

The Effectiveness of Local Culture-based Teaching Materials for Reading Comprehension Assisted by Adobe Flash CS6 for Fifth Grade Students in Elementary School

Hana Intang^{1*}, Sulfasyah², Idawati³ 

^{1,2,3} Magister Pendidikan Dasar, Universitas Muhammadiyah Makassar, Makassar, Indonesia

*Corresponding author: hana89@gmail.com

Abstrak

Bahan ajar yang digunakan guru untuk siswa kelas V tetap perlu memanfaatkan lingkungan sekitar siswa. Buku teks yang digunakan dalam pembelajaran masih ditemukan contoh-contoh dari luar lingkungan siswa. Contoh yang diberikan berada di luar daerah tempat tinggal siswa, sehingga siswa perlu memperoleh pengetahuan awal tentang materi yang dipelajari. Penelitian ini bertujuan untuk menganalisis keefektifan bahan ajar membaca pemahaman berbasis budaya lokal sebagai bahan ajar siswa kelas V sekolah dasar. Jenis penelitian yang digunakan adalah Research and Development (R&D) dengan menggunakan model ADDIE (Analysis, Design, Development, Implementation, dan Evaluation). Subyek penelitian ini adalah siswa kelas V SD dengan teknik pengumpulan data angket respon guru dan siswa, serta tes hasil belajar. Hasil penelitian ini menunjukkan bahwa bahan ajar pemahaman membaca berbasis budaya lokal mendapat respon yang positif. Hal ini dibuktikan dengan efektivitas bahan ajar yang diperoleh dari peningkatan hasil belajar siswa diperoleh efektivitas sebesar 0,76% dengan kriteria tinggi. Berdasarkan hasil penelitian dapat disimpulkan bahwa bahan ajar ini memenuhi kriteria dan efektif serta layak digunakan sebagai bahan ajar bahasa Indonesia. Penelitian ini dapat memberikan dampak positif bagi siswa. Hal ini dapat menjadikan siswa tertarik untuk berpartisipasi secara mandiri dalam proses pembelajaran sehingga tercipta sumber daya manusia yang unggul, meningkatkan pemahaman membaca siswa, serta lebih aktif dan fokus dalam pembelajaran.

Kata Kunci: Efektivitas, Bahan Ajar, Membaca, Budaya, Adobe Flash CS6.

Abstract

Teaching materials teachers use for fifth-grade students still need to take advantage of the environment around students. The textbooks used in learning still found examples from outside the student's environment. The examples given are outside the area where students live, so students need to gain initial knowledge of the material being studied. This study aims to analyze the effectiveness of local culture-based reading comprehension teaching materials as teaching materials for fifth-grade elementary school students. This type of research is Research and Development (R&D) using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The subjects of this research were fifth-grade elementary school students—questionnaire data collection techniques for teacher and student responses, and learning achievement tests. The results of this study indicate that teaching materials for reading comprehension based on local culture get a positive response. It is evidenced by the effectiveness of teaching materials obtained from increasing student learning outcomes obtained by the effectiveness of 0.76% with high criteria. Based on the research results, it can be concluded that this teaching material meets the criteria and is effective and appropriate for use as Indonesian language teaching material. This research can have positive implications for students. It can make students interested in participating independently in the learning process to create superior human resources, increase students' understanding of reading, and be more active and focused in learning.

Keywords: Effectiveness, Teaching Materials, Reading, Culture, Adobe Flash CS6.

1. INTRODUCTION

Current technological developments challenge educators to prepare superior resources to become winners in global competition. Improvements to the 2013 Curriculum at the primary and secondary education levels continue to be carried out to equip students to be competent in living life in the Era of Society 5.0. In this era, human resources (HR) must holistically have abilities in attitudes, knowledge, and skills (Rohida, 2018; Sulistiawati et al., 2023). They will become Indonesian human resources who can compete with other nations.

History:

Received : August 03, 2023

Revised : August 07, 2023

Accepted : October 02, 2023

Published : October 25, 2023

Publisher: Undiksha Press

Licensed: This work is licensed under a Creative Commons Attribution 4.0 License



According to demographic predictions and global economic development, in 2030, 113 million skilled human resources will be needed, whereas currently, only 55 million have been met. Therefore, these conditions become a special challenge for teachers to prepare superior human resources by developing reading comprehension teaching materials based on local culture (Nofrianni & Syahniar, 2019; Rohmawati et al., 2023). Reading comprehension is a complex process that involves various comprehension strategies. Reading comprehension strategies refer to several intense activities that students can use to help their reading comprehension. Reading comprehension strategies consist of two types, namely cognitive strategies and metacognitive strategies (Dwi agus setiawan & Nur Kumala, 2020; Hidayat & Rohati, 2020).

Current advances in information technology allow teaching materials to not only be in textbooks. Still, they can also be stored in various more effective and efficient forms of technology, for example, in CDs, cassettes, videos, and so on (Mukhlisina, 2017; Purwanti & Rismaningtyas, 2019). This form of teaching material will be more interesting to study because, with various animation techniques, the teaching material will be clearer and more concrete. Teachers must be more creative in developing interactive teaching materials using the latest information and communication technology to facilitate student learning because students are unsatisfied with conventional education in the current digital era. They hope for a learning environment that allows learning goals to be achieved in an interesting and fun way (Lestariningsih & Suardiman, 2017; Samadhy & Fitriyah, 2020).

Teaching materials must be designed systematically based on the surrounding environment. They must also be equipped with components supporting the teaching and learning process to lead students to achieve existing goals (Sri Harningsih & Napitupulu, 2015; Yana et al., 2023). Teaching materials have a vital existence in learning. Teaching materials act as a representation (representative) of the teacher's explanation in front of the class. In this way, teachers can reduce their activities in explaining lessons (Arif & Iskandar, 2018; Taufina & Zikri, 2020). Based on the results of initial observations carried out by researchers, it was found that the teaching materials used by teachers for students in the Limz class at Gugus I Elementary School, Bontomatene District, Selayar Islands Regency, teachers had yet to utilize the environment around It happens because the thematic books used during learning are books produced nationally. Meanwhile, Indonesia is a country that has a diverse culture. The learning could be more optimal because students need to learn real examples of events, local culture, and things that are close to students' lives.

The teacher revealed that students had difficulty understanding the reading content of the Indonesian language lesson. The reading materials provided during learning are only reading texts contained in thematic books, and additional literacy from books in libraries with local cultural content is still limited (Dopo & Ismaniati, 2016; Maruti, 2022). Students are less interested in reading. If asked by the teacher to read, just read without understanding the content of the reading. Students need help understanding the reading content because their vocabulary still needs to be improved. The reading topics provided are far from everyday life, and students' experiences, and many find new vocabulary, which results in students needing help understanding the content of the reading they read (Hidayati, 2017; Juniar et al., 2023). This problem is supported by data on student learning outcomes for class five Indonesian language learning content for the 2020/2021 academic year, totaling 27 students. Of the 27 students in the class, 44%, or 12 students declared complete, were in the high category, and 56%, or 15 students, had yet to reach the Minimum Learning Completeness criteria set by the school, namely 72. This research was conducted on fifth-grade students in the second semester. Theme 7, Events in Life, Subtheme 1 National Events during the Colonial Period, and Theme 8, Our Friends Environment, Subtheme 1, Humans and the Environment. The reason for taking this theme is because the material requires teaching materials, namely

Indonesian language teaching materials based on local culture. Researchers use increasingly sophisticated technology to get around these teaching materials, combining videos, images, audio, and animation to make students enthusiastic about learning and creating. Students do not get bored easily, and it makes it easier to understand the material in fifth grade, so learning is effective and enjoyable that the center of students' attention is not only at one point but is multi-directional so that teachers also make it easier because classroom management is more conducive and easy to control (Arif & Iskandar, 2018; Sulfasyah. et al., 2021).

Based on the description above, the researcher tried to develop a teaching material, a local culture-based reading comprehension teaching material designed using Adobe Flash CS6. Understanding cultural heritage based on context, the spirit of a particular era, and the era requires an initial understanding of cultural elements as the fruit of social interaction in a series of human life activities. The teaching materials that will be developed in this research are materials based on the local culture of the Selayar Islands Regency, namely folklore, traditional ceremonies, and traditional games from the Selayar Islands Regency area. Teaching materials for reading comprehension based on local culture are packaged with the help of Adobe Flash CS6. Through research and development, Research and Development (R&D) can help develop a systematic and effective learning process that can be used in learning at Gugus I Elementary School, Bontomatene District, Selayar Islands Regency, so that it can become a superior school.

2. METHODS

This type of research is Research and Development (R&D) using the ADDIE (Analysis, Design, Development, Implementation and Evaluation) model. This research was conducted at Gugus I Elementary School, Bontomatene District, Selayar Islands Regency, Academic Year 2021/2022. The population in this study were all fifth-grade students at Gugus I Elementary School, Bontomatene District, Selayar Islands Regency, which consisted of 6 elementary schools with 72 students. The schools used as research samples were UPT SDN Lambongan No. 7 Selayar Islands and UPT SDI Batangmata Sapo No. 73 Selayar Islands. Data collection techniques for teacher and student response questionnaires and learning outcomes tests. The effectiveness of local culture-based reading comprehension teaching materials developed by giving pre-test and post-test questions to students were then analyzed using the N-Gain Test formula shown in Table 1.

Table 1. Effectiveness Criteria

<g> gain %	Criteria
$g > 0,7$	High
$0,3 \leq g \leq 0,7$	Medium
$g < 0,3$	Low

3. RESULTS AND DISCUSSION

Results

There are five stages in the ADDIE development model, namely: 1) analysis, 2) design, 3) development, 4) implementation, and 5) evaluation. The results of product development from Adobe Flash CS6 are shown in Figure 1.



Figure 1. Results of Adobe Flash CS6 Product Development

At the implementation stage, a test was carried out on the effectiveness of local culture-based reading comprehension teaching materials to determine the increase in student understanding by asking several multiple-choice questions. At this stage, we will see an increase in students' understanding of Indonesian language learning using reading comprehension teaching materials based on local culture. In this effectiveness test, two test sessions were conducted: an initial test (pre-test) to measure students' initial understanding before using the teaching materials and a final test (post-test) to measure students' final understanding after using the teaching materials. Data on the results of this effectiveness test were generated from students who had taken the initial and final tests. The student effectiveness test results data can be seen in the bar diagram shown in Figure 2. The test results shown in Figure 2 show that the average initial score obtained from students was 54.84, and the final score obtained was 89.63. The level of student understanding increased by 0.76%. When referring to Table 2.1, teaching materials have effectiveness with high criteria. So, reading comprehension teaching materials based on local culture are effective for Indonesian language lesson content. If the results of increasing student understanding are presented in diagram form, the results shown in Figure 3 will be obtained.

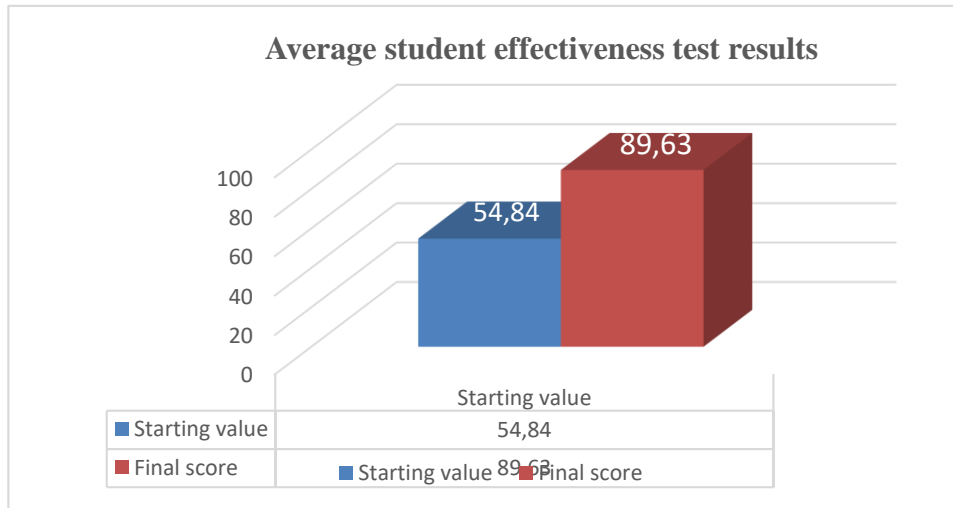


Figure 2. Average student effectiveness test results

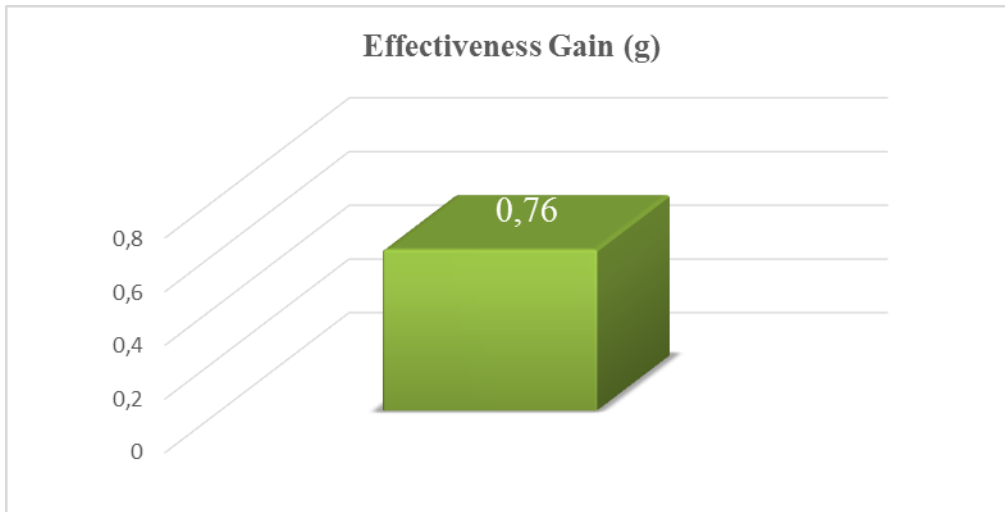


Figure 3. Results of Increasing Student Understanding

Based on Figure 3, the results of product trials on students in groups with high, medium, and low abilities, it was found that this aided local culture-based reading comprehension teaching material was very effectively used by all students as a learning support, this was proven by the test results which showed that increase in test scores between the initial test (pre-test) and the final test (post-test).

Discussion

Based on Figure 3, the results of product trials on students in groups with high, medium, and low abilities, it was found that this aided local culture-based reading comprehension teaching material was very effectively used by all students as learning support. It was proven by the test results, which showed an increase in test scores between the initial test (pre-test) and the final test (post-test) (Pratiwi & Puspitaningtyas, 2019; Zahwa & Syafi'i, 2022). Teachers must be more creative in developing interactive teaching materials using the latest information and communication technology to facilitate student learning because students are unsatisfied with conventional education in the current digital era. They hope for a learning environment that allows learning goals to be achieved in an interesting and fun way (Abidin, 2012; Sari & Safrizal, 2021). Teaching materials must be designed

systematically based on the surrounding environment and equipped with components supporting the teaching and learning process to lead students to achieve predetermined goals (Abidin, 2012; Sari & Safrizal, 2021). In carrying out their duties as educators, teachers must be based on steps based on religious teachings. They point to the importance of science by ordering reading as the key to knowledge. It is supported by the results of research conducted, which shows that the locally based reading teaching materials for the fourth grade that have been developed are declared very suitable for use by language experts and suitable for material experts and media experts with a percentage of content suitability components of 78%, graphic components of 78.5 % and language component 82%; Locally based reading teaching materials in Batang District are effectively used by calculating the average increase (gain) test. It is known that the average increase (gain) in the initial and final test data is 0.615 and is classified as a medium criteria (Putra et al., 2018). This research shows that locally-based reading teaching materials developed are suitable and effective for learning activities (Anggreini & Priyojadmiko, 2022). The teacher revealed that students had difficulty understanding the reading content of the Indonesian language lesson. The reading materials provided during learning are only reading texts in thematic books, and additional literacy from books in libraries with local cultural content is still limited (Dereh et al., 2021; Sudiati & Nurhidayah, 2017). Students need help understanding the reading content because their vocabulary still needs to be improved. The reading topics provided are far from everyday life and students' experiences, and many find new vocabulary, resulting in students needing help understanding the content of their reading (Iswara, 2016; Multifah et al., 2018).

This development's result or final product is folklore text teaching materials based on the Canva application to improve students' reading comprehension in the fourth grade of elementary school with an average validation percentage of 94% from experts. The validation value is included in the level of validation of very feasible teaching materials, meaning that the teaching materials developed are very feasible and can be used for learning. Overall, student responses from the distribution of questionnaires and observations were very good towards the Canva application-based folklore text teaching materials to improve students' reading comprehension skills in story texts in the fourth grade of elementary school. Canva application-based folklore text teaching materials can improve reading comprehension skills in fourth-grade elementary school students (Nurbaya & Rahayu, 2019; Rachmawati et al., 2022). It is in line with previous research, which states that learning using interactive multimedia is more effective than conventional learning on Distance and Speed material on the mathematics learning outcomes of fifth-grade students at Jurug Sewon Elementary School with a completion percentage of 16% (Taufina & Zikri, 2020).

The difference between the research conducted by other researchers and the research carried out is that the previous research only focused on teaching materials. In contrast, the researchers developed more varied teaching materials, namely developing reading comprehension teaching materials based on local culture. Based on the results of the research and data analysis that has been carried out, it can be concluded that the effectiveness of teaching materials for reading comprehension based on local culture are effective and can create superior human resources so that they are suitable for use as learning support for Indonesian language lesson content with the topic of Local Culture, Selayar Islands Regency. From the research results that have been obtained, it is recommended that class teachers/field teachers provide additional learning support that can help students learn independently. One example is in the form of teaching materials packaged in innovations such as Adobe Flash CS6, Canva, or other applications that allow a touch of new technology in learning for students to be more active and creative in developing themselves in the learning process in an interactive manner. Apart from that, the use of reading comprehension teaching materials based on local culture still needs to be developed in other materials or themes so that they can

be used in several materials or themes with increasingly sophisticated technological developments so that learning outcomes can be further improved. This research still needs improvement. Therefore, future researchers can further refine this research to make it better and more interesting as a support for learning.

4. CONCLUSION

Based on the formulation of this research problem, it can be concluded that there is a significant difference in student learning outcomes before and after using teaching materials, which have experienced a very good improvement with the criteria of high effectiveness. The results of the tests carried out show an increase in test results. The average initial test score is 54.84, and the final score is 89.63. After being analyzed using the effectiveness gain test formula, an effectiveness level of 0.76% was obtained with high criteria so that it can be understood that reading comprehension teaching materials based on local culture are effective and can create superior human resources. This teaching material received a positive response from students, as seen from their participation and enthusiasm during the learning process.

5. REFERENCES

- Abidin, Y. (2012). Model Penilaian Otentik Dalam Pembelajaran Membaca Pemahaman Beroreintasi Pendidikan Karakter. *Jurnal Pendidikan Karakter*, 3(2), 164–178. <https://doi.org/10.21831/jpk.v0i2.1301>.
- Anggreini, D., & Priyojadmiko, E. (2022). Peran Guru dalam Menghadapi Tantangan Implementasi Merdeka Belajar untuk Meningkatkan Pembelajaran Matematika pada Era Omricon dan Era Society 5.0. *Prosiding Seminar Nasional Pendidikan Guru Sekolah Dasar 2022*, 75–87. <https://jurnal.ustjogja.ac.id/index.php/sn-ngsd/article/download/12380/5039>.
- Arif, T. A., & Iskandar. (2018). Teknik Penyusunan Bahan Ajar Bahasa Indonesia Bagi Guru di Sekolah Dasar. *Prosiding Seminar Nasional Pendidikan Era Revolusi*, 597–606. <https://jurnal.umj.ac.id/index.php/snp/article/view/2802>.
- Dereh, N., Suyitno, I., & Harsiati, T. (2021). Analisis Kebutuhan untuk Pengembangan Bahan Ajar Membaca Pemahaman bagi Mahasiswa Thailand Tingkat Menengah. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 6(8), 1238. <https://doi.org/10.17977/jptpp.v6i8.14955>.
- Dopo, F. B., & Ismaniati, C. (2016). Persepsi guru tentang digital natives, sumber belajar digital dan motivasi memanfaatkan sumber belajar digital. *Jurnal Inovasi Teknologi Pendidikan*, 3(1), 13–24. <https://doi.org/10.21831/tp.v3i1.8280>.
- Dwi agus setiawan, & Nur Kumala, F. (2020). Multimedia Interaktif Tipe Adobe Flash CS6 Berbasis Kurikulum 2013 Dalam Meningkatkan Literasi Verbal Siswa Sekolah Dasar. *Jurnal Pendidikan Dasar Nusantara*, 6(1), 32–49. <https://doi.org/10.29407/jpdn.v6i1.14358>.
- Hidayat, D., & Rohati, T. D. (2020). The Effect of Extensive Reading on Students Reading Comprehension. *Wanastra: Jurnal Bahasa Dan Sastra*, 12(1), 58–64. <https://doi.org/10.31294/w.v12i1.7519>.
- Hidayati, N. (2017). Efektivitas Pembelajaran Menggunakan Multimedia Interaktif (Adobe Flash CS6) terhadap Hasil Belajar Matematika Siswa Kelas V SDN Jurug Sewon [Learning Effectiveness Using Interactive Multimedia (Adobe Flash CS6) on Mathematics Learning Outcomes of Class V. *Trihayu: Jurnal Pendidikan Ke-SD-An*, 3(3), 169–172. <https://doi.org/10.30738/trihayu.v3i3.1883>.

- Iswara, P. D. (2016). Pengembangan Materi Ajar dan Evaluasi pada Keterampilan Mendengarkan dan Membaca. *Mimbar Sekolah Dasar*, 3(1), 89–97. <https://doi.org/10.53400/mimbar-sd.v3i1.2359>.
- Juniar, T., Setiyadi, R., & Susanti, E. (2023). Pengembangan Bahan Ajar Materi Teks Cerita Rakyat Dengan Menggunakan Pendekatan Saintifik Berbasis Aplikasi Canva Untuk Meningkatkan Kemampuan Membaca Pemahaman Pada Teks Cerita Siswa Kelas IV SD. *Jurnal Profesi Pendidikan*, 2(1), 22–29. <https://doi.org/10.22460/jpp.v2i1.12647>.
- Lestariningsih, N., & Suardiman, S. P. (2017). Pengembangan Bahan Ajar Tematik-Integratif Berbasis Kearifan Lokal Untuk Meningkatkan Karakter Peduli Dan Tanggung Jawab. *Jurnal Pendidikan Karakter*, 8(1). <https://doi.org/10.21831/jpk.v7i1.15503>.
- Maruti, E. S. (2022). Ketahanan Literasi Anak-Anak di Masa Pandemi melalui Aplikasi Let's Read (Children's Literacy Resilience in a Pandemic Period Through the Let's Read Application). *Indonesian Language Education and Literature*, 7(2), 247. <https://doi.org/10.24235/ileal.v7i2.9298>.
- Mukhlisina, I. (2017). Modul Pembelajaran Membaca Pemahaman Teks Cerita Petualangan Untuk Siswa Kelas Iv Sekolah Dasar. *Jurnal Pemikiran Dan Pengembangan Sekolah Dasar (JP2SD)*, 5(2), 791. <https://doi.org/10.22219/jp2sd.vol5.no2.791-798>.
- Multifah, S., Yuliana, R., & Adriana, E. (2018). Pengembangan Bahan Ajar Digital Berbasis Multiliterasi Untuk Melatih Keterampilan Membaca Pemahaman di SD. *DWIJA CENDEKIA: Jurnal Riset Pedagogik*, 3(1), 10–27. <https://doi.org/10.20961/jdc.v7i1.68313>.
- Nofrianni, E., & Syahniar. (2019). Pengembangan Bahan Ajar Membaca Pemahaman Menggunakan Model Somatic Auditory Visual and Intellectual Kelas Iv Sd. *Jurnal Pemikiran Dan Pengembangan Sekolah Dasar (JP2SD)*, 7(April), 15–22. <http://ejournal.umm.ac.id/index.php/jp2sd/article/download/8633/6600>.
- Nurbaya, S., & Rahayu, D. H. (2019). Model bahan ajar membaca pemahaman berbasis teks dengan pendekatan content language integrated learning. *Humanika*, 18(2), 103–116. <https://doi.org/10.21831/hum.v18i2.29238>.
- Pratiwi, V., & Puspitaningtyas, A. R. (2019). Inovasi Pembelajaran Audio Sebagai Media Alternatif Untuk Meningkatkan Kemampuan Menyimak Pada Mata Pelajaran Bahasa Inggris. *Jurnal IKA PGSD (Ikatan Alumni PGSD) UNARS*, 7(2), 56. <https://doi.org/10.36841/pgsdunars.v7i2.479>.
- Purwanti, E., & Rismaningtyas, A. (2019). Pengembangan Bahan Ajar Tematik Berbasis Kontekstual Bagi Siswa Sekolah Dasar. *Prosiding Seminar Nasional PGSD*, 1(April), 116–126. <https://jurnal.ustjogja.ac.id/index.php/sn-pgsd/article/view/4738>.
- Putra, E. D., Marhamah, M., & Ramadan, Z. H. (2018). Pengembangan Bahan Ajar Tematik Berbasis Nilai-Nilai Budaya Melayu Di Sekolah Dasar. *Jurnal Aplikasi IPTEK Indonesia*, 2(3), 101–105. <https://doi.org/10.24036/4.32130>.
- Rachmawati, N., Marini, A., Nafiah, M., & Nurashiah, I. (2022). Proyek Penguatan Profil Pelajar Pancasila dalam Impelementasi Kurikulum Prototipe di Sekolah Penggerak Jenjang Sekolah Dasar. *Jurnal Basicedu*, 6(3), 3613–3625. <https://doi.org/10.31004/basicedu.v6i3.2714>.
- Rohida, L. (2018). Pengaruh Era Revolusi Industri 4.0 terhadap Kompetensi Sumber Daya Manusia. *Jurnal Manajemen Dan Bisnis Indonesia*, 6(1), 114–136. <https://doi.org/10.31843/jmbi.v6i1.187>.
- Rohmawati, Q., Siswanto, J., & Roshayanti, F. (2023). Kepraktisan dan Efektivitas Pembelajaran Konsep Dinamika Rotasi Berorientasi Education for Sustainable Development (ESD) Untuk Meningkatkan Keterampilan Berpikir Kreatif. *Jurnal Inovasi Pembelajaran Di Sekolah*, 4(1), 193–200. <https://doi.org/10.51874/jips.v4i1.75>.

- Samadhy, U., & Fitriyah, L. (2020). Pengembangan Bahan Ajar Tematik Berbasis Lokal Untuk Kemampuan Membaca Pemahaman Siswa Sekolah Dasar. *Prosiding Webinar Nasional IAHN-TP Palangka Raya 2020*, 1, 93–106. <https://doi.org/10.33363/sn.v0i0.40>.
- Sari, D. P., & Safrizal, S. (2021). Pengembangan Bahan Ajar Berbasis Strategi Think, Predict, Read, Connect untuk Meningkatkan Keterampilan Membaca Pemahaman Siswa Sekolah Dasar. *El-Ibtidaiy: Journal of Primary Education*, 4(2), 177. <https://doi.org/10.24014/ejpe.v4i2.13822>.
- Sri Harningsih, A. S., & Napitupulu, E. (2015). Penggunaan Multimedia Pembelajaran Interaktif Dan Kreativitas Terhadap Hasil Belajar Teknologi Informasi Dan Komunikasi (Tik). *Jurnal Teknologi Informasi & Komunikasi Dalam Pendidikan*, 1(1), 24–37. <https://doi.org/10.24114/jtikp.v1i1.1867>.
- Sudiati, & Nurhidayah. (2017). Pengembangan Bahan Ajar Membaca Pemahaman Berdasarkan Strategi PLAN. *Jurnal LITERA*, 16(1), 114–128. <https://doi.org/10.21831/ltr.v16i1.14255>.
- Sulfasyah., Ernawati., & Fatmawati. (2021). Profil pengajaran membaca pemahaman siswa sekolah dasar: siapkah mengantar siswa menuju society 5.0? *Prosiding Seminar Nasional Pendidikan Dasar*, November, 277–288. <https://ejurnal.pps.ung.ac.id/index.php/PSNPD/article/view/1075>.
- Sulistiawati, A., Khawani, A., Yulianti, J., Kamaludin, A., & Munip, A. (2023). Implementasi profil pelajar Pancasila melalui proyek bermuatan kearifan lokal di SD Negeri Trayu. *Jurnal Fundadikdas (Fundamental Pendidikan Dasar)*, 5(3), 195–208. <https://doi.org/10.12928/fundadikdas.v5i3.7082>.
- Taufina, T., & Zikri, A. (2020). Pengembangan Bahan Ajar Membaca Pemahaman Menggunakan Pojok Literasi di Sekolah Dasar. *Jurnal Basicedu*, 4(4), 1176–1185. <https://doi.org/10.31004/basicedu.v4i4.523>.
- Yana, R., Yusnira, & Aprinawati, I. (2023). Peningkatan Keterampilan Membaca Pemahaman Dengan Menggunakan Strategi (QAR) Question Answer Relationship Pada Siswa Di Sekolah Dasar. *Jurnal Pengembangan Pendidikan Dasar*, 7(2), 21–31. <https://doi.org/10.36379/autentik.v7i1.273>.
- Zahwa, F. A., & Syafi'i, I. (2022). Pemilihan Pengembangan Media Pembelajaran. *Jurnal Penelitian Pendidikan Dan Ekonomi*, 19(01), 61–78. <https://doi.org/10.25134/equi.v19i01.3963>.