

Media Language Games for Junior High Indonesian Language Learning

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ABSTRACT

The purpose of this research was to characterise the impact of using language game media to teach Indonesian, hoping to improve the language skills of eighth-grade students in Jeneponto Regency. Different treatments were administered to each group of students in this quantitative research, which followed an experimental research design. The control group received no special treatment and simply traditional approaches, whereas the experimental group was given media language games. Finding differences in learning achievement between students taught using media language games and students not taught using language games (conventional method) is a key goal of this study, which aims to inform best practices for teaching Indonesian to eighth-grade students in Jeneponto Regency. As a result, media-based language games are a powerful tool for teaching and learning Indonesian.

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1. INTRODUCTION

Language serves many purposes, including social, cognitive, artistic, and personal ones. As a social role, language is a way for people to talk to each other. This means that everyone in the community needs to know how to use words well. The way the Indonesian language is taught is geared towards meeting these needs. Students in junior high school are taught languages so that they can use Indonesian as a useful way to talk to each other.

Indonesian is very important in the world of education because Indonesian function in everyday life. Therefore, Indonesian is the language of instruction which plays an important role and is worth learning to create interactions between students and educators (E. S. Handayani & Subakti, 2020; Widiarsi et al., 2022). Indonesian is one of the subjects taught at the basic education level. According to previous research, learning Indonesian is learning that aims to teach Indonesian orally and in writing in the form of skills (Heriwan & Taufina, 2020). In learning Indonesian, there are several skills that students must have. These skills include: reading, writing, listening, and speaking.

In general, Indonesian language subjects aim for students to have the ability to respect and be proud of using Indonesian as the language of unity and the language of the state. In addition, students are expected to understand the Indonesian language in terms of form, meaning and function, use it appropriately and creatively, and have good and correct abilities in accordance with ethics and decency. The Indonesian language subject is a program to develop knowledge, language skills, and a positive attitude towards Indonesian.

Initial observations show that Indonesian students aren't interested in learning, so they don't learn as much as they could or don't meet the KKM score that the school has set. Also, students get bored with the way the teacher teaches, which makes most of them feel sleepy and not excited about learning Indonesian. Students also think that everything about learning Indonesian is less interesting or boring. In line with this, in learning Indonesian, a form of game is needed in which there are learning elements, then called language games. The intended language games are essentially an activity to acquire certain language skills in a fun way. The problem of this game is almost never separated from human life.

By playing, joy or pleasure is obtained. The joy that is obtained in a game, not only because of the winning results in the game, but during the game process, joy is also obtained. Winning and losing is not the main goal of the game. Whether we realize it or not, in language games, certain skills are actually trained. In every game, there are elements of obstacles or challenges that must be faced. This challenge is sometimes a problem to be solved, but sometimes it is also a competency.

If the skills acquired in the game are in the form of certain language skills, then the game is called a language game. In fact, language games have often been carried out but are still just a way of filling time. It is still very rare for teachers to be interested in implementing language games as a medium for teaching language. In fact, these language games have benefits in order to train students' language skills. Lee (1986) added that there are many games that can provide experience, especially in terms of using sentence patterns to communicate. The game is strived to foster an interest and can encourage students to be able to communicate from what they see as useful symbols. This fact is the background of the writer to raise the title "The Effectiveness of Media Language Games in Learning Indonesian for Grade VIII MTs Students in Jeneponto Regency."

Research related to the application of playing games in learning has been carried out by Kusmiyati with the title "Effectiveness of Using Crossword Language Game Media in Learning German Vocabulary for Class XI Students of SMA Negeri 7 Yogyakarta" in 2007. The method used was experimental. The population of this study were students of class XI, totalling 228 students using simple random sampling technique in taking the sample. In this study the type of instrument that was measured was a vocabulary mastery test. The results of Kusmiyati's research showed that there was a higher difference in the level of vocabulary mastery of students who were taught using the media of crossword games compared to students who were taught without using the media of flat crossword games.

In addition, by Putri Novia, Sulaiman, Andika Adinanda (2022) with the title "Development of Macromedia-Based Scrabble Game Media Flash for Writing Materials for Class III Indonesian Simple Essays at Sdn Betiting". This study aims to develop media games Macromedia flash-based scrabble in the Indonesian subject, simple essay writing material based on the class III SDN Betiting picture series. With a research focus on essay writing material. The results of this study, the media Scrabble game based on Macromedia Flash is effective and feasible to use in learning Indonesian, simple essay writing material based on picture series.

In accordance with the findings of the study "Development of Domino Cards as a Vocabulary Learning Media for Grade V Elementary School Students" by Atikah Mumpuni and Agus Supriyanto. The purpose of this research is to create an effective domino card medium for teaching Indonesian language to elementary school children in the fifth grade. This study is a progression study that has ten steps. The hypothesis test obtained a significance (2-tailed) of 0.034, less than 0.05, supporting the findings that the goods were efficient in boosting Indonesian vocabulary mastery. Domino card media is helpful in expanding primary school kids' vocabularies of Indonesian.

The results of another previous study by Willyanto Diharjo with the title Indonesian Language Educational Game Using the Fisher-Yates Shuffle Method in the Puzzle Game Genre. This study aims to determine the effectiveness of educational games using the One Way ANOVA method. The results obtained from the calculation analysis using one-way ANOVA with a value of 4.26 exceeded the critical point with a significance level of 5% or 0.05 of 3.68. Because Hypothesis 0 was rejected, the Scheffe test was carried out to compare scores between groups with a critical value of 2.71. The result is the first group with a value of 5.00 and the second group with a value of 3.18 which is greater than the critical value. The third group (1.81) has a lower value than the first and second groups.

Despite the many studies on the application of playing games in learning, this is the first time research has been conducted using language games as media in language learning. Interestingly, this research will develop language games to measure student learning outcomes in learning Indonesian. So, future researchers or teachers, teaching staff can use media language games to increase student interest and learning outcomes.

This research, with previous research is different from the application of instructional media that can attract students' attention. This study focuses on the application of media language games in addition to increasing students' interest and learning outcomes as well as introducing a relaxed and fun way of learning for students. This research can be a reference material for other research that will be related to the interests and learning outcomes of students by applying learning media.

2. METHODS

Language gaming media will be tested in this experimental study, with the results serving as both the independent and dependent variables. Quantitative and qualitative methods are used together in this investigation. Method for quantitatively evaluating the efficiency of language-learning video games. While the qualitative method seeks to provide light on each stage—planning, execution, and assessment—of the educational process. In this investigation, we examine the relationship between two variables: language gaming media (the independent variable) and learning success (the dependent variable). The following diagram depicts the layout of the study.

E	O ₁	X	O ₂
K	O ₁	-	O ₂

Research Design Drawings

Information :

E = experimental group

K = control group

O₁ = pretest (preliminary test)

O₂ = post test (final test)

X = treatment of language games

- = not given language games treatment (conventional treatment)

A simple formula, $O_2 - O_1$ in the two groups, can be used to determine the differences in outcome between the experimental group and the control group.

There are two sources of data in this study, namely (1) implementation of teaching using language game media, including chain whispers (listening skills), taking and taking (speaking skills), reading instructions (reading skills), and scramble (writing skills). In the experimental class, and (2) the implementation of teaching by not using language game media (conventional methods) in the control class. The instrument used as a data collection tool in this study is a test. The data that has been collected was analyzed using the T-test statistic with the help of the SPSS version 23 program.

3. FINDINGS AND DISCUSSION

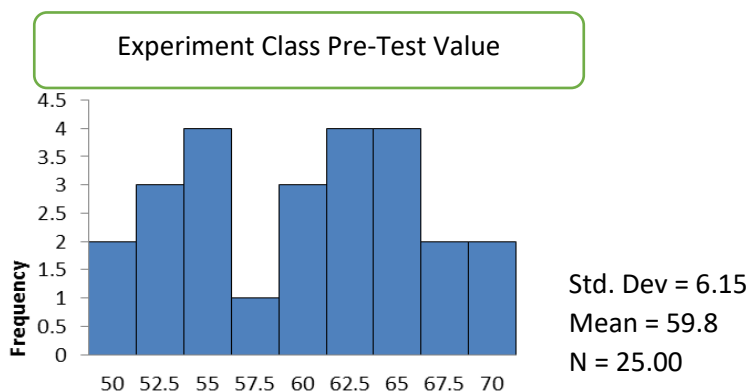
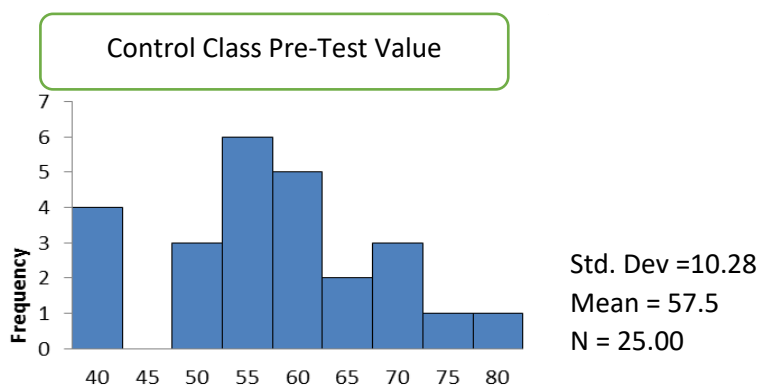
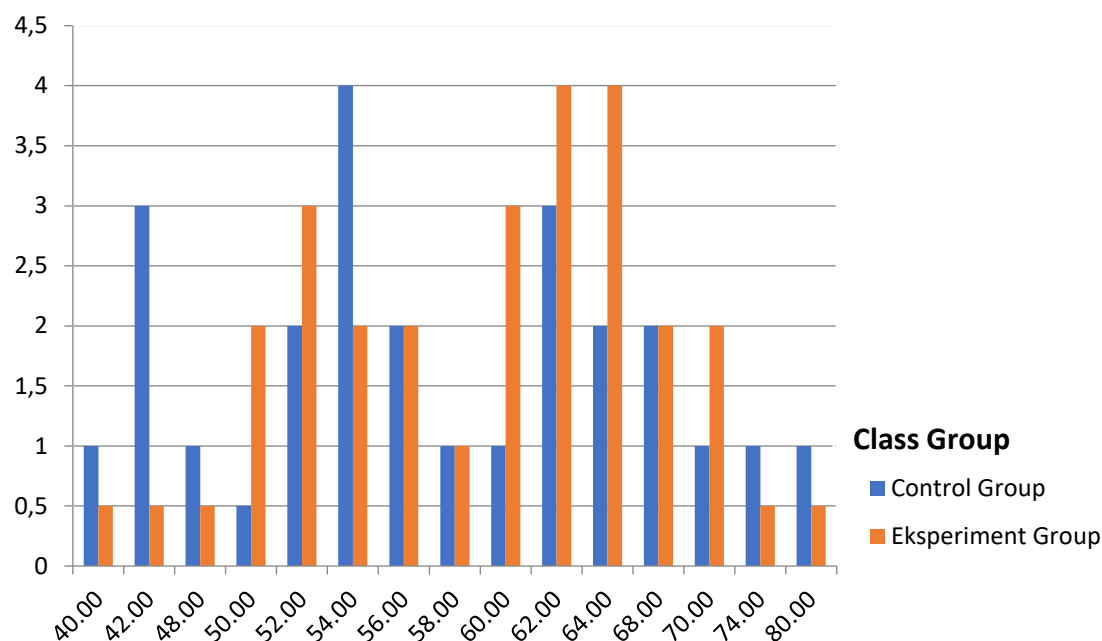
Instrument trials were carried out on 25 students who were taken randomly. The instrument being tested was in the form of multiple choice with four alternative answers, namely: a, b, c and d, consisting of 50 items. For each item, there is only one answer that is correct and the others are wrong. Each item whose correct answer is scored 1 and which is incorrect is scored 0. Because each item is given a weight of 2, then each respondent who answers will get the lowest 0 ($50 \times 0 \times 2 = 0$). The trial data obtained from the respondents were analyzed using computer software, namely the SPSS data processor version 11.0, which works under the Windows system.

3.1 Findings

The results of the pretest given to the control class showed that the average score obtained by students was 57.52 with a standard deviation of 10.28. That is, the ability of the Indonesian language according to the Indonesian language teaching materials that students will teach at that time is still in the medium category and the difference in scores between new students has meaning if they are in disagreement with one or above 10.28. In the experimental class, students obtained an average score of 59.76, with a standard deviation of 6.15. That is, the ability of Indonesian according to the Indonesian language teaching materials that students would teach in the experimental class at that time was still in the moderate category and the difference in scores between new students had meaning if the difference was equal to or above 6.15. To better understand the pretest results of the two observation groups, namely the experimental group and the control group, it can be seen in Table 2 and the following figure.

Table 2. The pretest values of the two observation class groups

	Class Group		Total
	Control Group	Experiment Group	
Pretest Value			
40.00'	1		1
42.00'	3		3
48.00'	1		1
50.00'		2	2
52.00'	2	3	5
54.00'	4	2	6
56.00'	2	2	4
58.00'	1	1	2
60.00'	1	3	4
62.00'	3	4	7
64.00'	2	4	6
68.00'	2	2	4
70.00'	1	2	3
74.00'	1		1
80.00'	1		1
Total	25	25	50

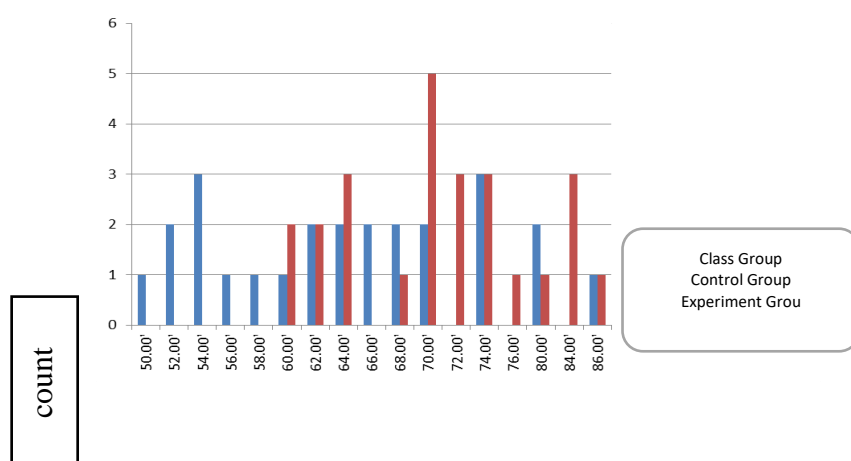


The post-test results that were obtained in the control class showed that the average post-test score obtained by students was 64.72, with a standard deviation of 9.80. This means that according to the Indonesian language teaching materials that were taught to students at that time, their Indonesian

language ability had increased at the high category level, meaning that the difference in scores between students was at a different value equal to or above 9.80. Likewise, the experimental class showed an increase in test results with an average score of 71.44 with a standard deviation of 7.71. The post-test results in the two observation groups can be shown in Table 3 and Figure 4.

Table 3. Posttest scores of the two observed class groups

Post-test scores	Class Group		Total
	Control Group	Experiment Group	
50.00'	1		1
52.00'	2		2
54.00'	3		3
56.00'	1		1
58.00'	1		1
60.00'	1	2	3
62.00'	2	2	4
64.00'	2	3	5
66.00'	2		2
68.00'	2	1	3
70.00'	2	5	7
72.00'		3	3
74.00'	3	3	6
76.00'		1	1
80.00'	2	1	3
84.00'		3	3
86.00'	1	1	2
Total	25	25	50



Score Post Test

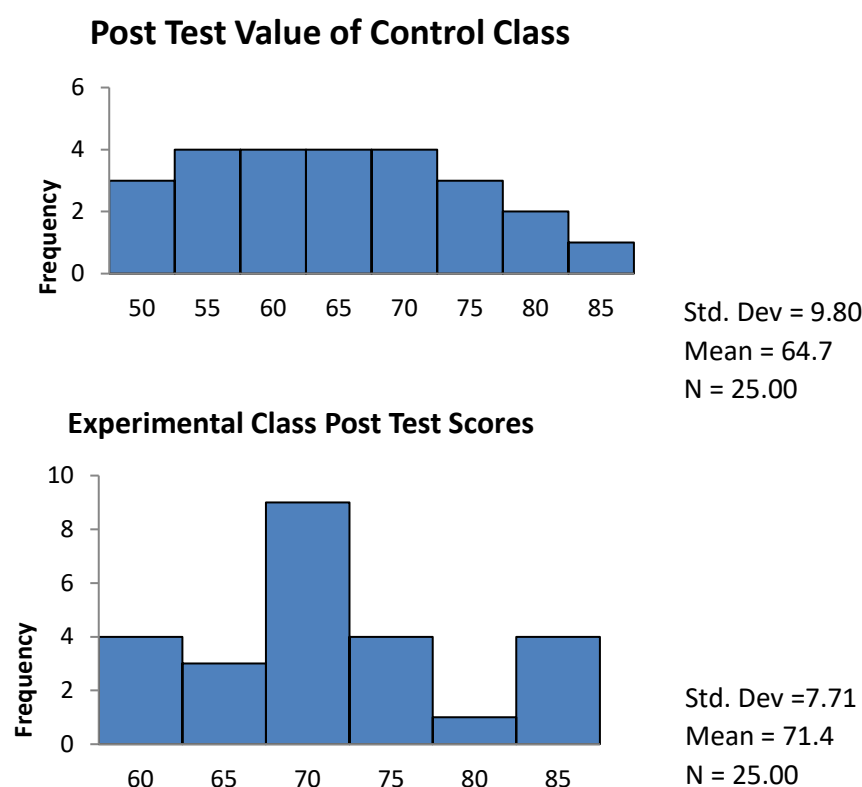


Figure 4. Histogram graph of the post-test scores of the two observation groups

To test the research hypothesis, the analysis needs to be continued by using test 1. The criterion used to test the hypothesis is to reject the null hypothesis (H_0), which states. "There is no difference in pre-test scores between the control group and the experimental class if the test value 1 is greater than the table value at a significance level equal to or less than $\alpha = 0.05$, with degrees of freedom (db) = 48, otherwise, accept H_0 if the test value 1 is smaller than the table value on the letter the significance is equal to or less than alpha $\alpha = 0.005$ " the table value at the significance level alpha $\alpha = 0.05$ degrees of freedom (db) = 48 is 1.68 degrees tail and 2, 01 for two tails.

Furthermore, the results of the t-test analysis showed that the average pretest scores in each control class and experimental class were 57.52 and 59.76. The t value obtained from the results of the analysis is smaller than the table value of 0.935 and the significance is greater than the alpha level which is set at 0.05, namely 0.355. Thus, there is no significant difference in the average protest value of each control class group and the experimental class group. The initial ability (results of the pretest) of the Indonesian language in the two groups before being given treatment was relatively the same.

Then, to see the differences and the level of effectiveness of language games in Indonesian lessons, the criteria used are the reject null hypothesis (H_0), which states. "There is no difference in post-test scores between the control class and the experimental class if the t test value is greater than the table value at the significance level obtained is smaller than alpha $\alpha = 0.05$, with degrees of freedom (db) = 48 in other cases accept H_0 " table values at the significance level alpha $\alpha = 0.05$ with degrees of freedom (db) = 48 were 1.68 for one tail and 2.01 for two tails.

Furthermore, the results of the t-test analysis showed that the average post-test score in both groups, namely the control class was 64.72 and the experimental class was 71.44. The t value obtained from the analysis results is greater than the table value of 2.695 and the significance is smaller than the alpha level set at 0.05, which is 0.010. Thus, it means that the average post-test scores of the two groups, namely the control class and the experimental class, show a significant difference.

To find out which group is more effective, it can be seen from the mean difference of the two groups being compared. Because what is used is "class groups that are more effective are class groups that have a greater mean value than other groups". Based on the results of the t test analysis, it was found that the mean value of the experimental group was greater than the mean value of the control group, namely $71.44 > 62.72$. This means that the Indonesian language learning achievements of students who study in the experimental class or who are treated with language games are better than students who are not given the treatment, with a very significant difference. Thus, learning by giving treatment of language games to the experimental group is more effective in increasing Indonesian language learning achievement compared to conventional learning as defined in the control class. This is also reinforced by the difference in the mean of the two observation groups after the mean post-test results are subtracted from the pre-test results. In the control group, the mean posttest value (64.72) is reduced by the mean pretest value (57.52) the difference is 7.20. In the experimental group, the mean posttest value (71.44) is reduced by the mean pretest value (59.76). The difference is 11.68. So, the mean difference in the experimental group is higher than the difference in the control group, namely $11.68 > 7.20$. Thus, statistically it can be concluded that the difference in the mean difference between the two observation groups has a very significant significance. This shows that media language games can be more effectively applied in learning Indonesian because they can improve achievement in learning Indonesian compared to conventional methods.

This research is in accordance with the research conducted by Kusmiyati titled "Effectiveness of Using Flat Cross Language Game Media in Learning German Vocabulary for Class XI Students of SMA Negeri 7 Yogyakarta" in 2007. The method used was an experiment. This study also applies gameplay to measure the effectiveness of the learning model. Similar to this research, language games learning models are effective for use in the learning process because they can improve student learning outcomes and interest.

3.2 Discussion

The findings of the study suggest that the outcomes of Indonesian classes for students have improved. This study confirms previous findings that language game media can be integrated into teaching and learning to boost literacy and academic performance (Korat & Falk, 2019). Students' interest in studying will be piqued by the inclusion of such media. There are many different kinds of games available in language game media that keep students engaged and learning. The media for language games features a wide range of games, each of which comes with its own set of rules and solutions. Incorporating media into the classroom is exciting since it has been shown to boost low student learning results. According to past studies, students are motivated to learn when they are exposed to engaging learning materials (Nurrita, 2018). The incorporation of media into the classroom is essential for the development of a more imaginative learning environment and the enhancement of educational outcomes.

Educational media can be useful tools for the classroom. The educational aims of the institution can be attained through the employment of appropriate media in classroom activities. There is a need for creative pedagogical approaches that excite pupils about education. Many new approaches have been developed in the field of education. Selecting new forms of instructional media is central to the practice of educational innovation (Kesumadewi et al., 2020; Khotimah, 2021). Educational innovation, or the use of new methods or approaches in the classroom, is crucial to raising students' achievement levels. The goal of implementing new learning models and using new learning material is to get students excited about learning. Teachers have the ability to supply students with engaging media. That's in keeping with what other studies have found: using media as a learning aid serves multiple purposes, chief among them the improvement of the learning environment (Gabriela, 2021). Therefore, researchers use book games as a form of media to enhance learning. Students' performance in Indonesian classes is greatly enhanced by using this media games book. because pupils are more engaged than ever in their continuing learning activities thanks to language game media.

Testing the validity of an instrument is intended to determine the extent to which an instrument is capable of measuring the aa that should be measured. Thus drawing conclusions based on the use of these instruments is expected to reflect the indicators studied. Testing the validity of the instrument in this study was carried out in two ways: (1) content validity and (2) construct validity.

The criteria used to determine validity, as well as to determine whether instrument items are reliable or not, namely: instrument items are declared valid or reliable if their composite r value (r-alpha) is greater than or equal to the r table value at a significant level $\alpha = 0.05$ (5%). In other cases, the instrument is declared unreliable. In this case, the number of respondents to the trial was 25 people. Thus the degrees of freedom, $df = 25 - 2 = 23$. Based on the value of $df = 23$ at the significant level $\alpha = 0.05$ which is set, the value of r table = 0.396 is obtained (Susijono, 1987).

Meanwhile, the instrument reliability test was carried out using the alpha technique from Cronbach. This is in line with the opinion of Hadi (1997) that the most appropriate reliability analysis technique used for instruments that have multiple answer alternatives is the alpha technique from Cronbach. The results of the instrument trial analysis showed that five items were declared invalid, namely item numbers 2, 9, 25, 22, and 36. Then the analysis of the validity and reliability tests was continued by removing the items that were declared invalid until the results of the analysis were obtained as described following. The results of the analysis show that the instrument items used to reveal research variables are declared valid and reliable with validity efficiency values in the valid range of 0.412 to 0.901, which exceeds the criterion value of r table = 0.369 above. Likewise the value of the reliability coefficient is 0.972. Thus, the instruments mentioned above can be used in research to remove or correct the redaction of items declared invalid in each instrument.

4. CONCLUSION

Based on the results of the research described in the previous section, it can be concluded that the ability of class VIII MTs students in Jeneponto Regency before treatment (pretest), both the control group and the experimental group were in the medium category, with an average value of 57.52 (standard deviation 10.28) in the control group and 59.76 (standard deviation 6.15) in the experimental group. The ability of class VIII students in Jeneponto Regency after the treatment (post-test) increased, both in the control group and in the experimental group, with an average score of 64.72 (standard deviation of 9.80) in the control group and 71.44 (standard deviation of 7, 71) in the experimental group. There are differences in language skills (learning achievement) between students who are taught using media language games and students who are not taught using language games (conventional method). The difference is indicated by the mean value of the two groups of observations. the mean value in the experimental group is greater than the mean value in the control group, namely $71.44 > 64.72$. Other evidence is reinforced by the difference in the mean difference between the two observation groups after the mean post-test value is subtracted from the mean pre-test value, namely, the experimental group is higher than the control group ($11.68 > 7.20$). This shows that language games are effective in learning Indonesian, especially students of class VIII MTs in Jeneponto Regency.

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