

Development of Interactive Multimedia Based on Website to Get to Know Indonesia as One in Diversity in Grade IV

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Abstract: This website-based interactive multimedia development research aims to attract students' attention, make students more active in the learning process, and help students understand the material, meet students' learning styles by creating a pleasant learning atmosphere, encourage students to understand the material on Indonesian diversity, develop student character according to the profile of Pancasila students, and provide media that is appropriate for the age of students in the concrete operational stage. The validation of website-based pop-up book visual multimedia carried out by the media validator obtained results with a percentage of 82% with a very valid category, the results of the material validation were 92% which means that the material used in the website-based pop-up book visual multimedia developed was very valid. Based on the average results of the student response questionnaire, the results were 91% and stated to be very practical, the minimum learning completion criteria were > 75, so website-based interactive multimedia can be said to be effective in improving student learning outcomes. The type of research used was research and development. The development stages used used the ADDIE model stages (Analysis, Design, Development and Implementation). The effectiveness results show that student evaluation results increased from 61% to 85% of students achieving the KKM score.

Keywords: Multimedia, Website, Diversity

PRELIMINARY

According to Sujana (2019) Education is a continuous and never-ending process, so that it can produce a continuous quality, which is aimed at the realization of a human figure for the future, and is rooted in the values of the nation's culture and Pancasila. Thus, education is essential for humans throughout their civilization, along with changes in the era and related to human efforts to liberate the mind and body so that humans do not depend on others but rely on their own strength. From this opinion, it can be seen that teaching or learning is very important in human life. Learning is a process of interaction between students and educators and with learning resources or learning media in a learning environment. Learning is viewed nationally as a process of interaction involving the main components, namely students, educators, and learning resources that take place

in a learning environment. The learning process is a system, namely a unity of components that are interrelated and interact with each other to achieve the expected learning outcomes optimally in accordance with the goals that have been set (Hanafy, 2014). Therefore, in the learning process there can be five types of interactions, namely 1) interaction between educators and students, 2) interaction between fellow students, 3) interaction between students and resource persons, 4) interaction between students and educators with learning resources that are deliberately developed, and 5) interaction between students and educators with the environment (Nasution, 2017). With this, the learning process will be more effective and efficient. In active interaction, as a resource person or a teacher, a learning resource or learning media is needed to convey the meaning of the material or material being discussed.

One way is to use appropriate learning media that makes it easier for students to understand the subject matter. Teachers can choose or develop learning media and communicate effectively with students to determine the learning media that is suitable for students. Learning media is one of the factors that plays an important role during the learning process. Media as one of the components in the system has a function as a means of non-verbal communication. As one of the components of the system, it means that media must absolutely exist or must be utilized in every learning process. The existence of learning media in delivering material in the classroom will increase students' interest in learning (Supriyono, 2018). Therefore, learning media are needed that can stimulate and develop this, one of which is visual media. Visual media is a media that involves the sense of sight (Kumala, 2016). One of the media used as a learning resource is books. However, according to Rosidah (Simbolon & Fitriyani, 2021), learning media in the form of books presents too much material in paragraph form, making students lazy to read, and the few images that appear make students reluctant to study them. So teachers need to create learning innovations through media that attract students' interest in learning.

The learning media that is expected to be used today, in addition to visual, audio, or audio visual, must also be able to attract students' interest in learning. Learning media will help the effectiveness of the learning process in conveying messages and lesson content. Sometimes teachers ignore the use of media, even though by using learning media, especially audio-visual media, children are motivated to learn and the contents are easily understood by children. In the current digitalization era, learning media using

technology that can be said to be modern learning media is booming. By using modern learning media, it will be very easy for educators to create media that can increase children's interest in learning. In addition, by providing a show related to the material being taught, children will be able to quickly absorb what educators convey to their students. With the existence of varied media, it is hoped that all learning objectives will be achieved. In utilizing visual or audiovisual media and combining it with technology, it is certainly very interesting for students. Therefore, innovation is needed in making learning media, so that the absorption of material by students will be carried out optimally. One example of learning innovation by utilizing the development of technology and visual media in the field of education is learning multimedia. Learning multimedia is able to develop the teaching and learning process in a more interesting direction. Abstract learning concepts are described concretely with visual and interactive displays using technology.

Based on the results of observations conducted on fourth-grade students of SDN Ngebrak 2 Gampengrejo through cognitive and non-cognitive diagnostic tests carried out at the beginning of the new school year, it shows that classically students have different learning styles, there are students with visual, auditory, and kinesthetic learning styles. This is shown through the diagnostic assessment that the teacher conducted at the beginning of the introduction to fourth-grade students. Priansa (in Fitria et al., 2021) explains that student learning styles are a combination of how students receive and process information. So it can be interpreted that learning styles are students' learning methods that are considered easy to receive material. The previous learning process still often used learning sources of books and image media only, so that students felt bored and less enthusiastic so that they did not understand the material. This is shown through questionnaires filled out by students and cognitive diagnostics, especially in the Pancasila Education subject which was carried out before using research multimedia.

Based on this background, the learning media presented to students is not varied enough to meet the very varied learning styles of students in the classroom. So that the problems in this study can be formulated, including 1.1.1.2.1.3.1.4. How is the validity, practicality and effectiveness of interactive multimedia based on the website. To get to know Indonesia as one in diversity in grade IV of elementary school. Furthermore, the study aims to describe: the validity, practicality and effectiveness of interactive

multimedia based on the website to get to know Indonesia as one in diversity in grade IV of elementary school.

The theoretical objective of this study is to provide empirical evidence of the effectiveness of website-based P.U.B visual multimedia in meeting students' learning styles to shape students' characters according to the profile of Pancasila students. The benefits of this study are that website-based P.U.B visual multimedia products help teachers in delivering material in a diversified manner, are used as supporting media for the learning process, create creative media through used materials and increase insight and references in learning Pancasila Education, especially the material on Indonesia's diversity in its diversity developed by researchers and have benefits to help develop the abilities possessed by students. From these problems, researchers set out to create multimedia that can present information on learning materials that can meet the 3 learning styles of children in grade IV. Researchers developed "WebSite-Based Interactive Multimedia to Get to Know Indonesia One in Diversity in Grade IV Elementary School".

METHOD

The type of research used is research and development. The development stages used are the ADDIE model stages (Analysis, Design, Development and Implementation) (Dick and Carry (1996). Instrument development is used to obtain data from development. In this study, data collection instruments were obtained from the results of needs analysis, product validity, product practicality and product effectiveness. The data collection instruments in this audio-visual learning media development research are detailed in the following table:

Rated aspect	Instrument	Respondent
Needs Analysis	Development Needs: a. Media b. Material	Students, educators and school principals
Validity Test	Principal and Teacher (colleague) validation questionnaire	Principal and Teacher
Practicality Test	Student and teacher response questionnaire	Students, Teachers
Effectiveness test	Evaluation Results using interactive multimedia based on Website	Learners

Data analysis in research is very important to do. After the researcher obtains the data, it will be managed, studied and arranged in order to facilitate the next process. The results

of this stage are something that is used as a basis for revising the media that has been developed. Data obtained from the questionnaire will be analyzed with the following criteria:

a. Validity

Validity is obtained through a questionnaire addressed to media expert validators and material expert validators. According to Akbar (2015:78) the following is a way to calculate the presentation of validation results based on questionnaires from media experts and material experts :

$$\text{Validitas ahli (V-ah)} = \frac{TSe}{TSh} \times 100 = \dots \%$$

Keterangan :

TSe = Total skor empirik

TSh = Total skor maksimal

After being calculated using the formula, the results are converted using the following criteria:

Tabel 3.1 Qualification for assessing the level of validity of development products (adaptation: (Kesuma Dewi et al., 2022))

Presentase	Kategori Validitas	Keterangan
0% - 20%	Tidak Valid	Sangat tidak boleh digunakan
21% - 40%	Kurang Valid	Tidak boleh digunakan
41% - 60%	Cukup Valid	Boleh digunakan setelah revisi besar
61% - 80%	Valid	Boleh digunakan setelah revisi kecil
81% - 100%	Sangat Valid	Sangat baik digunakan

b. Practicality

Practicality is measured through a questionnaire aimed at students and educators. Practicality is obtained from the main product trial. The student and educator response questionnaire has a Likert scale with a score of 1 - 5. The following are guidelines for assessing the questionnaire:

Tabel 3.2 Practicality Score Category of Teacher Responses

No	Skor	Keterangan
1	5	Sangat praktis
2	4	Praktis
3	3	Cukup praktis
4	2	Kurang praktis
5	1	Tidak Praktis

Tabel 3.3 Kategori Skor Kepraktisan Respon Peserta Didik

No.	Penilaian	Skor	Keterangan
1.	Ya	1	Setuju
2.	Tidak	0	Tidak Setuju

After the educators and students filled out the questionnaire, the researcher calculated the average research score using the following formula adapted from Akbar. (2015:15).

$$P = \frac{P}{N} \times 100\%$$

Keterangan :

P = Nilai Aspek Kepraktisan

F = Skor Pemeroleh

N = Skror Maksimal

Untuk mengetahui nilai akhir uji kepraktisan dari beberapa responden dapat diukur dengan rumus berikut :

$$\text{Kriteria nilai} = \frac{\text{Jumlah nilai seluruh rpsonden}}{\text{Jumlah responden}} \times 100\% =$$

After being calculated, the results are converted using the following criteria. :

Tabel 3.4 Qualification of Practicality Level Assessment Product Development

Presentase	Kategori	Keterangan
0% - 20%	Tidak Praktis	Sangat tidak boleh digunakan
21% - 40%	Kurang Praktis	Tidak boleh digunakan
41% - 60%	Cukup Praktis	Boleh digunakan setelah revisi besar
61% - 80%	Praktis	Boleh digunakan setelah revisi kecil
81% - 100%	Sangat Praktis	Sangat baik digunakan

c. Effectiveness

The effectiveness of this study is to measure the success of the media that was tested during the teaching and learning process. The effectiveness of interactive multimedia based on the website that the researcher developed was analyzed using tests on students at the beginning of learning (cognitive and non-cognitive diagnostics) and at the end of learning (evaluation). This test is given to find out what students are able to do in working on the questions. From the average results, it is then matched with the criteria for student learning success completion. The table of student learning completion from the average results is as follows:

Tabel 3.5 Product Effectiveness Criteria

Presentase	Kategori	Keterangan
0% - 20%	Tidak Efektif	Sangat tidak boleh digunakan
21% - 40%	Kurang Efektif	Tidak boleh digunakan
41% - 60%	Cukup Efektif	Boleh digunakan setelah revisi besar
61% - 80%	Efektif	Boleh digunakan setelah revisi kecil
81% - 100%	Sangat Efektif	Sangat baik digunakan

Then the average results obtained from the pre-test (Cognitive Diagnostic) and post-test (Evaluation) results are analyzed and matched to the criteria level according to table 3.5. If the average result is more than 61, then website-based interactive multimedia can be said to be effective in improving student learning outcomes. For qualitative research such as classroom action research, case studies, and others, it is necessary to add the presence of researchers, research subjects, informants who help along with how to dig up research data, location and duration of research and descriptions of checking the validity of research results. This section is written as much as $\pm 10-20\%$ of the body of the article.

RESULTS

From the pretest results in the form of non-cognitive diagnostic tests, it shows that students have different learning styles. There are 3 types of student learning styles, including visual learning styles, auditory learning styles, and kinesthetic learning styles.

Meanwhile, from the results of the cognitive diagnostic test, many students still do not understand the material presented, but when given a test about arranging Pancasila images, it shows that many are able and answer correctly. Departing from what happened at the beginning of this new school year, it can be concluded that if students need learning media that can meet their learning needs, then learning multimedia is created that can support 3 student learning styles, so that all students can meet their learning needs through Website-based pop-up book visual multimedia. This multimedia is in the form of a pop-up book in general. It's just that it has additional value that lies in the Website that supports it.

To see the validity, practicality, and effectiveness of the multimedia that has been created by the researcher, data was taken from the principal, fellow teachers, and students to assess it. The following are the results of the data obtained from the assessment of the respondents who have been determined.

a. Validation Test Results

Validation of interactive multimedia based on the website is an initial activity before conducting a trial to students, audio-visual media must first be validated by the Principal, namely Mrs. Nila Fadhila, S.Pd.SD, and fellow teachers by Mrs. Mey Tandara Riza, S.Pd. The media expert validator is tasked with providing an assessment of the website-based multimedia visual pop-up book on aspects of audio media, visual media, media typography and media presentation, then the validator is asked to fill out the media validation sheet questionnaire by giving a checklist (√) in the column provided on the questionnaire sheet. Furthermore, the validator can provide suggestions that need to be improved so that the media can be tested immediately. After the media validator provides suggestions to improve the media, the next step is to revise the audio-visual media that was developed. Validation of the website-based multimedia visual pop-up book carried out by the media validator obtained results with a percentage of 82% with a very valid category, so the multimedia visual pop-up book can be used in learning without improvement. Validation is not only on the media that is made, but is also carried out on the material presented in the learning multimedia that has been made. The value obtained from or can be used without revision. In addition, the validator also provides a conclusion for the multimedia visual pop up book material based on the website that can be used to

be better. The conclusion from the material expert states that the material can be used in learning activities.

b. Practicality of Website-Based Interactive Multimedia

After conducting learning using website-based multimedia visual pop up books, students then fill out the response questionnaire by giving a checklist (√) in the column provided. From the results of the response questionnaire.

**Tabel 4.1 Student Questionnaire Results
 (Practicality of Interactive Multimedia Based on Website)**

No.	Name	Respondents' Achievement Score for Each Question										Resultl
		1	2	3	4	5	6	7	8	9	10	
1.	AHM	1	1	1	1	1	1	1	1	1	1	10
2.	AZK	1	1	1	1	1	0	0	1	1	1	8
3.	AAZTR	1	0	1	1	1	1	1	1	1	1	9
4.	BS	1	0	1	1	1	1	1	1	1	1	9
5.	GAP	1	1	1	1	1	1	1	1	1	1	10
6.	JA	1	1	1	1	1	1	1	1	1	1	10
7.	LNP	1	1	1	1	1	1	1	1	1	1	10
8.	MER	1	0	1	1	1	0	1	1	1	1	8
9.	MIRH	1	1	0	1	1	0	1	1	1	1	8
10.	MASN	1	1	1	1	1	1	1	1	1	1	10
11.	MDA	1	1	1	1	1	1	1	1	1	1	10
12.	MNR	1	1	0	1	1	1	1	1	0	1	8
13.	MSN	1	1	1	1	1	1	1	1	1	1	10
14.	MAVA	1	0	1	1	0	1	1	1	1	1	8
15.	MI	1	1	1	1	1	1	1	1	1	1	10
16.	NPM	1	1	1	1	1	1	1	1	1	1	10
17.	OSG	1	1	0	1	0	1	1	1	1	1	8
18.	RZA	1	1	0	1	1	1	1	1	1	1	9
19.	SAGP	1	1	1	1	0	1	1	1	1	1	9
20.	SPA	1	1	0	1	1	1	0	1	1	1	8
Total score "Yes"											182	
Maximum scorel											200	
Score Percentage											91%	
Results											Very Practical	

c. Effectiveness of Website-Based Interactive Multimedia

The effectiveness of website-based interactive multimedia is obtained from pre-test and post-test data given to students. From the results of the pre-test and post-test, it can be seen that the average pre-test score of students is 61, while the average classical post-test score is 85. This can be interpreted that the scores obtained have met the KKM. The minimum learning completion criteria are > 75, so website-based interactive multimedia can be said to be effective in improving student learning outcomes.

Tabel 4.2 Student Evaluation Score

No.	Name	Mark	
		Pre-test	Post-test
1.	ADINDA HUSNA MAULIDA	80	100
2.	ALMAN ZUMI KARIM	85	98
3.	ALVEENA AZKA ZHAFIRA	50	90
4.	BIMA SAKTI	70	90
5.	GILANG AHZA PRATAMA	70	95
6.	JERRY ALVIANO	80	100
7.	LENA NABILLA PUTRI	60	80
8.	MANDA EKA RAHMAYANI	20	50
9.	MOCH. IRSYAD RIFQI	75	95
10.	MOHAMAD ANANDA	40	70
11.	MOHAMMAD DAVIN AFFANDI	50	95
12.	MUHAMAD NUR RENDI	80	85
13.	MUHAMAD Satriya Nugroho	20	50
14.	MUHAMMAD ANGGA	50	85
15.	MUHAMMAD IQBAL	75	90
16.	NAURA PRICILLYA MAHARANI	80	90
17.	OZORA SUKMA GIOVANNI	75	95
18.	RASYA ZIQRI ATHAYA	80	100
19.	SHALEH ADI GUNA PUTRA	25	50
20.	SOFIA PUTRI ASSYIFA	50	85
Total nilai secara klasikal		1105	1693
Rata-rata secara klasikal		61	85

DISCUSSION

Learning media is media that is specifically designed to stimulate the thoughts, feelings, attention, and will of students so that the learning process occurs. Learning media contains information that can be in the form of knowledge or a means for students to carry out learning activities (reading, observing, trying, working on problems, answering questions, and others).

Based on the background results, the researcher conducted development and chose to use interactive multimedia based on a website to get to know Indonesia as one in diversity to meet students' learning styles. Making website-based P.U.B. multimedia has advantages over 2-dimensional image media, such as providing direct experience to students, meeting students' learning styles, encouraging students to be more active, and being able to use technology in learning that is easily accessible anywhere via gadgets or computers.

The multimedia referred to in this study is P.U.B. visual multimedia, which is an abbreviation for Pop-Up Book which presents various ethnicities, religions, and customs in Indonesia. According to Umam, N.K (2019: 3) Pop up book is an innovation in the form of a book that is able to display the potential and contents of the book through a 3-dimensional design that appears through a combination of folds, rolls, or rotations. In the Pop-Up Book, a barcode will also be provided that can connect directly to a website that presents information related to diversity material in Indonesia. The definition of a website is, "Website" or abbreviated as web, can be interpreted as a collection of pages consisting of several pages containing information in the form of digital data, either in the form of text, images, videos, audio, and other animations provided through an internet connection flow "(Abdullah et al., 2016). The reason the researcher connected to the website was to meet the child's learning style and make it easier for the material to be accessed wherever the student is, either via cellphone or via laptop or computer, making it easier for parents to accompany their children's learning when they are at home. This website-based interactive multimedia is in accordance with the criteria for selecting learning media because it has the advantages of being practical, flexible, and durable so that this media is very efficient. In addition, Pop Up Book is made from materials that are easy to find (either new or reused).

The advantages of website-based interactive multimedia are that it presents an interesting and interactive way of learning, so that it can increase students' interest in learning about Indonesian culture. Three-dimensional elements and interesting visuals in this multimedia can help students understand the material more easily and enjoyably. Website-based multimedia can inspire students to be creative and make their own artwork related to other materials. Website-based P.U.B. can encourage students to think critically, analyze information, and ask questions about Indonesian culture. Website-based interactive multimedia can help students understand the richness of the nation's culture and foster a sense of love for their country. In addition, website-based P.U.B. visual multimedia makes students interested in continuing to open and search for the information they need related to Indonesia's diversity. Students also have experience in technological developments through barcodes that they can explore. And students can also measure their abilities through quizzes presented on the website or pop-up books so that students become more active in learning. The disadvantages of website-based

interactive multimedia are the more complex manufacturing process. Three-dimensional elements in P.U.B. are more easily damaged if not used carefully. P.U.B. may not be able to contain all the information that is to be conveyed about a culture, so it needs to be combined with a website. The disadvantage of a website is that it cannot be accessed without a quota or when the internet signal is disrupted.

Interactive multimedia based on website has the purpose of attracting students' attention, making students more active in the learning process, and helping students understand the material, fulfilling students' learning styles. The advantages of using multimedia pop-up books based on website are creating a pleasant learning atmosphere, encouraging students to understand the material of Indonesian diversity, developing students' character according to the profile of Pancasila students, and providing media that is appropriate to the age of students where according to Piaget's theory which states that children aged 7 to 11 years are still in the concrete operational stage. The concrete operational stage in question is the stage where children can understand real objects but the child cannot yet understand a statement that is conveyed verbally or abstractly (Yaumi, 2014: 41). In this study, multimedia pop-up books based on website are A3-sized large books arranged from A3 sheets of paper. In the preparation of the creation of P.U.B. media, it must be adjusted to the material to be presented, so that it can help students.

CONCLUSION

The results of the research evaluation and discussion that the researcher presented are as follows:

- a. Interactive multimedia based on website to get to know Indonesia as one in diversity in class IV of SD Negeri Ngebrak 2 Gampengrejo is declared valid and feasible through assessments from the principal and colleagues
- b. Interactive multimedia based on website to get to know Indonesia as one in diversity in class IV of SD Negeri Ngeberak 2 Gampengrejo is declared practical, this can be seen through the assessment of student response questionnaires when implementing learning using multimedia P.U.B. based on Website
- c. Interactive multimedia based on website to get to know Indonesia as one in diversity in class IV of SD Negeri Ngeberak 2 Gampengrejo is declared effective for use in learning. This is shown through the students' grades as a class which previously only

reached 61% of the KKM score, after using interactive multimedia based on website the results of student evaluations increased to 85% of the KKM score, so it can be stated that interactive multimedia based on website is very effective.

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