

Picture Word Dice Media on Indonesian Language Content in Elementary Schools

I.A. Made Martiana Dewi^{1*}, A. A. Gede Agung², I Komang Ngurah Wiyasa³ 

^{1,2,3} Pendidikan Dasar, Universitas Pendidikan Ganesha, Singaraja, Indonesia

ARTICLE INFO

Article history:

Received September 01, 2022

Accepted October 09, 2022

Available online October 25, 2022

Kata Kunci:

Dadu Kata Bergambar, Media Pembelajaran

Keywords:

Picture Word Dice, Learning Media



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2022 by Author. Published by Universitas Pendidikan Ganesha.

ABSTRAK

Kurangnya penggunaan serta keberadaan media pembelajaran yang inovatif dan efektif berdampak pada rendahnya kompetensi pengetahuan Bahasa Indonesia siswa kelas III SD. Adapun tujuan dari penelitian ini yakni untuk mendeskripsikan rancang bangun media dadu kata bergambar pada siswa kelas III. Penelitian ini tergolong kedalam jenis penelitian pengembangan, yang dikembangkan dengan menggunakan model Hannafin and Peck. Model Hannafin and Peck terdiri dari tiga tahap pengembangan, diantaranya adalah tahap analisis kebutuhan, tahap desain, serta tahap pengembangan dan implementasi. Subjek yang terlibat dalam penelitian ini yakni satu orang ahli rancang bangun, satu orang ahli isi pembelajaran, satu orang ahli desain pembelajaran, satu orang ahli media pembelajaran, tiga orang siswa dengan hasil belajar tinggi, tiga orang siswa dengan hasil belajar sedang, dan tiga orang siswa dengan hasil belajar rendah. Pengumpulan data dalam penelitian dilakukan dengan menggunakan metode tes dan metode angket/kuesioner. Adapun instrument penelitian yang digunakan yakni berupa lembar kuisisioner dan 17 test objektif. Data yang diperoleh dalam penelitian kemudian dianalisis dengan menggunakan teknik analisis data deskriptif kuantitatif dan analisis statistik inferensial teknik uji-t. Berdasarkan hasil analisis data didapatkan kelayakan media dari hasil uji ahli rancang bangun 90%. Uji ahli isi pembelajaran 97,20%. Uji ahli desain pembelajaran 87,50%, dan uji ahli media pembelajaran 87,50%, Kepraktisan media melalui uji coba perorangan 97,33%. Uji coba kelompok kecil 94,89%. Hasil uji efektivitas media berdasarkan hasil uji-t didapatkan media dinyatakan efektif. Dengan demikian, dapat disimpulkan bahwa media pembelajaran dadu bergambar berbasis layak dan efektif diterapkan pada pembelajaran Bahasa Indonesia pada siswa kelas III di SD.

ABSTRACT

The lack of use and existence of innovative and effective learning media impacts the common competency knowledge of Indonesian for third-grade elementary school students. This study aims to describe the visual word dice media design for third-grade students. This research belongs to the type of development research which was developed using the Hannafin and Peck model. The Hannafin and Peck model consist of three development stages: the needs analysis stage, the design stage, and the development and implementation stage. The subjects involved in this study were one design expert, one learning content expert, one instructional design expert, one instructional media expert, three students with high learning outcomes, three with moderate learning outcomes, and three with low learning outcomes. Data collection in the study was carried out using the test method and the questionnaire method. The research instrument used was a questionnaire sheet and 17 objective tests. The data obtained in the study were then analyzed using quantitative descriptive data analysis techniques and inferential statistical analysis using the t-test technique. Based on the results of data analysis, it was found that the feasibility of the media from the results of the expert design test was 90%. They were learning content expert test 97.20%. Learning design expert test 87.50%, learning media expert test 87.50%, and media practicality through individual trials 97.33%. Small group trials 94.89%. The results of the media effectiveness test based on the results of the t-test found that the media was declared effective. Thus, visual dice-based learning media is feasible and effective in learning Indonesian for third-grade students in elementary school.

1. INTRODUCTION

Education is a conscious effort to prepare students through guidance activities to create a learning atmosphere and learning process that can increase students' potential. (Pane & Dasopang, 2017; Sujana, 2019). Education is a gateway that can help students to lead a better life by fighting for the smallest things to the biggest things they will go through in their lifetime (Faiz et al., 2021; Putry, 2019). The educational process is carried out by developing various skills, hoping that later, students will be able to solve various existing problems (Herawati et al., 2020; Kurniawati, 2022). One of the skills developed in the learning process is language skills. Language skills, in general, are developed through learning Indonesian.

Concerning learning Indonesian, there are four basic skills that students must master, including listening, speaking, writing, and listening skills (Elsunarti, 2017; Prihatin & Sari, 2021; Sadikin et al., 2022). The development of language skills in elementary school students must be adjusted to the stage of their development, where elementary school students are at the concrete operational development stage (Ganing et al., 2019; Hidayah & Ulva, 2017; Rinawati et al., 2020). At this stage, the child can know mathematical symbols but has not been able to deal with abstract things, so the language learning process is carried out with the help of various concrete objects (Kadariusman & Cahyono, 2018; Mumpuni & Supriyanto, 2020; Yuliana & Dewi, 2018). It is important to develop language skills so students can communicate and socialize with their peers. Students who have good language skills tend to be easier to accept the learning material provided by the teacher.

It is just that the reality on the ground shows that not all students have good language skills. It is in line with the results of observations and interviews conducted in class III A SD Negeri 5 Gianyar. The results of observations and interviews show that the language skills of third-grade students still need to improve. It is evidenced by the low results of students' learning Indonesian. The low student learning outcomes are due to the teacher needing to use instructional media in the learning process, which also impacts the low motivation of student learning. Besides that, the lack of application of innovative learning models and media also impacts the low understanding of student material. If left continuously, these problems will affect the achievement of learning objectives.

One of the efforts that can be made to overcome these problems is by implementing Indonesian language learning media that suits the needs of students and student characteristics. Judging from its characteristics, in general, elementary students still really like playing activities (Khasanah et al., 2018; Sudarmika et al., 2018). When playing, they often get positive feelings that make them happy, they often get positive feelings that make them happy (Hayati, 2021; Thariq et al., 2020). It can then be used as a way or solution to overcome student learning boredom through developing a learning media by taking the concept of children's games. Apart from liking playing activities, elementary school students tend to be interested in visual things (Fauzi, 2018; Ghati, 2018). They like things that have multiple colors and contain pictures. Thus, learning media that combines games with various images and colors is a solution to overcome the problem of low learning outcomes in Indonesian due to the saturation of learning they experience (Windawati & Koeswanti, 2021).

One media that can follow the characteristics of elementary school students is learning media in the form of illustrated dice. The illustrated dice is a small cube of six students, where each side is given a picture according to the material being studied (Kurnia, 2020; Lubis et al., 2022). Learning media illustrated dice can help students' Indonesian learning process because it can stimulate children's language skills through the pictures provided (Ivena, 2020; Mumtahana et al., 2022; Zainuddin et al., 2022). Several studies have revealed that learning media that contain images can foster interest and enthusiasm for student learning it impacts learning outcomes (Akbar & Tarman, 2018; Wicaksono, 2020).

The results of other studies also reveal that images in a medium can stimulate students to think critically and examine the material presented (Azhiza, 2022; Baehaki & Cahyani, 2016). The results of further research revealed that the rolling dice media can be used as a means of learning media in improving and developing aspects of child development as a whole, one of which is the aspect of language development, especially literacy skills in early childhood in the ability to read letters, read two syllables and read the word (Agustini & Masudah, 2020). Based on some of the results of these studies, dice media and media images can positively influence children's language skills. In previous studies, no studies specifically discussed the development of pictorial word dice media in Indonesian language content in elementary schools. So this research is focused on this study to describe the design of pictorial word dice learning media.

2. METHOD

This research belongs to the development research developed using the Hannafin and Peck development model. This model consists of 3 stages: the needs analysis stage, the design stage, and the development and implementation stage. In this development model, each stage involves an evaluation and revision process. In other words, every time you finish activities at one stage, an evaluation and revision will be carried out first before moving on to the next stage. More clearly, there are stages in the Hannafin and Peck development model.

In this development research, testing was carried out by several experts and students as test subjects on the developed pictorial word dice media. The experts involved in the testing were one design expert, one learning content expert, one instructional design expert, and one instructional media expert. The four experts are lecturers at the Ganesha University of Education. Then, students are involved in individual tests and small group tests. The students involved in the individual trials were three students of class III A at SD Negeri 5 Gianyar, each of whom had high, moderate, and low learning outcomes. Then, in the small group test, nine students of class III A at SD Negeri 5 Gianyar were involved with three students with high learning outcomes, three with moderate learning outcomes, and three with low learning outcomes.

Data collection in this study was carried out using the questionnaire and test methods. The questionnaire/questionnaire method is a data collection technique that gives respondents questions or statements, which they must answer in writing according to the actual conditions. This method is used when conducting tests to determine the feasibility and practicality of the developed pictorial word dice learning media products. Questionnaires/questionnaires were each given to design experts, learning content experts, learning design experts, and learning media experts. In addition, three students who were the test subjects in the individual trials and nine who were the test subjects in the small group trials were also given questionnaires. Even though they were both given a questionnaire, the contents of each questionnaire differed according to their intended use. The design and learning media experts questionnaire contain ten statements each, the learning content expert questionnaire contains nine, and the instructional design expert questionnaire contains six. Then, each questionnaire used in individual and small group trials contains 9 statement items. In more detail, the grid of each questionnaire used to test the feasibility and practicality of the pictorial word dice media is presented in [Table 1](#), [Table 2](#), [Table 3](#), [Table 4](#), and [Table 5](#).

Table 1. Design Expert Instrument Grid

No	Aspect	Indicator	Item Number	Total item
1	Hannafin and Peck's development model components	1) The suitability of the development model with the characteristics of the product being developed	1	2
		2) The accuracy of model selection in product development	2	
2	The components of the stages of developing learning media	1) The suitability of the development stage with the model used	3	2
		2) The accuracy of the description of the stages of development	4	
3	Components of clarity, practicality, and coherence	1) The clarity of the description of the development stage based on the model	5	3
		2) The practicality of product development	6	
		3) Conformity of product development sequence	7	
4	Formative evaluation component	1) Compatibility of the evaluation design with the development model	8	3
		2) The clarity of the evaluation instrument used	9	
		3) The accuracy of the selection of test subjects	10	
Total				10

Table 2. The Lattice of Learning Content Expert Instruments

No	Aspect	Indicator	Item Number	Total item
1	Curriculum	1) The suitability of the material with basic competence	1, 2, 3	3
		2) The suitability of the material with the learning indicators		
		3) The suitability of the material with the learning objectives		

No	Aspect	Indicator	Item Number	Total item
2	Material	1) The truth of the material 2) The accuracy of the material 3) The importance of the material 4) The attractiveness of the material 5) The suitability of the material with the characteristics of students 6) The material is easy to understand	4, 5, 6, 7, 8, 9	6
Total				9

Table 3. Learning Design Expert Instrument Grid

No	Aspect	Indicator	Item Number	Total Item
1	Purpose	1) Clarity of learning objectives	1	1
2	Strategy	1) Submission of materials 2) Learning activities 3) Explanation of the material	2, 3, 4	3
3	Evaluation	1) Giving exercises 2) The clarity of the instructions for working on the questions	5, 6	2
Total				6

Table 4. Learning Media Expert Instrument Grid

No	Aspect	Indicator	Item Number	Total Item
1	Writing	1) Font 2) Readability 3) The text is presented properly	1, 2, 3	3
2	Picture	1) Pictures support material understanding 2) Image layout 3) Image quality	4, 5, 6	3
3	Color	1) The color of the dice 2) Picture color 3) Color of writing	7, 8, 9	3
4	Technical	1) Ease of use of learning media	10	1
Total				10

Table 5. Grid of Individual Test Instruments and Small Group Tests

No	Aspect	Indicator	Item Number	Total Item
1	Visualization	1) The attractiveness of the display of picture-word dice	1	1
2	Material Presentation	1) Ease of understanding the material presented 2) The suitability of the material with the real-life students	2 3	2
3	Text	1) The quality of the font used 2) The clarity of the font used	4 5	2
4	Picture	1) The clarity of the images used 2) The attractiveness of the picture with the material being taught	6 7	2
5	Motivation	1) Provide motivation or enthusiasm when using picture-word dice	8	1
6	Evaluation	1) The suitability of the questions with the material provided	9	1
Total				9

The test method is a way of collecting data by giving items to research subjects. The research subjects or test subjects in this development research were class III A students at SD Negeri 5 Gianyar. This test method is used during the pretest and post-test to determine the effectiveness of the developed

pictorial word dice learning media products. The instrument used was a multiple choice test that had previously been tested on students in higher grades, namely fourth graders. The trial results were tested for validity, reliability, difficulty level, and discriminatory power. Based on the four tests, out of the 30 questions tested, 17 items were obtained that were declared valid and suitable for use during the pretest and post-test. The test instrument grids used during the pretest and post-test can be seen in [Table 6](#).

Table 6. Multiple Choice Test Instrument Grid

Basic competencies	Indicator	Cognitive Level						Item Number	Total Item
		C1	C2	C3	C4	C5	C6		
Describe messages in fairy tales that are presented orally, in writing, and visually for enjoyment	Finding themes from fictional story texts			√				7	1
	Determining the title of the text of the fictional story			√				1, 8, 16	3
	Review the background to the story				√			2, 9, 14, 17	4
	Identify the characters in the story.			√				3, 4, 5, 10, 11, 13, 15	7
	Describe the message contained in the story						√	6, 12	2
Total									17

After the data is obtained, it is analyzed using analytical techniques according to the data type. This study used two data analysis techniques: quantitative descriptive data analysis techniques and inferential statistical analysis using the t-test technique. The quantitative descriptive data analysis technique is a technique for processing data by systematically compiling it into numbers or percentages and then interpreting it to get general conclusions. This technique is used to process data that comes from the results of filling out questionnaires by experts and students. The total score obtained from each respondent's results of filling out the questionnaire was then converted into a percentage to make it easier to interpret. The results of calculating the percentage of this score will then be interpreted, and its meaning will be searched using the conversion table for the level of attainment on a scale of 5.

Furthermore, inferential statistical analysis using the t-test technique was used to determine the effectiveness of the pictorial word dice learning media product developed by comparing the pretest results data with the post-test results data obtained by students. However, before using this t-test technique, a prerequisite test is required first. This prerequisite test consists of two types of tests: normality and homogeneity. Testing the normality of the data in this study was carried out using the Chi-Square technique. The purpose of carrying out this normality test is to determine the distribution of the data obtained in the study. The normality test is carried out on students' pre-test and post-test results in data. After both data are declared normal, the test is continued with the homogeneity test. This test is carried out by comparing the largest data variance with the smallest data variance. Thus, it must be calculated in advance the magnitude of the variance of the student's pretest and post-test data to determine which data variance has a greater value. Suppose the data has been declared normal in the normality test and homogeneous in the homogeneity test. In that case, the data can be continued to be tested with a correlated t-test technique to determine the effectiveness of the developed pictorial word dice media.

3. RESULTS AND DISCUSSION

Results

Product development in this study was carried out through three stages according to the Hannafin and Peck development model used. In the first stage, needs analysis, learning characteristics and problems, competency analysis, and facility analysis were carried out. From the analysis of learning characteristics and problems, the results show that learning activities have not been effective because teachers in teaching use no learning media. It has an impact on the low learning outcomes obtained by students. At the facility analysis stage, it was discovered that the supporting facilities for the use of digital media at SD Negeri 5 Gianyar needed to be improved. It can be seen from the frequent power outages during the rainy season. Thus, learning media that are appropriate and can be used in these schools are learning media in the form of concrete media. The results of the subsequent analysis are related to competency analysis. The results of the competency analysis show that the basic competencies selected are the basic competencies for Indonesian language content in Theme 2, Sub-theme 1, third grade. Based

on existing basic competencies, the learning indicators, originally formulated with as many as seven items, were suggested to be trimmed to 5 items with the aim of learning activities with the help of pictorial word dice media developed, which would be more effective.

In the second stage, namely design, a flowchart is produced in the form of a workflow that contains the steps or stages of the development process in sequence and a storyboard that provides an overview regarding the design of the pictorial dice learning media that is made. Starting from the color of the media, the shape of the media, to the content of the media being developed, everything is clearly described in the storyboard. Apart from that, at this stage, the activities of making concept maps and pictorial dice learning media frameworks were also carried out, making media designs, gathering materials, determining applications, determining media display designs, preparing media assessment instruments, and preparing lesson plans. The third stage, namely development and implementation, is carried out by making media activities following the workflow contained in the flowchart and the design that has been contained in the storyboard. The results of the development of pictorial dice media can be seen in [Figure 1](#).



Figure 1. Picture word dice learning media

At the development and implementation stage, the media product testing process was also carried out to determine the media's feasibility and practicality and test the media's effectiveness by giving a pretest and post-test to students. This effectiveness test was carried out by involving class III A students at SD Negeri 5 Gianyar. The media product tests were carried out by design experts, learning content experts, learning design experts, and learning media experts. In addition, individual trials and small group trials were also carried out involving third-grade students at SD Negeri 5 Gianyar. The results of the feasibility and practicality tests that have been carried out on the pictorial word dice media can be seen in [Table 7](#).

Table 7. Percentage Of Learning Media Test Results With Pictorial Word Dice

No	Subject	Eligibility Result (%)	Qualification
1.	Design Expert Test	90,00	Very good
2.	Learning Content Expert Test	97,20	Very good
3.	Learning Design Expert Test	87,50	Good
4.	Learning Media Expert Test	87,50	Good
5.	Individual Trial	97,33	Very good
6.	Small Group Trial	94,89	Very good

Discussion

Based on the data analysis that has been done, pictorial dice media is feasible to be developed and taught to students. Several factors influence the success of developing media products. First, the media's material follows the indicators that are learning objectives. Conformity between the media and learning objectives and indicators is important. It is because the media will help achieve learning objectives ([Ganing et al., 2019](#); [Hidayah & Ulva, 2017](#); [Rinawati et al., 2020](#)). So that if the media is not following the objectives to be achieved, then learning activities will not be able to run optimally. The second factor, the developed media, follow elementary school students' characteristics. As previously explained, how many elementary school students are at the concrete operational development stage ([Kadariusman & Cahyono, 2018](#); [Mumpuni & Supriyanto, 2020](#); [Yuliana & Dewi, 2018](#))? At this stage, the child can know mathematical symbols but cannot deal with abstract things, so the language-learning process is carried out with the help of various concrete objects ([Hayati, 2021](#); [Thaariq et al., 2020](#)). In addition, elementary school students also have the characteristics of being happy to play and interested in visual things ([Fauzi,](#)

2018; Ghati, 2018). They like things that have multiple colors and contain pictures. Thus, learning media that combines games with various images and colors is a solution to overcome the problem of low student learning outcomes (Khasanah et al., 2018; Sudarmika et al., 2018).

The third factor, the developed learning media, has an attractive design. Design, in this case, relates to colors, images, and the type of writing used. Using appropriate colors and images can increase student motivation, stimulate critical thinking, and improve students' ability to study the material (Azhiza, 2022; Oktaviana, 2021). In the developed media, the images and colors used have been adapted to the characteristics of the students and the teaching materials (Kurnia, 2020; Lubis et al., 2022). There are four types of pictorial word dice: background dice, character dice, characterization dice, and mandate dice (Ivena, 2020; Mumtahana et al., 2022; Zainuddin et al., 2022). The base color of each dice is blue for the mandate dice, green for the background, yellow for the character dice, and red for the character dice. Then, on each side of each dice, a picture is attached according to the type of dice. The images used are cartoon images. This image was chosen because it attracted students' attention and views during learning. The following is a picture of the illustrated word dice media.

The findings obtained in this study are in line with the findings of previous research, which also revealed that learning media that contain images could foster interest and enthusiasm for student learning it has an impact on learning outcomes (Akbar & Tarman, 2018; Wicaksono, 2020). The results of other studies also reveal that images in a medium can stimulate students to think critically and examine the material presented (Azhiza, 2022; Baehaki & Cahyani, 2016). The results of further research revealed that the rolling dice media can be used as a means of learning media in improving and developing aspects of child development as a whole, one of which is the aspect of language development, especially literacy skills in early childhood in the ability to read letters, read two syllables and read the word (Agustini & Masudah, 2020). Based on the research analysis results supported by previous research, dice and picture media can positively influence children's language skills.

4. CONCLUSION

Based on the data analysis and discussion results, it can be concluded that pictorial dice media is feasible to be developed and taught to third-grade elementary school students. It can be seen from the results of the validity test of media products in the very valid category. Illustrated dice media can help students in learning.

5. REFERENCES

- Agustini, D. R., & Masudah. (2020). Pengaruh media dadu putar terhadap kemampuan keaksaraan anak kelompok B. *Jurnal PAUD Teratai*, 9(1), 1–14. <https://ejournal.unesa.ac.id/index.php/paud-teratai>.
- Akbar, A. A., & Tarman, T. (2018). Pengaruh Penggunaan Media Gambar Terhadap Hasil Belajar Bahasa Indonesia Pada Siswa Kelas IV Sekolah Dasar. *JRPD (Jurnal Riset Pendidikan Dasar)*, 1(1), 40–48. <https://doi.org/10.26618/jrpd.v1i1.1238>.
- Azhiza, K. R. (2022). Pengaruh Media Gambar Berseri terhadap Hasil Belajar Menulis Karangan Deskripsi Bahasa Indonesia Siswa Kelas IV. *Jurnal Ilmu Pendidikan*, 4(4), 5720–5726. <https://jurnal.untan.ac.id/index.php/jpdpb/article/viewFile/26287/75676577140>.
- Baehaki, I., & Cahyani, I. (2016). Peningkatan Keterampilan Menulis Deskripsi dengan Teknik Rumpang Melalui Media Gambar. *Jurnal Pendidikan Dasar Kampus Cibiru*, 7(2), 164. <https://doi.org/10.17509/eh.v7i2.2707>.
- Elsunarti, E. (2017). Pengaruh Pendekatan Pembelajaran Dan Kemampuan Berpikir Terhadap Kemampuan Menulis Pada Peserta Didik Madrasah Ibtidaiyah/Sekolah Dasar. *Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan*, 20(1), 127–133. <https://doi.org/10.24252/lp.2017v20n1i10>.
- Faiz, A., Soleh, B., Kurniawaty, I., & Purwati, P. (2021). Tinjauan Analisis Kritis Terhadap Faktor Penghambat Pendidikan Karakter di Indonesia. *Jurnal Basicedu*, 5(4), 1766–1777. <https://doi.org/10.31004/basicedu.v5i4.1014>.
- Fauzi, F. (2018). Karakteristik Kesulitan Belajar Membaca Pada Siswa Kelas Rendah Sekolah Dasar. *Perspektif Ilmu Pendidikan*, 32(2), 95–105. <https://doi.org/10.21009/PIP.322.2>.
- Ganing, N. N., Krismasari Dewi, N. N., & Kristiantari, M. . R. (2019). Pengaruh Model Pembelajaran Picture And Picture Berbantuan Media Visual Terhadap Keterampilan Menulis Bahasa Indonesia. *Journal of Education Technology*, 3(4), 278. <https://doi.org/10.23887/jet.v3i4.22364>.
- Ghati, E. W. (2018). Karakteristik Respon Siswa Sekolah Dasar Dengan Model Pembelajaran Berbasis

- Masalah Berdasarkan Taksonomi Solo. *Jurnal Pendidikan*, 5(2). <https://doi.org/10.33650/pjp.v5i2.386>.
- Hayati, F. (2021). Karakteristik Perkembangan Siswa Sekolah Dasar : Sebuah Kajian Literatur. *Jurnal Pendidikan Tambusai*, 5(1), 1809–1815. <https://www.jptam.org/index.php/jptam/article/view/1181>.
- Herawati, T., Pranaji, D. K., Pujihastuty, R., & Latifah, E. W. (2020). Faktor-Faktor yang Memengaruhi Pelaksanaan Fungsi Keluarga di Indonesia. *Jurnal Ilmu Keluarga Dan Konsumen*, 13(3), 213–227. <https://doi.org/10.24156/jikk.2020.13.3.213>.
- Hidayah, N., & Ulva, R. K. (2017). Pengembangan media pembelajaran berbasis komik pada mata pelajaran ilmu pengetahuan sosial kelas IV MI Nurul Hidayah Roworejo Negerikaton Pesawaran. *Jurnal Pendidikan Dan Pembelajaran Dasar*, 4(1), 34–46. <https://doi.org/10.24042/terampil.v4i1.1804>.
- Ivena, V. (2020). Pengembangan Media pembelajaran Dadu Bergambar untuk Keterampilan Berbicara Mahasiswa BIPA Tingkat Menengah. *BASINDO: Jurnal Kajian Bahasa, Sastra Indonesia, Dan Pembelajarannya*, 4(1), 87. <http://journal2.um.ac.id/index.php/basindo>.
- Kadarusman, G., & Cahyono, B. E. H. (2018). Penggunaan Media Pembelajaran Pohon Ajaib dengan Model Pembelajaran Make A Match untuk Meningkatkan Penguasaan Kosakata Bahasa Indonesia Siswa Tunarungu Kelas II SDLB Dharma Wanita Jiwon Kabupaten Madiun. *Linguista: Jurnal Ilmiah Bahasa, Sastra, Dan Pembelajarannya*, 2(1), 61. <https://doi.org/10.25273/linguista.v2i1.2756>.
- Kurnia, R. (2020). Efektifitas Media Dadu Putar Untuk Kesiapan Membaca Anak Usia Dini. *PAUD Lectura: Jurnal Pendidikan Anak Usia Dini*, 4(01), 32–41. <https://doi.org/10.31849/paud-lectura.v4i01.4644>.
- Kurniawati, F. N. A. (2022). Meninjau Permasalahan Rendahnya Kualitas Pendidikan Di Indonesia Dan Solusi. *Academy of Education Journal*, 13(1), 1–13. <https://doi.org/10.47200/aoej.v13i1.765>.
- Lubis, L. R., Erdila, R. S., & Siregar, L. (2022). Pelaksanaan Teknik Permainan Dadu Dalam Pembelajaran Vocabulary. *Jurnal Pengabdian Masyarakat*, 1(2). <https://doi.org/10.37081/adam.v1i2.852>.
- Mumpuni, A., & Supriyanto, A. (2020). Pengembangan Kartu Domino Sebagai Media Pembelajaran Kosakata bagi Siswa Kelas V Sekolah Dasar. *Sekolah Dasar: Kajian Teori Dan Praktik Pendidikan*, 29(1), 88–101. <https://doi.org/10.17977/um009v29i12020p088>.
- Mumtahana, L., Ikmal, H., & Sari, A. A. (2022). Minat Belajar Siswa Dengan Menggunakan Media Lempar Dadu Dan Metode Tanya Jawab Pada Mata Pelajaran Aqidah Akhlak. *Chalim Journal of Teaching and Learning*, 2(1), 1–6. <https://doi.org/10.31538>.
- Oktaviana, S. (2021). Developing Pop-Up Book Media In Early Reading At Low Class. *Jurnal Pajar (Pendidikan Dan Pengajaran)*, 5(5), 1313. <https://doi.org/10.33578/pjr.v5i5.8117>.
- Pane, A., & Dasopang, M. D. (2017). Belajar Dan Pembelajaran. *Fitrah: Jurnal Kajian Ilmu-Ilmu Keislaman*, 3(2), 333. <https://doi.org/10.24952/fitrah.v3i2.945>.
- Prihatin, Y., & Sari, R. H. (2021). Problematika Pembelajaran Bahasa Indonesia di Era Pandemi Covid-19. *Jurnal Pendidikan Tambusai*, 5(2), 4537–4546. <https://doi.org/10.31004/jptam.v5i2.1606>.
- Putry, R. (2019). Nilai Pendidikan Karakter Anak Di Sekolah Perspektif Kemendiknas. *Gender Equality: International Journal of Child and Gender Studies*, 4(1), 39. <https://doi.org/10.22373/equality.v4i1.4480>.
- Rinawati, A., Mirnawati, L. B., & Setiawan, F. (2020). Analisis Hubungan Keterampilan Membaca dengan Keterampilan Menulis Siswa Sekolah Dasar. *Journal Educational Research and Development*, 4(2), 85–96. <https://doi.org/10.31537/ej.v4i2.343>.
- Sadikin, H., Nugrahani, F., & Suwanto, S. (2022). Penerapan Metode Mind Mapping melalui Keterampilan Menulis Puisi dalam Interaksi Belajar Mengajar di Kelas IV SDV. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(5). <https://doi.org/10.31004/jpdk.v4i5.7859>.
- Sudarmika, K. B., Parmiti, D. P., Simamora, A. H., Pendidikan, J. T., & Ganesha, U. P. (2018). Pengembangan Media Ular Tangga Inovatif Untuk Meningkatkan Minat Belajar Siswa Kelas IV Sekolah Dasar. *Jurnal Edutech Undikdha*, 6(1), 20–29. <https://doi.org/10.23887/jeu.v6i1.20259>.
- Sujana, I. W. C. (2019). Fungsi Dan Tujuan Pendidikan Indonesia. *Adi Widya: Jurnal Pendidikan Dasar*, 4(1), 29. <https://doi.org/10.25078/aw.v4i1.927>.
- Thaariq, Z. Z. A., Lindawati, L., & Puspita, R. D. (2020). Profesionalitas Guru Sekolah Dasar dalam menghadapi Ragam Karakteristik Belajar. *EduBasic Journal: Jurnal Pendidikan Dasar*, 2(1), 61–71. <https://doi.org/10.17509/ebj.v2i1.26523>.
- Wicaksono, G. (2020). Pengembangan Buku Cerita Bergambar Interaktif Terhadap Kemampuan Siswa Menemukan Isi Cerita. *Joyful Learning Journal*, 9(4), 224–229. <https://doi.org/10.15294/jlj.v9i4.40868>.
- Windawati, R., & Koeswanti, H. D. (2021). Pengembangan Game Edukasi Berbasis Android untuk Meningkatkan hasil Belajar Siswa di Sekolah Dasar. *Jurnal Basicedu*, 5(2), 1027–1038.

<https://doi.org/10.31004/basicedu.v5i2.835>.

Yuliana, R., & Dewi, T. K. (2018). Pengembangan Media Pembelajaran Scrapbook Materi Karangan Deskripsi Mata Pelajaran Bahasa Indonesia Kelas III Sekolah Dasar. *Refleksi Edukatika : Jurnal Ilmiah Kependidikan*, 9(1). <https://doi.org/10.24176/re.v9i1.2804>.

Zainuddin, Subhananto, A., & Salmina, M. (2022). Pengembangan Media Dadu Berbasis Model Kooperatif Teams Games Tournament (TGT) Terhadap Kemampuan Pemecahan Masalah Penjumlahan Bilangan Bulat Di SDN 69 Banda Aceh. *Jurnal Ilmiah Mahasiswa Pendidikan*, 3(2). <https://www.jim.bbg.ac.id/pendidikan/article/view/650>.