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[dinasti.info@gmail.com](mailto:dinasti.info@gmail.com)

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## Development Of Learning Media Based On Silayar Folk Stories To Improve Reading Comprehension

Yulli Mulia Ningsih<sup>1</sup>, Riris Nurkholidah Rambe<sup>2</sup>

<sup>1</sup>Universitas Islam Negeri Sumatera Utara, [yulli0306202075@uinsu.ac.id](mailto:yulli0306202075@uinsu.ac.id)

<sup>2</sup>Universitas Islam Negeri Sumatera Utara, [ririsnurkholidah@uinsu.ac.id](mailto:ririsnurkholidah@uinsu.ac.id)

Corresponding Author: [yulli0306202075@uinsu.ac.id](mailto:yulli0306202075@uinsu.ac.id)

**Abstract:** *This study aims to develop learning media based on Silayar folklore that are effective in improving students' reading comprehension skills. This learning media is designed to support a contextual and interesting learning process, by integrating local cultural values through folklore. The research method used is Research and Development (R&D) with the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) development model. The results of the trial showed that this learning media is effective in improving students' reading comprehension skills, as evidenced by the increase in reading comprehension scores after using the media. In addition, this media also received a positive response from students and teachers, who stated that the use of folklore as learning material makes the learning process more interesting and meaningful. This conclusion encourages further research with the development of more interesting learning media. Overall, the use of learning media based on folklore makes a positive contribution to improving the reading comprehension skills of fifth grade elementary school students. Thus, this learning media based on Silayar folklore can be an innovative alternative to improve students' reading comprehension skills, while introducing and preserving local culture.*

**Keywords:** *learning media, Silayar folklore, reading comprehension, development, local culture.*

**Abstrak:** Penelitian ini bertujuan untuk mengembangkan media pembelajaran berbasis cerita rakyat Silayar yang efektif dalam meningkatkan kemampuan membaca pemahaman siswa. Media pembelajaran ini dirancang untuk mendukung proses pembelajaran yang kontekstual dan menarik, dengan mengintegrasikan nilai-nilai budaya lokal melalui cerita rakyat. Metode penelitian yang digunakan adalah Research and Development (R&D) dengan model pengembangan ADDIE (Analysis, Design, Development, Implementation, and Evaluation). Hasil uji coba menunjukkan bahwa media pembelajaran ini efektif meningkatkan kemampuan membaca pemahaman siswa, terbukti dari peningkatan skor pemahaman membaca setelah penggunaan media. Selain itu, media ini juga mendapatkan respons positif dari siswa dan guru, yang menyatakan bahwa penggunaan cerita rakyat sebagai materi pembelajaran membuat proses belajar menjadi lebih menarik dan bermakna. Kesimpulan ini mendorong penelitian lanjutan dengan pengembangan media pembelajaran yang lebih menarik. Secara keseluruhan,

penggunaan media pembelajaran berbasis cerita rakyat memberikan kontribusi positif dalam meningkatkan kemampuan membaca pemahaman siswa kelas V Sekolah Dasar. Dengan demikian, media pembelajaran berbasis cerita rakyat Silayar ini dapat menjadi alternatif yang inovatif untuk meningkatkan kemampuan membaca pemahaman siswa, sekaligus memperkenalkan dan melestarikan budaya lokal.

**Kata kunci:** media pembelajaran, cerita rakyat Silayar, membaca pemahaman, pengembangan, budaya lokal..

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## INTRODUCTION

Reading ability is an important foundation in life. Through reading, we not only seek information, but also explore the hidden meaning behind words. For students, reading is a window to the world of knowledge, helping them understand the subject matter better and achieve optimal performance. (Kesuma et al., 2022).

Effective reading ability is not limited to fluency in pronouncing words, but also includes a deep understanding of the contents of the reading. Without adequate understanding, reading activities become unproductive because readers do not gain new information or knowledge. Reading comprehension ability is an essential competency for students, because it can improve learning efficiency, academic achievement, and develop various other cognitive skills. (Frans et al., 2023).

Reading comprehension is an active process in which readers construct meaning from a text by combining their personal knowledge and experiences. This is not just about decoding words, but also involves the ability to analyze information, draw conclusions, and connect new ideas with existing knowledge. In other words, reading comprehension is the ability to 'dialogue' with text and find meaning that is relevant to ourselves. (Riani et al., 2021). According to (Frans et al., 2023) the ability to read comprehension is not just the ability to read a reading to the end, but to understand, analyze the reading, and link new understanding gained from the reading with the initial understanding that the reader has.

If someone has good reading comprehension skills, they can re-explain or summarize the contents of the reading in their own words. (Muliawanti et al., 2022) Based on research, reading comprehension is an active process in which readers connect new information in the text with the knowledge and experience they already have. In other words, reading comprehension is the ability to capture the meaning contained in a reading as a whole. This ability is a development of simpler initial reading skills. (Wahyu et al., 2022).

When someone has passed the basic reading stage and is able to read fluently, the next ability that needs to be developed is reading comprehension. At this level, readers no longer focus on the technical aspects of reading, such as pronunciation or sentence formation, but rather on a deep understanding of the contents of the reading. Thus, reading comprehension can be interpreted as the cognitive ability to capture and interpret the meaning contained in a text. (A. N. Hasibuan & Rambe, 2021).

An international study, namely the Student International Assessment Program (PISA) in 2022, showed that Indonesian students' reading literacy skills were ranked 70th out of 80 countries. The average reading score obtained by Indonesian students was 359. In the study (Lubis et al., 2023) it was explained that out of a thousand Indonesian people, only one person still had a high interest in reading. Indonesia is a country whose people's interest in reading is still relatively low. Then in the study (F. H. Hasibuan, 2017) until now the community is still not satisfied with the expected results of learning Indonesian.

The results of the study by Sridarmini et al. (2023) confirmed previous findings that many elementary school students still had difficulty understanding reading texts. The inability of students to understand this reading has implications for their difficulty in answering

questions, finding main ideas, and mastering other language skills. (Sridarmini et al., 2023) There are still 11 students who get scores below the Minimum Completion Criteria (KKM), namely a score of 65 to achieve a completion score in learning Indonesian. Likewise, in a study conducted by (Alpian & Yatri, 2022) students' reading comprehension skills are low, there are still students who still stutter in reading. Several students in grade 5 also cannot understand the contents of the text they are reading. Students also still cannot distinguish between the message and the conclusion of a reading.

Reading is not just about pronouncing words, but also understanding the meaning contained in them. Unfortunately, not all students have good reading comprehension skills. Therefore, innovation is needed in reading learning to create a fun and effective learning atmosphere. The use of varied learning media can be a solution to increase students' interest in learning and help them understand the material better. (Rahmawati et al., 2022).

In order to create effective learning, one thing that can be used or utilized is learning media (Hartati et al., 2022). According to (Sari et al., 2024), media is a tool in the learning process. Learning media is an important component that must be present in every learning activity (Wijayanti et al., 2022). According to Gagne, learning media are various types of components in the student environment that can motivate students to learn, while according to Briggs, learning media are all physical tools that can present messages and stimulate students to learn (Pagarra et al., 2022).

Learning media are all tools that we can use to support the education process, be it books, magazines, television, newspapers and others (A. I. A. Hasibuan et al., 2023). Media means all forms of tools and stimuli that require verbal support or words from educators in delivering teaching materials (Akbar et al., 2023). A learning media that contains information and knowledge will be used to make the teaching and learning process more effective and efficient (Rambe et al., 2022).

A study by Risqi and Siregar showed that the use of media in learning, such as picture story books with the theme of Silayar folklore, can improve the quality of student learning outcomes. This picture story book was chosen because it is practical and does not require additional equipment, thus facilitating the learning process (Risqi & Siregar, 2023).

For effective learning, the media used must attract children's attention. According to Marwi et al. (2023), the ideal learning media is colorful, fun, and not boring. Picture story books fit these criteria perfectly. Reading is important, but choosing the right book for each stage of a child's development is also very crucial. Picture story books are expected to improve not only children's reading skills, but also their understanding of the contents of the reading. (Marwi et al., 2023).

Research that develops learning media to improve reading comprehension is one of them conducted by (Gae et al., 2021) with the title Development of Animated Video Media Oriented to Reading Comprehension with the Directed Reading Thinking Activity (DRTA) Strategy on Indonesian Language Content, in this study the media developed was animated video. Then another study by (Daulay & Nurmalina, 2021) also developed media to improve reading comprehension with the title Development of Comic Media to Improve Reading Comprehension Skills of Grade IV Students of SDN 41 Pekanbaru, here the media developed is in the form of Comics. Based on this, the researcher is interested in developing learning media based on Silayar folklore to improve reading comprehension of high school students.

The main objective of this study is to develop an innovative learning media that combines elements of Silayar folklore with the aim of improving the reading comprehension of elementary school students. The researcher wants to know whether this learning media is suitable for use in the teaching and learning process, whether it is easy to use by teachers and students, and whether it is effective in improving students' reading comprehension. In addition, this study is also expected to contribute to enriching the teaching materials available to teachers, increasing student learning motivation, and developing students' critical and creative

thinking skills. The results of this study are expected to be a reference for the development of similar learning media, especially in Indonesian language subjects.

Learning media that adopts Silayar folklore is designed to simplify the learning process of elementary school students. Through interesting visualizations, difficult-to-understand lesson concepts (abstract) can be presented more realistically (concretely). This approach is in line with the characteristics of elementary school children's cognitive development, which is easier to understand concrete things than abstract things. Thus, learning materials that were previously difficult to digest can be easier to understand and remember **by students**. (Pagarra et al., 2022).

## METHOD

The type of research used is Research and Development (R&D) development research. According to Rayanto (2020), development research is a research that will produce a product at the end based on the findings of the field tests that have been carried out. The product that will be developed in this study is a learning media in the form of an animated picture book based on Silayar folklore for class V of SD Negeri 1 Kutacane.

In this study, we apply the 4D development model which consists of four sequential stages. The initial stage is definition, where we conduct an in-depth analysis of the learning needs to be achieved. The second stage is design, which is the stage of designing the concept and structure of the learning media as a whole. After that, at the development stage, we create learning media that have been designed and evaluate their feasibility. The final stage is distribution, where the refined learning media is applied to students as research subjects.

This study focuses on the development of interesting learning aids (learning media), namely the Silayalkh folklore, to help class 5 students of SD Negeri 1 Kutacane improve their reading and reading comprehension skills. The students at this school will be participants in this study. Researchers will use assessment sheets (validation), as well as teacher and student opinions to measure how good this learning media is. The goal is to ensure that this learning media is truly useful and easy to use. The data collected will show whether this learning media is in accordance with learning objectives and whether students and teachers like this learning media.

## RESULTS AND DISCUSSION

The product produced in this study is a learning media based on Silayar folklore to improve students' reading comprehension skills with development stages, namely Define, Design, Develop, and Disseminate.

### 1. Define

In the early stages of this study, an in-depth analysis was carried out on the problems and needs in the classroom. The aim is to specifically identify the challenges and what students and schools need to improve their reading comprehension skills. Data were collected through direct observation of the learning process in the classroom.

The results of the observations showed shortcomings in the use of learning media that could support the development of students' reading comprehension skills. This was clearly seen when observations were carried out in the field. Some of the problems identified were that learning was still too teacher-centered, so that students were less actively involved in the learning process. As a result, the reading comprehension skills of grade V students at SD Negeri 1 Kutacane were not optimal.

The researcher saw that the simulation of students' reading comprehension was very lacking, because so far learning had only been centered on teachers reading story texts from textbooks and students only listened and were asked to understand the contents of the reading. Then the lack of use of interesting media in learning to read comprehension, even though there

are actually many interesting media that teachers can use to optimize students' reading comprehension skills, one of which is by using learning media based on Silayar folklore.

Silayar is one of the famous figures in folklore in Southeast Aceh, so researchers are interested in raising this story as a learning medium to improve students' reading comprehension skills. Therefore, the development of learning media based on Silayar folklore will be carried out which can be used when reading learning is carried out.

## 2. Design (planning)

At this stage, researchers prepare observation sheet instruments, quality assessment instruments for learning media based on Silayar folklore in the form of validation sheets for material experts and media experts, and questionnaires for students and teachers. Learning media is useful for helping students develop their reading comprehension skills. At this stage, it is explained that the media to be created is a media based on folklore. And this folklore-based media is used to improve students' reading comprehension skills which are adjusted to their living environment, the story raised is the Silayar folklore which is already very well-known among the Kutacane community.

Based on the analysis at the definition stage, a design was carried out on Silayar folklore-based learning media to improve the reading comprehension skills of grade V students at SD Negeri 1 Kutacene. This Silayar folklore-based learning media is in the form of a book equipped with colorful and interesting pictures for students, this media is designed using the Canva application equipped with a story that is clearly described and then printed into a story book. The following is one of the design results of the Silayar folklore-based learning media.

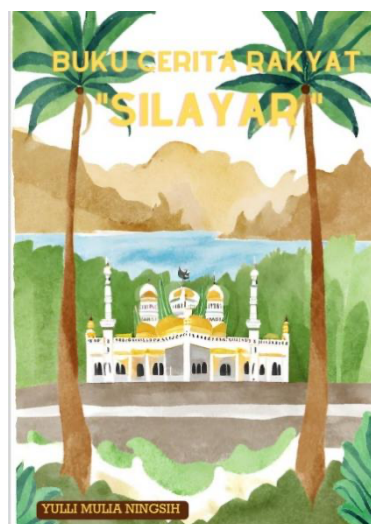


Figure 1. Cover of Silayar Folklore-Based Learning Media

## Develop Stage

The process of designing learning media has produced an initial design. Next, we enter the development stage or development of the learning media. The first crucial step at this stage is to validate the product that has been designed. The validation carried out involves experts in their fields to provide an assessment of the content of the material and the quality of the illustrations contained in the learning media. The results of this validation are in the form of validity scores, correction notes, criticisms, and suggestions for improvement. All input from these experts will then become the main reference for revising and improving the Silayar folklore-based learning media to meet all the validity criteria that have been set.

## Expert Validation Results

The focus of the media expert assessment is on the presentation and accessibility of the media, while the material expert assesses the learning aspects and content of the material. The results of the media expert validation are presented in Table 1.



**Table 1. Media Expert Validation Results**

No	Aspek	Indikator	Skor		
1.	Penyajian	Cover sudah didesain dan dirancang dengan baik	5		
		Halaman Buku Cerita sudah dirancang dengan baik	5		
		Pemilihan warna pada Buku Cerita Bergambar Berbasis Cerita Rakyat sudah baik dan terlihat serasi	5		
		Teks yang disajikan dalam Buku Cerita Bergambar Berbasis Cerita Rakyat sudah didesain dengan baik, sehingga memudahkan untuk memahami teks	5		
		Penggunaan <i>font</i> (variasi jenis, ukuran, dan bentuk huruf) yang konsisten dan menarik	4		
		Penggunaan spasi (pada judul maupun materi) yang konsisten	4		
		Kejelasan petunjuk atau arahan dalam Buku Cerita Bergambar Berbasis Cerita Rakyat yang sudah tepat dan baik	4		
		Urutan penyajian Buku Cerita Bergambar Berbasis Cerita Rakyat jelas dan runut	4		
		Tata letak Buku Cerita Bergambar Berbasis Cerita Rakyat sudah didesain dengan baik dan menarik	5		
		Desain ilustrasi yang disajikan menarik dan komunikatif	5		
		Penyajian Buku Cerita Bergambar Berbasis Cerita Rakyat dilengkapi dengan gambar dan ilustrasi menarik	5		
		2.	Akseibilitas	Gambar yang disajikan sesuai dengan materi	5
				Tata letak materi yang runut dan menarik	5
Kemampuan Buku Cerita Bergambar untuk memfasilitasi siswa dalam belajar	5				
Kemudahan dalam membaca Buku Cerita Bergambar Berbasis Cerita Rakyat	4				
<b>Total Skor</b>			<b>70</b>		
<b>Presentase</b>			<b>93%</b>		

Media validation produced a total score of 60 with a score percentage of 100%, this places the classification in a very valid category with an interval of 81% - 100%.

**Table 2. Results of Material Expert Validation**

No	Aspek	Indikator	Skor
1.	Pembelajaran	Kesesuaian Kompetensi Dasar (KD) dengan materi	5
		Materi yang disajikan secara sistematis	5
		Ketepatan struktur kalimat dan bahasa yang mudah dipahami	5
2.	Isi Materi	Materi sesuai dengan yang dirumuskan	4
		Kesesuaian materi dengan perkembangan kognitif/tingkat kemampuan anak	5
		Kejelasan uraian materi fotosintesis	4
		Materi yang disajikan jelas dan spesifik	4
<b>Total Skor</b>			<b>32</b>
<b>Presentase</b>			<b>92,5%</b>

Based on the total results of the material validation score, which is 32 with a percentage of 92.5%, it is included in the very valid category with a classification in the interval of 81% - 100%, the results of the feasibility of the material in the creativity-based LKPD are suitable for use with slight revisions.

**Tabel 3. Rekapitulasi Penilaian dari Validator**

No	Jenis Validator	Skor Validasi (%)	Kriteria
1.	Ahli Media	93%	Sangat Valid
2.	Ahli Materi	92,5%	Sangat Valid
<b>Rata-rata</b>		<b>92,75%</b>	<b>Sangat Valid</b>

Based on the results of input from experts, the researcher revised the product and the revisions that had been made were: (1) the images were made clearer and not broken, (2) the use of character animations that were adjusted to the story; (3) the use of language in the Illustrated Story Book Based on Folk Tales that was adjusted to the child's ability level.

**Practicality of Folk Tale-Based Learning Media**

Practicality was measured using an assessment instrument in the form of a student response questionnaire. Giving questionnaires to students was used to determine the level of practicality in the trial of the creativity-based LKPD that had been developed. The results of the data obtained can be seen in table 3.

**Table 3. Recapitulation of Student Response Questionnaires**

No	Indikator Penilaian	Skor Siswa
1	Media yang disajikan membantu saya dalam memahami materi	64
2	Media membuat pembelajaran menjadi menyenangkan	64
3	Objek yang terdapat pada media jelas dan mudah saya	62
4	Keberadaan media buku cerita bergambar dapat menumbuhkan motivasi saya dalam belajar	59
5	Media buku cerita bergamabar mudah saya gunakan	59
6	Bahan yang digunakan dalam buku cerita bergamabar	59
7	Aman untuk saya gunakan	55
8	Keberadaan buku cerita bergamabar membuat saya	57
Junlah Skor		477
Presentase		88%
Kriteria		Sangat Praktis

Based on Table 3 above, it is informed that the storybook media developed has a very practical category, namely 88%

**Analysis of Reading Comprehension Ability Test**

To measure the extent to which students' reading comprehension abilities have increased after being given learning using certain media, two tests were conducted, namely before and after learning. The initial test (pre-test) serves as a baseline to determine students' initial abilities. The results of the comparison between the initial and final tests (post-test) will show whether there has been an increase or not. All data from this test result have been summarized in Table 1.

**Table 4. Recapitulation of Pre-test and Post-test Values**

No	Subjek	Perolehan Nilai Rata-Rata	
		Nilai Pre-Test	Nilai Post-Test
1.	17 Siswa Kelas IV	57,4	95,3
<b>Rata-rata N-Gain (g)</b>		<b>0,89</b>	
<b>Rata-rata N-Gain (g) persen</b>		<b>89%</b>	

The use of Folklore-Based Picture Story Books in learning has proven to be effective in significantly improving students' reading comprehension skills. This can be seen from the increase in the average student score from 57.4 to 95.3, with an N-Gain index of 0.89 which indicates a very high category. These results indicate that interesting and relevant learning

media such as picture story books can be a powerful tool to increase students' interest in reading and understanding of reading texts.

### **Dissemination**

After going through the development stage which includes formulation, design, and development, as well as improvements based on input from experts, the folklore-based learning media product has been declared suitable for use. The dissemination or distribution stage was carried out on a limited basis at SD Negeri 1 Kutacene due to budget constraints for large-scale production. The provision of media in softcopy form aims to facilitate independent printing by other schools in the future.

In this study, the validity of the Silayar folklore-based learning media was assessed by material experts and media experts, as well as student response questionnaires. Based on the comparison of the validation results of the Silayar folklore-based learning media of 93% with the category "Very Valid" and media experts on learning media products of 92.5% with the category "Very Valid".

Thanks to the positive assessment from the experts, this Silayar folklore learning media has proven to be effective in supporting the student learning process. By using this media, it is hoped that students can more easily understand the reading and improve their reading skills.

Based on Table 3, the results of the survey on student responses regarding learning that utilizes Silayar folklore media show an average score on all effectiveness indicators above 80%. This finding indicates that all aspects of learning received a positive response from students. Thus, based on the student response questionnaire data, it can be concluded that the learning method that adopts this Silayar folklore media is effective.

The positive response given by students to the Silayar folklore-based learning media in this study provides an illustration that reading comprehension learning using Silayar folklore-based learning media that is carried out is fun for grade V students of SD N 1 Kutacane. This concludes that learning activities using Silayar folklore-based learning media that are carried out receive a positive response from students.

Based on research conducted by Topipah and her team in 2023, it can be concluded that learning media based on Silayar folklore has a positive impact on improving the reading comprehension skills of grade 2 students at SDN Borosole. Analysis of the N-Gain scores obtained from 12 student participants in the study showed a significant increase, with an average value exceeding 0.81. These results indicate that the use of folklore as a learning medium can be an effective strategy to improve students' ability to understand reading texts. (Topipah et al., 2023)

### **CONCLUSION**

The results of the study show that learning media specially created based on Silayar folklore is very useful and effective in improving the ability of grade 5 children of SDN Negeri 1 Kutacene to understand reading. This media was considered very good by experts and the results of the trial showed a significant increase in children's reading skills. As many as 89% of children made progress after using this media. In addition, children also feel happy and enthusiastic when learning with this media because it makes it easier to understand reading.

In order for this media to be used in other schools, the principal needs to support it. Teachers can also use this media as an interesting option to train their students' reading skills. The results of this study indicate that the use of folklore in learning is very useful for improving elementary school children's reading skills. For further research, researchers can create learning media based on other stories, such as Islamic stories. In addition, researchers can also develop more creative and interesting learning media.



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