

**Development of a Lampung Language Vocabulary Learning Module
to Improve Elementary School Student Learning Outcomes**

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Abstract

The Lampung language vocabulary learning module is designed to improve the learning outcomes of fifth grade students at Sekolah Dasar (SD) Negeri Gilih Karang Jati. However, in reality, student learning outcomes are still not good, especially in learning Lampung language vocabulary. The aim of this research is to determine student learning outcomes in Lampung language vocabulary subjects. The data obtained in this research was analyzed using experimental methodology with a one group pretest posttest research design. This type of research is referred to as research and development (R&D) and is associated with ADDIE theory. The Lampung language vocabulary learning module has been verified by material, media and language experts and its usefulness has also been assessed based on teacher and student responses. Media experts obtained a valid percentage score of 0.93%, language experts obtained a valid percentage score of 0.88%, and material experts obtained a valid percentage score of 0.91%. The average percentage of educators' practicality test scores was 97.12% and students' practicality scores were 98.39%. The results of this research were analyzed using t test calculations, data analysis showed that there was a significant difference between before and after treatment using the Lampung language vocabulary learning module, with the achieved value of $0.000 < 0.005$. Based on the research results, the implementation of the Lampung language vocabulary-based learning module can be achieved in helping fifth grade students at SD Negeri Gilih Karang Jati achieve better learning outcomes.

Keywords: Learning outcomes, learning modules, Lampung language vocabulary

INTRODUCTION

Currently, information and communication technology is developing very rapidly. The fundamental cause of the revolutionary paradigm that is still developing is the progress of science and technology. Advances in information technology have changed every element of life, especially in the field of education (Pratama et al, 2020). Teachers must be able to develop various creative learning strategies, such as integrating technology into learning, creating interesting and enjoyable learning experiences, and developing different teaching pedagogy, to increase student excitement and involvement in learning activities (Inayati, 2022). To create maximum human resources, teachers play an important role in the learning process (Siahaan, 2022). In the 21st century, education focuses on student-centered and meaningful learning (Ikhtiarti et al., 2019). To support a 21st century learning approach, teachers need to cultivate students' abilities by using teaching methods that can improve various intellectual skills. Important competencies known as 21st century learning are the 4Cs which include creativity, critical thinking, collaboration and communication (Saputro et al., 2019). To help students acquire the skills necessary to face a world that is becoming more complex and technologically advanced, the curriculum places a strong emphasis on implementing education in the 21st century.

Learning that is comfortable, independent, active, has character and meaning is the focus of implementing the Independent Learning Curriculum. The aim of this curriculum is to answer the challenges of education in the era of industrial revolution 4.0, the independent learning curriculum emphasizes problem-solving abilities, critical thinking, creativity and innovation, as well as the ability to collaborate and communicate effectively (Manalu et al, 2022). The Merdeka Curriculum has the following characteristics: more flexible learning with different learning based on local context and content, and according to students' abilities. Students are allowed to think and learn from any source, allowing them to search for information and find solutions to the problems they face (Inayati, 2022). Therefore, the Independent Curriculum plays an important role in shaping student learning outcomes by emphasizing learning that is more flexible, student-centered, and prioritizing the development of student competencies.

According to Dakhi (2020) learning outcomes are students' academic achievements which are demonstrated through tests, assignments, active questioning, and responses to questions that support the achievement of learning outcomes. Throughout the learning process, student achievement of learning outcomes can be influenced by both internal and external influences. All internal elements, including cognitive, psychological, and biological traits, relate to the learner. The home, school and community environments are some examples of external variables that originate from outside the student (Syahri & Ahyana, 2021). Poor child learning outcomes can also be caused by several factors that cannot be ascertained. One of them is a lack of desire to learn, which can be caused by a lack of interest in the subject or ignorance of the values of education. Teaching methods that are ineffective or do not suit students' preferred learning styles can also result in poor learning outcomes. This indirectly means that educators must hone their abilities in developing new teaching strategies so that they can ultimately guide students in achieving good learning outcomes (Rahayu et al, 2024). The role of teachers in improving student learning outcomes is very important, because teachers are not only transmitters of knowledge, but also as facilitators, motivators and guides in the learning process. Effective teachers are able to create a conducive, interesting and interactive learning environment, where students feel valued and

motivated to actively participate. By understanding each student's learning style and needs, teachers can implement diverse approaches, such as project-based learning, group discussions, or the use of instructional materials to increase student engagement. Language proficiency can have a big impact on improving student learning outcomes, especially in the acquisition of the Lampung language. As a component of local culture, Lampung language is very important for the growth of students' linguistic abilities. When students understand and master the Lampung language well, they not only improve their speaking, listening, reading and writing skills in the language, but also strengthen their critical and creative thinking abilities. Apart from that, the use of Lampung language in everyday life will encourage students to be more active and confident in communicating, thus contributing to improving social and academic skills. Therefore, good mastery of the Lampung language can have a direct impact on improving student learning outcomes, not only in the linguistic aspect, but overall. Along with the times and the flow of modernization and globalization, the existence of regional language speakers is decreasing from time to time. This situation is in line with the global era and modernization (Dewi et al, 2023).

The modern world, especially the digital era and globalization, has had a significant impact on elementary school students' low understanding of the Lampung language. The younger generation increasingly rarely uses Lampung in everyday life due to the influence of other languages such as English and the dominance of Indonesian as the main language of instruction and communication. Elementary school students prefer Indonesian or foreign languages in their interactions. This condition is further exacerbated by the lack of teachers who are competent in teaching Lampung language vocabulary and limited learning resources such as books or Lampung language vocabulary materials. As a result, elementary school students are not given sufficient opportunities to learn and understand Lampung language terminology thoroughly. Therefore, students often find it difficult to connect ideas to real-world situations. Based on observations, interviews, and learning outcomes of fifth grade students at Gilih Karang Jati Elementary School in the Lampung language vocabulary subject, it is still relatively low.

The low learning outcomes of class V students, especially Lampung language subjects, are proven from the results of observations and interviews conducted with class V teachers at SD Negeri Gilih Karang Jati on November 5 2023. This is because students find it difficult to learn Lampung language vocabulary. Students also quickly lose interest in learning activities, especially if educators only focus on using BUPENA books. Students' interest in the learning process decreases when teachers do not use teaching materials to teach the required content. The low learning outcomes of students in the Lampung language subject are also proven by the test results which show that only 7 students obtained the *Kriteria Ketuntasan Minimal/KKM* completion score in the Lampung language subject, and 29 of them did not master the material completely. This shows that student learning outcomes in Lampung language vocabulary material are still relatively low. According to Astriawan et al. (2024), the impact of global culture on the younger generation has also contributed to the decline in the use of the Lampung language. One solution to this problem is to develop learning materials in the form of modules. Learning modules designed to improve Lampung language vocabulary learning outcomes in elementary schools have a very important role in introducing and developing mastery of Lampung language among students. This module can include a variety of interesting and interactive learning strategies. This module also contains practice questions which aim to test students' understanding and strengthen their mastery of

Lampung language vocabulary, both through individual and group activities. Through the implementation of structured and effective learning modules, it is hoped that students can expand their vocabulary, improve their speaking and writing skills in Lampung, and improve overall learning outcomes in Lampung language subjects.

A module is a set of educational materials that can be used independently or combined with other materials to help students achieve predetermined learning goals. Widayanti (2020) defines modules as learning materials that are easy for students to understand while preparing and structured effectively to support independent learning. The development of learning modules encourages students to analyze and think critically about the problems they face. In this module, students can solve challenges based on real world problems or expand their knowledge (Widayanti, 2020). In addition, modules are defined as learning tools or instruments that include approaches, limitations, content and evaluation strategies that are designed in an interesting way to improve student learning outcomes (Amaliyah et al., 2023).

According to Sugihartini et al. (2022), the aim of developing the Lampung language vocabulary learning module is to improve students' Lampung language learning outcomes. Students' preferred learning methods must be taken into account according to class level to increase the effectiveness of learning modules (Pambudi et al., 2023). The Lampung language vocabulary learning module can not only help students achieve good learning outcomes, but the learning module can also help students connect and apply these learning outcomes in real world situations (Harsanti & Lathifah, 2023). Setting clear learning objectives is an important first step in developing a module. These goals need to be measured in order to evaluate learning achievement and specifically concentrate on improving student learning outcomes (Elvina, 2023). Students' lives must be reflected in the topics studied so that students can easily understand the material (Liliana, 2023). According to Br Silaban et al. (2023), the advantage of the Lampung language learning module in improving student learning outcomes lies in its approach which focuses on mastering knowledge in depth and contextually, which helps students broaden their understanding of the regional language. By providing a list of vocabulary that is relevant to everyday life and equipped with examples of usage in sentences, this module makes it easier for students to understand and remember vocabulary in real contexts. Additionally, these modules often integrate elements of Lampung culture, such as local traditions, customs and values, so that students not only learn vocabulary, but also gain insight into the culture underlying the language. This approach increases students' engagement, because they can see a direct connection between the language they are learning and their identity and social environment. With continuous practice, both through oral and written practice, students can strengthen their ability to communicate using Lampung more effectively. This not only improves language skills, but also increases students' understanding of their well-being, which in turn can improve overall learning outcomes. Based on this description, it can be seen that the Lampung language comprehension learning module is effectively used to improve student learning outcomes.

METHOD

This research includes development research or commonly known as Research and Development (R&D). The aim of this research is to create a Lampung language vocabulary mastery module. The ADDIE model research consists of five steps, namely: analysis, design, development, implementation and evaluation (Branch, 2009). Furthermore, the ADDIE model can be illustrated in Figure 1.

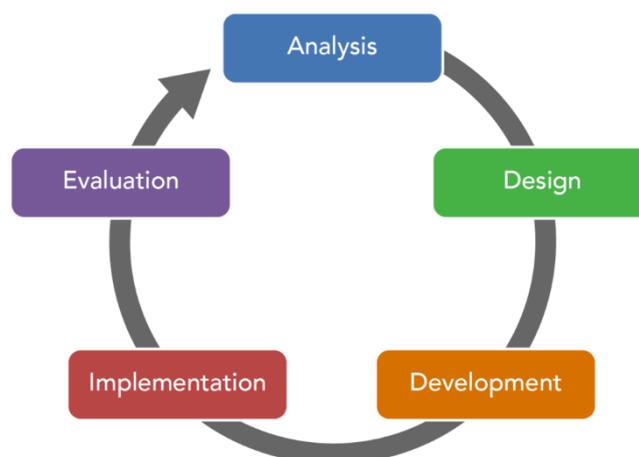


Figure 1. ADDIE Model Development

Figure 1 depicts the stages of the ADDIE model in developing the Lampung language vocabulary learning module. (1) The first step of the analysis stage consists of analyzing initial research data and analyzing student needs in learning activities. (2) Researchers proceed to the design step after the analysis stage, which involves observing various data sources. (3) The development stage is the product realization stage, namely the Lampung language vocabulary learning module which aims to improve student learning outcomes. (4) The implementation stage of the valid Lampung language vocabulary learning module is then applied to students' real situations on a small scale. Fifth grade teachers and students participated in a practicality trial of the learning module to determine whether the product was feasible and practical for large-scale field testing. (5) Evaluation stage, then the learning module is tested in the field on a wider scale which was applied to all class V students. This stage was carried out using a One-Group Pretest-Posttest Design research design. Next, treatment was carried out using the Lampung language vocabulary learning module and continued with giving post test questions which aimed to determine the extent of the increase in student learning outcomes and to consider whether there were differences in student learning outcomes before and after using the Lampung language vocabulary learning module.

Tests, questionnaires, interviews, documentation and observation were used to collect data. Before using the instrument in this research, the researcher tested the prerequisites for the instrument by testing the validity of the questions using the product moment formula, the reliability of the questions using Cronbach's Alpha, the level of difficulty of the questions was expressed by a value index, and the differentiating power of the questions was expressed by comparing the size of the question scores. The data analysis technique in this research used parametric tests using the T test. Before carrying out parametric test analysis, researchers must carry out data analysis prerequisite tests, such as data descriptive tests, normality tests, and homogeneity tests, to find out whether the tests carried out meet the test criteria. parametric.

FINDINGS AND DISCUSSION

Findings

The Lampung language vocabulary learning module is effective in improving the learning outcomes of fifth grade students at SD Negeri Gilih Karang Jati. The following is a description of the research findings.

1. Analysis

The first step in the analysis process is to analyze the preliminary research data and modify it to meet the requirements of the Lampung language vocabulary learning module. Based on the findings of the researcher's interview with the fifth grade teacher at Gilih Karang Jati State Elementary School, students were less involved in learning activities, especially in learning Lampung language. The teacher has not used a variety of teaching resources and only uses the Lampung language package book provided by the school. Apart from that, the teachers stated that there were no adequate teaching materials and learning media. This of course results in learning being passive so that it influences the low achievement of students' learning outcomes. Apart from that, the low learning outcomes of students in the Lampung language subject are also shown by the grades obtained by students during learning activities. Of the 36 class V students at SD Negeri Gilih Karang Jati, there were only 7 students who achieved the KKM completion score in Lampung language subjects and there are 29 students who have not achieved the learning completion score in Lampung language subjects, meaning that the learning outcomes of students in Lampung language subjects are still relatively low. One strategy that can be used to overcome this problem is to develop a Lampung language vocabulary learning module.

2. Design

The design stage is the second step carried out by researchers after analyzing various data sources at the analysis stage. Furthermore, existing resources are compiled and adapted to the curriculum, learning tools, as well as *Kompetensi Inti/KI*, *Kompetensi Dasar/KD* used at SD Negeri Gilih Karang Jati which are then adjusted to the Learning Objectives. The product designed in this development is a Lampung language vocabulary learning module to improve student learning outcomes.

3. Development

The development stage is the product realization stage, namely the Lampung language vocabulary learning module to improve student learning outcomes. The learning module is then validated by validators. The assessment carried out includes the suitability of the material content, media and language. After carrying out validation, the weaknesses of the learning module being developed can be identified, so that improvements are made to the learning module with suggestions given by the validators.

The assessment of material expert validators in developing the Lampung language vocabulary learning module aims to determine the suitability of the material in the learning module. The results of the material validator assessment obtained an average score of 0.91% very valid, very thorough, usable. The assessment of media expert validators in making the Lampung language vocabulary learning module aims to ensure whether the media used in the learning module is appropriate. The media expert's assessment includes aspects of the appropriateness of the display of learning modules, text and images. The average media expert validation assessment score was 0.93%, very valid, very complete, usable. The assessment of language expert validators in the development of the Lampung language vocabulary learning module aims to determine the appropriateness of the language in the Lampung language vocabulary learning module. The linguist's assessment includes linguistic aspects. Based on the average score obtained by linguist validation results, it was 88%, very valid, very complete, can be used. Based on the results of each validation aspect, it can be concluded that the learning

module has met the valid criteria. Furthermore, Table 2 displays the results of the validation from all validators.

Table 2. Recapitulation of Expert Validation Results

No	Validator	Mark
1	Material	0,91%
2	Media	0,93%
3	Language	0,88%
Average		0,91%
Criteria		Very valid, very complete, usable

Source: Expert Validation Assessment Results

Table 2 summarizes the findings of the validation assessment carried out by experts on the design of Lampung language vocabulary learning modules to improve elementary school student learning outcomes. An average score of 0.91% was obtained, "Very Valid, Very Complete, Usable".

The question validity test is used to determine the validity of research questions. If $t_{count} > t_{table}$ with a significance level of 1% or $\alpha = 0.01$ is achieved, the question can be declared valid. t_{table} in this study is 0.444. Based on the results of the validity of the questions, it can be said that of the thirty questions, there are thirty that are valid and suitable for use in research. To ensure the degree of truth or consistency of a question on the instrument, a reliability test is carried out. The test results show that the reliability of the questions is 0.855. This shows that the test questions that are categorized have very high reliability and are useful. The purpose of this research's difficulty level test is to find out whether the questions fall into the easy, medium or difficult categories. Based on the results of the question difficulty test, questions with difficult criteria include questions number 23, 24, 25, 27, 28, and 29, and questions with medium criteria include numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 26, and 30. To differentiate students from the upper group who have high ability and the lower group who have low ability, the researcher used a question discrimination test. Based on the results of the test for the differentiating power of the questions, it was found that all the questions were in the "Good" category, which means all the questions could be used in this research.

4. Implementation

The first step involves product revisions based on feedback from expert validators. The next learning module product was tested on a small scale, namely on 2 teachers and 6 students to get input on the Lampung language vocabulary learning module. The aim of this experiment is to evaluate the feasibility of the proposed product. Educator practicality testing seeks to ensure the suitability of the Lampung language vocabulary learning module product. The average practicality score for educators' responses was 97.12%, very practical. To ensure the feasibility of the Lampung language vocabulary learning module in improving student learning outcomes in elementary schools, a practicality test of student answers was carried out. The average practicality score for student responses was 98.39%, Very Practical.

5. Evaluation

At this stage the researcher analyzed data from the effectiveness test results of the Lampung language vocabulary learning module. Data were analyzed according to the independent samples t-test. Before testing the effectiveness of the data, researchers carry out descriptive data tests, data normality and data homogeneity as conditions for testing the hypothesis test used. The purpose of descriptive analysis is to describe or illustrate the data obtained in its original form without trying to make conclusions that can be generalized (Sugiyono, 2017). To find out the extent to which the learning outcomes of fifth grade students at SD Negeri Gilih Karang Jati were fulfilled, the results of the pretest and posttest were obtained during the research by giving essay questions to the students.

This study used a total of thirty questions. There is a maximum score of 3 and a minimum score of 1 for each question item. If students answer incorrectly, they obtained a score of 1; if their answer was only partially correct, they received a score of 2; if students' answers are accurate and comprehensive, then they obtained a score of 3. Students got the lowest score of 50 on the pretest, with an average score of 59.11, and the lowest score of 63 on the posttest, with an average score of 75.25. This shows that there are variations in student learning outcomes before and after treatment using the Lampung language vocabulary learning module. To determine whether or not the data came from a normally distributed population, a normality test was performed using the SPSS version 26 program.

The normality test in this investigation used the one-sample Kolmogorov-Smirnov formula. H_0 : acknowledged, the basis for decision-making, asserts that if the significance value is more than 0.05, the data is normally distributed. If the significance value is less than 0.05 and the data is not normally distributed, H_0 is rejected. The significance value (p) in the test received a significance value of 0.140, and in the post-test, it received a significance value of 0.160, according to the results of the normality test. The data distribution in the pre-test and post-test are normally distributed, as indicated by the significance value being more than $\alpha = > 0.05$ (0, 140, and 160 > 0.05). With the help of SPSS 26 software, a homogeneity test is carried out to ensure whether two or more data sets come from populations that have the same or homogeneous variance.

One-way ANOVA was used in the homogeneity test of this study. If the data is homogeneously distributed and the significance value is greater than 0.05 then H_0 is accepted, if the data distribution is not homogeneous and the significance value is less than 0.05 then H_0 is rejected. From the homogeneity test findings, it can be seen that the pre-test and post-test significance value (p) was 0.622. The data was distributed homogeneously because the significance value (0.622 > 0.05) was greater than 0.05. To determine whether there was a difference between the pre-test scores before receiving treatment using the Lampung language vocabulary learning module and the post-test scores after being given treatment, the Independent Sample t-test was used. This test is the basis for the hypothesis in this research. It can be seen from the results of the Independent Sampler t-test that student learning outcomes in the pre-test and post-test obtained an average score of 0.05 (0.000 < 0.05). In addition, data was obtained on the difference between the average pre-test score of 59.11 and the average post-test score of 75.25. Therefore, it can be said that H_a is rejected and H_0 is accepted,. This shows that there is a significant difference between student learning outcomes before and after treatment with the Lampung language vocabulary learning module.

Discussion

To improve the learning outcomes of fifth grade elementary school children, this research seeks to create a Lampung language vocabulary learning module that can be applied, useful and efficient (Pratiwi et al, 2024). According to Jicardo et al. (2023), Teaching materials can help students actively use the information they obtain to overcome problems in everyday life. Innovative learning resources are needed to ensure that concepts are well understood. The use of Lampung language vocabulary learning modules is one educational tool that can support students in their learning activities. Learning modules are one of the teaching materials that are interesting and easy for students to understand because they are created using pictures that arouse their curiosity. Apart from that, students can easily understand the material used in the learning module (Yuristia et al., 2022).

One effective strategy to improve learning outcomes is to use Lampung language vocabulary learning modules (Widayanti, 2020). Widayanti's research (2020) shows that learning with Lampung language vocabulary learning modules can improve student learning outcomes. Yolantia et al. (2021) which states that the use of learning modules has a big impact on student learning outcomes. The Lampung language vocabulary learning module has several advantages in improving student learning outcomes. First, this module can introduce students to the rich culture and regional languages that exist in Lampung, so that they not only learn vocabulary, but also understand the social and cultural context behind every word. Second, by using interactive and structured methods, this module is able to improve students' ability to recognize, understand and use Lampung vocabulary actively in daily conversations. Apart from that, this learning module can also be adjusted to the student's level of understanding, from basic to more advanced levels, so that the learning process becomes more effective and enjoyable.

Although the Lampung language vocabulary learning module has many advantages, there are several disadvantages that need to be considered in improving student learning outcomes. One of them is the lack of training or in-depth understanding for teachers in implementing modules effectively, so that the learning process is not optimal. Therefore, educational units need to facilitate teachers by providing training or workshops to teachers to improve understanding and skills in implementing modules in a creative and fun way, for example through games or group activities. Modules can also be developed by providing interactive exercises that enable students to learn independently and more actively. By considering these things, it is hoped that the Lampung language vocabulary learning module can be more effective in improving student learning outcomes and preserving regional languages more widely.

CONCLUSION

The development of a Lampung language vocabulary learning module has great potential in improving the learning outcomes of class V students at SD Negeri Gilih Karang Jati, this can of course be proven from the research findings. With an attractive design, this module can introduce students to Lampung language vocabulary that is relevant to their lives. Overall, if this module is well-developed, it can bring a positive impact in improving students' language skills as well as preserving and introducing the Lampung language in a wider and more enjoyable way.

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