



Analysis of the Needs of Interactive Media "KACASINO" Based on Think Pair Share for Indonesian Language Learning in Elementary Schools

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Abstract

This research aims to analyze the need for interactive media "CASINO" based on Think Pair Share in Indonesian language learning at SD IT Al-Akhyar, especially in synonymous material. Data was collected through interviews with class V teachers and filling out questionnaires by 24 students. The research results show that there is no learning media used, teachers only use conventional teaching materials in the form of worksheets and textbooks so that learning is less interesting. As well as students' lack of understanding in learning Indonesian, especially regarding synonymous material. This is confirmed by questionnaire data where 41.7% of students do not like learning Indonesian, because the method is monotonous and there is too much narrative text. From the material aspect, 87.5% of students understand the concept of antonyms, but only 58.3% understand the concept of synonyms. The teacher stated that he had never used interactive media (such as Interactive PPT) and considered that the TPS model and visual media were really needed to create more collaborative, effective and efficient learning in time management. In conclusion, the development of interactive media "CASINO" based on Think Pair Share is very relevant and necessary to increase students' interest and understanding of vocabulary concepts at the elementary school level

Keywords: interactive media, casino, think pair share.

Abstract

This study aims to analyze the needs of Think Pair Share-based interactive media "CASINO" in learning Indonesian at SD IT Al-Akhyar, especially in synonym materials. Data was collected through interviews with grade V teachers and filling out questionnaires by 24 students. The results of the study show that there is no learning media used, teachers only use conventional teaching materials in the form of lks and package books so that learning is less interesting. As well as students' lack of understanding of Indonesian language learning, especially in synonym materials. It is corroborated by the data from the questionnaire where 41.7% of students do not like learning Bahasa Indonesia, because of the monotonous method and too many narrative texts. From the material aspect, 87.5% of students understand the concept of antonyms, but only 58.3% understand the concept of synonyms. The teacher stated that he had never used interactive media (such as Interactive PPT) and assessed that the TPS model and visual media are needed to create more collaborative, effective, and efficient learning in time management. In conclusion, the development of an interactive media "CASINO" based on Think Pair Share is very relevant and necessary to increase students' interest and understanding of vocabulary concepts at the elementary school level

Keywords: interactive media, casino, think pair share.

Introduction

Children in elementary school acquire language skills, through Indonesian language subjects. Through Lessons This is the training of the students for communicate well, clearly, and politely, both verbally and in writing. Overall, through learning Indonesian, students are guided to hone their attitudes, thinking, and skills. This Indonesian language learning competency itself includes listening, listening, speaking, reading, and writing (Mubin et al., 2023). Students' reading skills are necessary to achieve goals (Fatmawati et al., 2024). Maximum learning Therefore,

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Indonesian language learning in elementary school has a role to develop students' language skills, especially in mastering vocabulary which is the basis for communication skills. Indonesian language learning in elementary school includes a wide range of material content, and one of the important competencies in vocabulary learning is understanding the meaning of words, including the ability to distinguish and use synonyms and antonyms appropriately. Good mastery of vocabulary, such as adjectives, synonyms, and antonyms, plays a big role in the development of language skills as well as understanding the context of everyday communication and more complex texts (Permana et al., 2024).

Mastery of synonyms and antonyms is essential for a thorough understanding of vocabulary, as they are inseparable from the vocabulary of the language (Aulia & Siregar, 2024). Synonyms can be interpreted as expressions whose meanings are more or less the same as other expressions (Paino et al., 2021). Synonyms refer to words that are different in shape but have similar meanings, whereas antonyms indicate an inverse or contradictory relationship between one word and another (Khairani & Pamungkas, 2022). An understanding of synonyms and antonyms can improve the ability to communicate and express thoughts more precisely and variously. This not only improves language skills, but also makes communication more effective and engaging.

In the modern era, learning activities no longer depend only on textbooks and whiteboards, because there are various kinds of media that can be used to support the efficiency of achieving learning goals (Fadhli, 2022). In this case, in the implementation of the teaching and learning process, teachers can choose and determine media that is in accordance with their abilities, the limitations of infrastructure, the peculiarities of learning materials and the state of students, so that the learning situation will be more lively if supported by the use of suitable teaching media and with the right method (Husairi, 2021). Learning media also plays a role in clarifying the delivery of information that supports the achievement of learning goals more efficiently. According to Hamalik in Setyarini et al (2022) which explains that teaching media can arouse interest, motivation, and provide a positive psychological influence for students. In line with this opinion, while according to Mustofa in Setyarini et al (2022) The opinion that the media functions as a link of messages that are able to stimulate students' thoughts, feelings, and willingness to be actively involved in learning. Therefore, at the elementary school level, the use of engaging media is essential to create a fun learning atmosphere while stimulating students' enthusiasm (Chumairoh & Fradana, 2025).

Learning media itself can be understood as a tool used by teachers to facilitate the process of delivering material, especially abstract concepts that are difficult for students to understand (Setiawaty et al., 2025). The media is not only an intermediary between teachers and students, but also serves as a means to increase the effectiveness and dynamics of the learning process. There are still many teachers who are not optimal in utilizing the media during language learning (Fitriya et al., 2024).

Ideally, the Indonesian language learning process in elementary school must be able to bridge the difference in the level of difficulty, one of which is in antonyms and synonyms by utilizing the use of innovative learning media. Under ideal conditions, learning media such as interactive applications, or audiovisual media act as a concretization tool that helps students distinguish synonyms that have similar meanings but are used differently. The right medium can turn abstract learning into an experience. In addition to the media, teachers who need to use strategies in learning activities by using the right model, student learning activities also need to be carried out in a variety based on the interests of the students (Cahyono et al., 2021).

Based on the results of observations made at SD IT Al-Akhyar, it was found that synonyms are often considered more difficult for students to understand than antonymic material. This difficulty arises because synonyms have a similar contextual meaning, so they require the ability to think more

deeply. This condition causes some students to experience obstacles in understanding and using synonyms correctly in sentences. This problem is strengthened by the fact that teachers are still dominant using conventional methods and have not utilized interactive media in learning Bahasa Indonesia. Teacher-centered learning with limited media use has the potential to make students less active, less motivated, and bored quickly. Monotonous learning can make students bored while studying in class. During the learning process, students only listen and pay attention to the teacher's explanation while taking note of what the teacher wrote on the board (Susanti et al., 2024).

In addition, the limited learning time that is less efficient is also an obstacle in itself, so teachers find it difficult to provide a variety of learning activities that encourage active student involvement. One of the alternative solutions to overcome these problems is the development of interactive media combined with cooperative learning models, such as Think Pair Share (TPS). Think Pair Share (TPS) Type Cooperative Learning is one of the learning models that prioritizes students to play an active role together with their group mates by discussing to solve a problem (Amaliyah et al., 2019). The TPS model provides opportunities for students to think independently, discuss with their partners, and share the results of their thinking with groups or classes. When combined with interesting interactive media, such as "CASINO" media, learning is expected to be more active, fun, and efficient, and help students understand synonymous concepts more deeply.

Previous research has shown that the use of interactive media and cooperative learning approaches play an important role in improving the quality of Indonesian language learning at the primary school level. (Ali et al., 2024) It found that interactive learning media can increase student participation and understanding, but its research did not specifically address synonyms and did not combine such media with specific cooperative learning models. On the other hand, Nissa (2020) revealed that the use of the Think Pair Share model with the help of an interactive PowerPoint can improve Indonesian language learning outcomes, but this study only focused on non-fiction text material and did not conduct an analysis of learning needs first. Further, Mufidah et al (2025) shows that the Think Pair Share model is effective in improving students' reading comprehension, but does not use interactive media specifically and does not address vocabulary issues and time efficiency in the learning process. From this study, it can be concluded that there is a shortcoming in the research in the form of the absence of an analysis of the need for interactive media based on Think Pair Share which is specifically intended for synonyms in learning Indonesian at the elementary school level. Research that specifically examines the need for Think Pair Share-based interactive media on synonymous materials in Indonesian language learning in elementary schools is still limited. This shows that there is a research gap that needs to be studied as a basis for the development of learning media that is in accordance with the needs of students and teachers.

Based on the problems that have been explained at the beginning related to the lack of use of interactive media in learning Indonesian which affects students' understanding of synonym materials, the focus of this research is (1) Students' difficulties in understanding synonym material compared to antonyms, (2) The use of the Think Pair Share model to increase the effectiveness and efficiency of Indonesian language learning time in elementary schools. Based on this description, this study aims to analyze the need for Think Pair Share-based interactive media "KACASINO" in learning Indonesian language in elementary schools, especially in synonym materials.

Method

This study uses a descriptive qualitative approach with a needs analysis type of research. Qualitative research is a research method used to research natural conditions, where researchers are the key subjects with data collection techniques that are carried out in

combination (Safarudin et al., 2023). This approach was chosen because the research aims to obtain an in-depth picture of the real condition of Indonesian language learning in elementary schools, especially related to students' difficulties in understanding synonymous material, limited use of interactive learning media by teachers, and the need for Think Pair Share-based interactive media.

This research was carried out at SD IT Al Akhyar Kudus on December 12, 2025. The research subjects include teachers and students of grade V who are directly involved in learning Bahasa Indonesia. The selection of subjects was carried out purposively by considering the relevance of synonymous material and active involvement in the learning process in the classroom. The data collection techniques used in this study included observation, interviews, and questionnaires. Observations are carried out to observe the implementation of learning, student activities, and the use of learning media in the classroom. Interviews were conducted with teachers to obtain information about learning obstacles, strategies used, and views on the need for interactive media. Meanwhile, a questionnaire was given to 24 students to identify the level of difficulty of synonymous material and the need for interesting and easy-to-understand learning media. The instruments used include interview sheets and student questionnaires that have been prepared with need analysis indicators.

The data analysis technique in this study uses Miles and Huberman which consists of the stages of data reduction, data presentation, and conclusion drawing (Qomaruddin & Sa'diyah, 2024). The reduction of data in this study is by simplifying and grouping the data that has been obtained during interviews, documentation and filling out questionnaires by teachers and students of SD IT Al-Akhyar. Furthermore, in the process of presenting data, it is presented through tables related to the results of interviews and questionnaires that have been conducted. Finally, conclusions were drawn based on the results of interview data, documentation and filling out questionnaires that had been obtained. The results of the analysis are used as a basis for formulating the needs and characteristics of Think Pair Share-based interactive media "KACASINO" which is in accordance with the conditions of learning Indonesian in elementary schools.

Results and Discussion

Results [research data findings]

Analysis of Interactive Media Needs in Indonesian Language Learning Synonyms and Antonyms.

The results of the research were conducted through interviews with grade V teachers and questionnaires to 24 students of SD IT Al-Akhyar which became the basis for the analysis of the needs of interactive media "CASINO" in learning Indonesian. The results of the interview with the teacher of grade V of SD IT Al-Akhyar show the following:

Table 1. Interview Results of Class V Teacher of SD IT-Al Akhyar

Yes	Question Instruments	Teacher's Answer	Meaning / Discussion
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1	What are the difficulties you encounter while teaching Bahasa Indonesia?	Lack of literacy	Students' lack of interest in reading due to too much reading
2	In your opinion, what is the breadth of Indonesian material, especially synonyms and antonyms?	Quite spacious	There is a lot of coverage of synonyms and antonyms, including getting to know the meaning of words, comparing similarities and differences in meaning, choosing the right words
3	Does the extensive material make the delivery of learning less in-depth?	children lack focus, lack of time	The breadth of the material makes students feel less focused on learning and limited time in learning activities
4	What are the types of teaching materials used when teaching Indonesian, especially synonyms and antonyms?	Lks, Package book, LKPD	The existence of teaching materials used by teachers in learning Indonesian
5	How effective is the teaching materials used?	effective but less relevant and children do not understand	The teaching material is effective, but students feel that they understand the material better when it is related to real daily life.
6	Have you ever used Interactive PPT in teaching Indonesian?	Never before	There is no interactive media used in learning Indonesian in the classroom.
7	What do you think about the use of the TPS model in learning Indonesian?	Interesting	The use of the TPS model is attractive to students and the model allows students to collaborate with friends
8	Is the model effective in improving students' discussion and understanding of Bahasa Indonesia?	Yes, effective and effective	The TPS model is effective in increasing student discussion
9	What do you think if an Interactive PPT media is developed that is adapted to the TPS model?	Precise and effective for learning	Ppt can be used to provide material in a more interesting way, and can be a medium for sparking students' thinking, and is

			appropriate if developed with the TPS model.
10	Do you think our casino media is effective for learning Indonesian antonyms and synonyms?	Effective and attractive	The "Casino" media is effective for use in learning synonyms and antonyms with pictures and practice questions to make the "casino" media more attractive for students.

Based on the results of interviews that have been conducted with the Indonesian language teacher in class V of SD IT Al-Akhyar, it was found that in learning Indonesian there is still a lack of learning media used in the form of Lks, Package Books, LKPD and there is no use of interactive media to support Indonesian language learning. The absence of interesting interactive media causes students to feel less enthusiastic in learning, with this the delivery of material becomes less than optimal, especially in synonyms and antonyms. In fact, the media has an important role to support the success of learning.

The teacher explained that there is still a lack of understanding of students in learning Indonesian. Coupled with the large number of narrative texts in Indonesian language learning that make students feel bored when presenting learning materials. The use of learning media used is quite effective, but students feel that they understand the material better when presented with real visual objects and are easy for them to encounter in daily life. There is still a lack of understanding of students and the difficulties of students in learning, one of which is found in synonyms and antonyms, synonym material is considered more difficult to understand by students. With these obstacles, it is concluded that there is a need for the use of interactive learning media on synonyms and antonyms to support a more interesting teaching and learning process.

Furthermore, based on the results of filling out questionnaires conducted by students at SD IT Al-Akhyar Kudus, it was revealed that the level of interest, level of understanding and effectiveness of learning Indonesian synonyms and antonyms were as follows:

Table 2. Results of Filling in the Questionnaire for Class V Students

Ye s	Instruments Questions	Answer		Percentage	
		Yes	No	Ya	No
1	I feel happy to take part in Indonesian language learning	14	10	58,3 %	41,7 %
2	I feel understood when the teacher explains the vocabulary material	19	5	79,2 %	20,8 %
3	I easily understand new terms in Indonesian lessons	17	7	70,8 %	29,2 %

4	I learned that synonyms are words that have almost the same meaning.	14	10	58,3%	41,7 %
5	I learned that antonyms are words that have opposite meanings.	21	3	87,5 %	12,5 %
6	I can distinguish between words that are synonyms and antonyms	19	5	79,2 %	20,8 %
7	I can give examples of synonymous words and their antonyms correctly.	17	7	70,8 %	29,2 %
8	I can use synonyms and antonyms to clarify the meaning in a sentence.	17	7	70,8 %	29,2 %
9	I understand the story or text easily because I understand synonyms and antonyms.	15	9	62,5 %	37,5 %
10	I felt that the exercises given by the teacher helped me understand the synonyms and antonyms material.	19	5	79,2 %	20,8 %

Based on the results of the questionnaire data presented in table 2, it is seen that the percentage results describe the objective conditions of student needs in grade V of SD IT Al-Akhyar. As many as 58.3% of students feel that they are participating in Indonesian language learning. However, there are 41.7% of students who say they do not like learning Bahasa Indonesia. This is supported by the results of interviews with grade V teachers who stated that students are easily bored because of the large number of narrative texts contained in learning Bahasa Indonesia. The table also explained that almost all students understood the explanations given by the teacher, were able to understand new terms and understand the concept of antonyms which had a percentage above 70%.

However, only 58.3% of students said they understood the concept of synonyms, while 41.7% of students said they did not understand the concept of synonyms. In addition, most students are able to distinguish and use synonyms and antonyms in sentences, but there are still about 29-41% of students who have difficulty in doing so. The results of this data show that Indonesian language learning has indeed gone quite well at SD IT Al-Akhyar, but there is still a need for the development of interesting media and exercises to improve students' understanding of Indonesian language learning, especially synonyms and antonyms.

The Use of Interactive Media Based on Think Pair Share in Indonesian Synonyms and Antonyms

Based on the results of the research obtained from observations, interviews, and questionnaires, an in-depth discussion can be conveyed about the need and potential application of interactive media with the Think Pair Share (TPS) model in learning Indonesian, especially on synonyms and antonyms at the elementary school level. This analysis shows that the combination of the two elements is not only an option in the method, but also a responsive solution based on the recognition of the gap between the ideal learning conditions and the reality that exists in the field.

First, empirically obtained data indicate significant differences in the degree of difficulty in understanding synonyms and antonyms. As many as 87.5% of students admitted to understanding the concept of antonyms, while only 58.3% understood synonyms. In this case, conventional media such as worksheets and textbooks that are still widely used as stated by teachers are less able to bridge this complexity. The teachers considered the media

"effective but not entirely effective" because it could not meet the contextualization aspect. Therefore, the presence of specially designed interactive media is very important. It can visualize the level of meaning, provide examples in various sentence contexts, and offer direct feedback, thus explaining synonym concepts that were previously considered difficult.

Second, in terms of pedagogy and student involvement, data shows that 41.7% of students do not feel happy learning Bahasa Indonesia. This situation is related to the results of interviews that reflect students' boredom due to the large number of narrative texts and teacher-focused learning models. This is where the relevance of the Think Pair Share (TPS) cooperative learning model emerges. Teachers stated that the TPS model was "attractive to students" and functioned well in encouraging discussion. Structurally, this model encourages the change from passive to active learning through three main stages: (1) Individual Thinking functions as the main foothold to develop independence in thinking for each student. At this stage, interactive media not only conveys information, but also serves as triggers designed to stimulate internal analysis processes. For example, students are independently shown a media display that shows a keyword such as "smart" with several synonym choices such as "smart," "smart," or "smart" in different sentence contexts. This kind of challenge encourages students to experience a process of reflection, compare nuances, and make initial decisions based on their personal understanding and thinking. This stage directly illustrates the results of research that show that understanding synonyms requires a level of in-depth analysis. By prioritizing the ability to think independently, each student is burdened with intellectual responsibility, thus preventing the tendency to directly depend on the opinions of others.

(2) The Pair Phase transforms individual thinking into knowledge that is built together. After completing the individual reflection stage, students work closely with a friend to discuss and compare the results of their respective evaluations. Interactive tools at this stage act as a real means of collaboration; For example, pairs of students could complete the task of matching antonyms in a digital game or negotiate to choose the most suitable synonym for an image. In this process of interaction, there is an exchange of viewpoints and a negotiation of meaning. Students who do not fully understand will get explanations in language that are easier to understand from their peers, while students who do understand actually strengthen their knowledge through teaching to others (learning by teaching). This phase effectively addresses the problems of boredom and one-way learning detected in the survey results.

Paired discussions also create a natural space for context, where students give each other examples of the use of words in daily life, thus answering teachers' needs for more relevant and applicable material and; (3) The Share Phase is the stage where the results and validation of the learning process that has been carried out are presented openly. In this step, a number of pairs of students are selected to convey their conclusions or the results of their discussions to the entire class. Interactive media tools again play an important role as presentation aids that clarify the main points of each couple, facilitating clear comparisons. The teacher directs this session by inviting further responses, questions, and explanations from other groups, while providing final clarifications and correcting any misunderstandings that may arise. For students who present, this phase develops confidence and the ability to deliver arguments. The Share phase makes class discussions more directed and productive, as the

discussion is no longer spent on basic explanations, but rather on strengthening, elaborating, and solving complex questions.

However, the effectiveness of polling stations is often hampered by a lack of appropriate tools or stimuli to guide each stage. Thus, combining interactive media with TPS syntax can provide complementary solutions. The media can function as a trigger at the thinking stage, in the form of problems or word puzzles. Furthermore, in the Pairing stage, the media can provide digital collaborative tasks that must be completed in pairs. Finally, at the Sharing stage, the media acts as a visual aid that supports more interesting and structured class presentations and discussions. Third, the analysis of these needs also pays attention to the efficiency of time and depth of learning. Teachers cite "time constraints" as one of the problems, which often leads to a lack of in-depth exposure to the vast material. The use of interactive media together with TPS can be a solution to this problem. Well-designed interactive media can speed up the delivery of basic concepts through easy-to-understand visuals, thus reducing the time at the explanation stage. This saved time can then be allocated more effectively for more in-depth exploration and paired discussions. In other words, this combination allows for the realization of deep and efficient learning, where students not only understand definitions (superficial learning) but can also analyze, discuss, and apply synonym concepts and antonyms in various situations (deep learning).

Discussion [discussion of research findings]

Based on the results of the interviews presented through table 1, there is a need for media to support the learning of Bahasa Indonesia. Learning media can be used by teachers to provide examples or practice the material learned (Fajri et al., 2021). The lack of understanding of students in learning Indonesian language certainly affects student learning outcomes. . According to Sugihartono in Magdalena et al (2021) stating that learning difficulties are a symptom that appears in students which is characterized by low learning outcomes or below the norms that have been set. Table 2 also explains that there are students who still have difficulty understanding synonyms and antonyms in Indonesian. So it can be concluded that the need for the use of media in learning Indonesian language.

The use of the Think Pair Share (TPS) model is considered effective in helping students' understanding of learning. The existence of students' difficulties in synonyms rather than antonyms can certainly be influenced by one of the things, namely the use of learning models that have not varied. . This is in line with linguistic theory, which states that synonyms are relational and contextual, usually never completely identical (Ningrum, 2024). So it requires higher cognitive ability to analyze meaning with nuances. On the other hand, antonyms are binary and opposites, making them easier for students to understand (Pratami et al., 2025). The results found that there was a sense of boredom among students due to the lack of narrative texts and learning models that only focused on teachers. This is where the relevance of the Think Pair Share (TPS) cooperative learning model emerges. Learning model *Think Pair Share* (TPS) is a form of cooperative learning strategy (*cooperative learning*) designed to enhance students' active participation, critical thinking skills, and collaborative abilities in the learning process (Mufidah et al., 2025).

The stages in the TPS model consist of Think, Pair and Share. Stage 1 Think, by prioritizing the ability to think independently, each student is burdened with intellectual responsibility, thus preventing the tendency to directly depend on the opinions of others. This process trains semantic differentiation skills, i.e. the ability to distinguish subtle nuances of meaning, which is at the heart of the difficulty in understanding synonyms

(Salsabila et al., 2025). Stage 2 Pairs (pairs), This phase effectively addresses the problems of boredom and one-way learning detected in the survey results. In addition, 21st century social and academic skills such as effective communication, good listening, and constructive conflict resolution are honed here (Nurhasanah, 2025). Stage 3 Share, the stage where the results and validation of the learning process that has been carried out are presented openly (Sholikah & Zubaidi, 2020). By combining the TPS model and the "CASINO" learning media in Indonesian language learning, synonyms and antonyms are expected to be effective in optimizing existing learning.

Limitations

The implementation of Casino Media in education is currently still experiencing various main challenges, namely limitations in standardizing methods that can be accepted in various types of schools. This phenomenon shows that there are obstacles in the process of spreading innovation. This media focus on one school suggests that the tool may require adjustments both technically and contextually to suit the diverse facilities, infrastructure, and abilities of teachers in different environments. Without generalizations and general documentation, Casino Media has the potential to become just a static and unsustainable pilot project. Therefore, efforts are needed to harmonize and flexibility in design so that the educational benefits offered can be felt equally by other educational institutions.

Conclusion

Based on the results of research and discussions that show that learning Indonesian language synonyms and antonyms at SD IT Al-Akhyar is still constrained by the limited use of learning media because it is still dominated by conventional teaching materials. In addition, the low interest of some students in learning is due to the large number of narrative texts, as well as the difficulty of students' understanding of synonymous materials. Therefore, it is necessary to develop interactive learning media to support Indonesian language learning to be more effective and efficient. The use of the Think Pair Share (TPS) learning model is considered effective in increasing collaboration, discussion, and student activity. Through the combination of interactive media with the Think Pair Share model, it is a solution to overcome learning problems. So that the development of Think Pair Share-based interactive media such as "CASINO" media is a relevant solution to increase students' understanding and interest in learning Indonesian synonyms and antonyms.

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