membaca Permulaan melalui Permainan Kartu Huruf Mata Pelajaran Bahasa Indonesia di Sekolah Dasar," *J. Papeda J. Publ. Pendidik. Dasar*, vol. 2, no. 2, pp. 80–86, 2020, doi: 10.36232/jurnalpendikdasar.v2i2.495.

- [15] M. Ali, "Pembelajaran Bahasa Indonesia Dan Sastra (Basastra) Di Sekolah Dasar," *PERNIK J. Pendidik. Anak Usia Dini*, vol. 3, no. 1, pp. 35–44, 2020, doi: 10.31851/pernik.v3i2.4839.
- [16] A. A. Akbar and T. Tarmam, "Pengaruh Penggunaan Media Gambar Terhadap Hasil Belajar Bahasa Indonesia Pada Siswa Kelas Iv Sekolah Dasar," *JRPD (Jurnal Ris. Pendidik. Dasar)*, vol. 1, no. 1, pp. 40–48, 2018, doi: 10.26618/jrpd.v1i1.1238.
- [17] H. R. Setiawan and D. Abrianti, *Menjadi Pendidik Profesional*. Medan: Umsu Press, 2021.
- [18] H. Surya, *Percaya Diri Itu Penting*. Jakarta: PT Elex Media Komputindo, 2007.
- [19] E. D. Puspitasari, N. Febrianti, and Y. Hanafi, *Pembelajaran untuk Menjaga Ketertarikan Siswa di Masa Pandemi*. Yogyakarta: UAD Press, 2021.
- [20] I. Nurcahyanti, U. Samandhy, and W. Florentina, "Peningkatan Keterampilan Menulis Permulaan melalui Metode SAS dengan Media Papan Selip," *Joyf. Learn. J.*, vol. 3, no. 4, pp. 139–144, 2014, doi: 10.15294/jlj.v3i4.5920.
- [21] E. R. Sawitri, *Model Discovery Learning Berbantuan Komik Untuk Meningkatkan Minat dan Hasil Belajar*. Jawa Timur: Uwais Inspirasi Indonesia, 2019.
- [22] I. P. A. A. Payadnya, I. M. S. Hermawan, I. A. M. Wedasuwari, Rulianto, and G. A. N. T. Jayantika, *Panduan Lengkap Penelitian Tindakan Kelas (PTK)*. Yogyakarta: CV Budi Utama, 2022.
- [23] Hadiyanto, *Teori dan Pengembangan Iklim Kelas & Iklim Sekolah*. Jakarta: Kencana, 2016.
- [24] S. Arikunto, Suhardjono, and Supardi, *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara, 2015.
- [25] W. Sanjaya, *Penelitian Tindakan Kelas*. Bandung: Prenada Media, 2016.
- [26] K. H. Saputro, P. A. Tri, and S. Raharjo, "Upaya Meningkatkan Minat Belajar Siswa Kelas IV SDN Padas pada Pelajaran Matematika Melalui Penggunaan Media Benda Konkret," *J. Ilm. Pendidik. Dasar*, vol. 08, no. 2, pp. 1593–1611, 2023, doi: 10.23969/jp.v8i2.9679.
- [27] F. Lakari, F. Ismail, and I. Syah, "Upaya Meningkatkan Minat Belajar Siswa Kelas IV Pada Pembelajaran IPS Dengan Menggunakan Media Gambar," *J. Elem. Educ. Res.*, vol. 1, no. 2, pp. 49–55, 2021, doi: 10.30984/jeer.v1i2.67.
- [28] K. S. Adnyana and G. N. A. Yudaparnita, "Peningkatan Minat Belajar IPAS Berbantuan Media Gambar Pada Siswa Sekolah Dasar," *Edukasi J. Pendidik. Dasar*, vol. 4, no. 1, p. 61, 2023, doi: 10.55115/edukasi.v4i1.3023.
- [29] F. Nurluthfiana, E. U. Masytoh, S. Berliana, and W. Jannata, "Pentingnya Upaya Meningkatkan Minat Belajar IPS Dengan Menggunakan Media Audiovisual Pada Siswa SD Kelas Rendah Di SD Negeri Kunir 1 Dempet Demak," *Pros. Semin. Nas. Pendidikan, Bahasa, Sastra, Seni, dan Budaya*, vol. 2, no. 1, pp. 375–384, 2023, doi: 10.55606/mateandrau.v2i1.307.
- [30] A. Widhayanti and M. Abduh, "Penggunaan Media Audiovisual Berbantu Power Point Untuk Meningkatkan Hasil Belajar Peserta Didik di Sekolah Dasar," *J. Basicedu*, vol. 5, no. 3, pp. 1652–1657, 2021, doi: 10.31004/basicedu.v5i3.975.
- [31] K. Aristia, C. E. Nasryah, and A. A. Rahman, "Efektifitas Penggunaan Media Pembelajaran Celengan Gambar Untuk Meningkatkan Hasil Belajar Siswa Tema Peduli Terhadap Makhluk Hidup Kelas IV SD," *Edunesia J. Ilm. Pendidik.*, vol. 1, no. 2, pp. 16–25, 2020, doi: 10.51276/edu.v1i2.33.
- [32] N. Yiran and Suniati, "Upaya Meningkatkan Hasil Belajar IPS dengan Menggunakan Model Pembelajaran Kooperatif Tipe Student Teams Achievement Division (STAD) dengan Berbantuan Media Gambar Kelas IV SD Muhammadiyah Pahadut Palangka Raya Tahun Pelajaran 2017/2018," *Tunas J. Pendidik. Guru Sekol. Dasar*, vol. 4, no. 2, pp. 16–25, 2019, doi: 10.33084/tunas.v4i2.906.
- [33] H. Setiawan and T. N. H. Yuniata, "Upaya Meningkatkan Hasil Belajar PKn Melalui Model Pembelajaran Kooperatif Tipe Take and Give pada Siswa Sekolah Dasar," *J. Pendidik. Sekol. Dasar*, vol. 4, no. 2, pp. 162–174, 2018, doi: 10.30870/jpsd.v4i2.3859.
- [34] L. Simanjuntak, P. J. Silaban, and A. Sitepu, "Upaya Meningkatkan Hasil Belajar Siswa dengan Menggunakan Media Animasi pada Siswa Sekolah Dasar," *J. Basicedu*, vol. 5, no. 5, pp. 3559–3565, 2021, doi: 10.31004/basicedu.v5i5.604.
- [35] Y. S. Utami, "Penggunaan Media Gambar Untuk Meningkatkan Hasil Belajar Siswa Dalam Pembelajaran Ipa," *J. Pendidik. dan Konseling*, vol. 2, no. 1, pp. 104–109, 2020, doi: 10.31004/jpdk.v1i2.607.
- [36] A. Safitri and Kabiba, "Penggunaan Media Gambar dalam Meningkatkan Minat Belajar Siswa Kelas IV di SD Negeri 3 Ranometto," *Didakt. J. Pendidik. dan Ilmu Pengetah.*, vol. 20, no. 1, pp. 24–36, 2020, doi: <https://doi.org/10.30651/didaktis.v20i1.4139>.
- [37] A. A. Kustiawan, A. S. Prayoga, and A. N. Wahyudi, "Upaya Meningkatkan Hasil Belajar Kemampuan Gerak Dasar Dengan Menggunakan Alat Bantu Pembelajaran Sederhana Di Sekolah Dasar," *J. Ilm. Spirit*, vol. 19, no. 1, pp. 28–32, 2019, doi: 10.36728/jis.v19i1.957.
- [38] S. Ratnaningsih and G. Nastiti, "Upaya Meningkatkan Motivasi Belajar Siswa dengan Menggunakan Media Gambar Pada Pembelajaran Tematik di Sekolah Dasar," *Al Ibtida J. Pendidik. Guru MI*, vol. 5, no. 2, p. 275, 2018, doi: 10.24235/al.ibtida.snj.v5i2.3397.
- [39] N. Andini and Supardi, "Upaya Meningkatkan Hasil Belajar Bahasa Indonesia Pada Materi Teks Deskripsi dengan Menggunakan Media Big Book di Kelas I Makkah MI Al-Khairiyah Pipitan," *Ibtida'i*, vol. 2, no. 2, pp. 190–206, 2015. <https://jurnal.uinbanten.ac.id/index.php/ibtidai/article/view/353>

Efforts to Increase the Interest and Learning Outcomes Students in Learning Indonesian Through Slipboard Media

ORIGINALITY REPORT

16%

SIMILARITY INDEX

17%

INTERNET SOURCES

4%

PUBLICATIONS

1%

STUDENT PAPERS

PRIMARY SOURCES

1	gdic.unja.ac.id Internet Source	7%
2	cahaya-ic.com Internet Source	6%
3	jppipa.unram.ac.id Internet Source	1%
4	journal.formosapublisher.org Internet Source	1%
5	journal.stkipsingkawang.ac.id Internet Source	1%
6	infor.seaninstitute.org Internet Source	1%
7	doaj.org Internet Source	1%

Exclude quotes Off

Exclude matches < 1%

Exclude bibliography On

