



# Improving the Ability to Read Aloud Syllables and Words with Correct Pronunciation through the Problem Based Learning Model at MIS Al-Ghuraba

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## ABSTRACT

As for the results of the teacher's observation in class, the ability to read aloud syllables and words with the correct pronunciation, grade I students of MIS Al-Ghuraba showed the ability to read aloud syllables and words with low proper pronunciation, this was shown to be a low daily score or did not reach the KKM. The KKM that is expected in the content of the KD Indonesian Reading aloud syllables and words with the correct pronunciation is 70 so the student score should be  $\geq 70$ . Yesterday's daily score, only 6 students or only 30% achieved scores above the KKM, the rest carried out remedi to achieve scores above the KKM. From the results of the interview, the teacher took the initiative to use a learning model that is not usually used in the classroom, namely using the problem based learning model. This class action research was carried out at MIS Al-Ghuraba, in grade I with a total of 20 students. The population of this study is all MIS Al-Ghuraba students for the 2023/2024 school year. Data collection techniques consist of test and non-test techniques. The results of the pre-cycle research can be found that only 6 students (KKM=70) complete their scores, while 14 students (70%) do not complete. So that the researcher seeks to improve the learning process better in the first cycle by making and compiling a more perfect learning improvement plan. Based on the data of the formative test scores after the improvement of cycle 1, it can be said that there is an increase in learning outcomes. This is shown by the increase in the results of the formative test, which was originally only 6 students (30%) to 15 students (75%). Based on observations in Cycle II, students are active in participating in learning and in carrying out teachers' duties well. It turns out that through using the problem-based learning model in improving student learning outcomes, it has been in accordance with the expected plan.

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## Introduction

Learning carried out in school includes various things that are all summarized in the given subjects as well as other skills or knowledge. Some subjects are known as subjects that are the main stressors in the learning process at school, including Indonesian (Ormrod, 2004). Therefore, it is important to understand how students learn in learning Indonesian by paying attention to the psychological aspects of students. Indonesian lessons were first formally accepted by students when they were in the 1st grade of elementary school. Grade 1 students have a great opportunity to like or dislike Indonesian. Grade 1 is the first gateway in the student's journey to enter their world, thus the understanding of Indonesian learning in grade 1 students is an important thing to study.

As for the results of the teacher's observation in class, the ability to read aloud syllables and words with the correct pronunciation, grade I students of MIS Al-Ghuraba showed the ability to read aloud syllables and words with low proper pronunciation, this was shown to be a low daily score or did not reach the KKM. The KKM that is expected in the content of the KD Indonesian Reading aloud syllables and words with the correct pronunciation is 70 so the student score should be  $\geq 70$ . Yesterday's daily score, only 6 students or only 30% achieved scores above the KKM, the rest carried out remidi to achieve scores above the KKM. Therefore, here, teachers consider that the problem of student learning outcomes needs to be improved, therefore if left unchecked, students' grades will not progress. Next, the teacher conducted interviews with several students, the result of which was that students were bored and bored with learning in class. From the results of the interview, the teacher took the initiative to use a learning model that is not usually used in the classroom, namely using the problem based learning model.

Problem-based Learning is a learning approach that starts with solving a problem, but to solve that problem, learners need new knowledge to be able to solve it. The problem-based learning (PBL) approach is a learning concept that helps teachers create a learning environment that starts with important and relevant problems for students, and allows students to have a more realistic learning experience.

## Methods

This class action research was carried out at MIS Al-Ghuraba, in grade I with a total of 20 students. The selection of this class is because the researcher is a teacher in grade I and teaches in grade I, so the purpose of conducting this research is at the same time to improve learning activities in the classroom. The population of this study is all students of MIS Al-Ghuraba for the 2023/2024 school year, while the sample of this study is Class I students of MIS Al-Ghuraba. The following is a sample of this research: Tests are one way to assess the magnitude of a person's abilities indirectly, namely through a person's

response to stimuli or questions. Non-test technique is defined as something that is used to make it easier for certain parties to obtain the quality of an object by using non-test techniques. Observation is a process of observing and recording systematically, logically, objectively and rationally concerning various phenomena that aim to collect data or information and measure the observed factors, especially social skills. Interviews are a form of non-test evaluation instruments that are carried out through conversations and questions and answers either directly without intermediaries or indirectly. Questionnaires are a tool to collect and record data, information, opinions, and understandings in causal relationships. Questionnaires can be grouped into several groups.

Data validation was carried out to determine the improvement of student learning outcomes analyzed from the acquisition of preliminary scores, cycle I, and cycle II. The results of each cycle were then compared to determine how much improvement was achieved after learning Indonesian using the problem-based learning model. In addition to learning outcomes, validation is carried out to find out how much student learning activities have increased. The data analyzed through observation results were then triangulated, both source triangulation and method triangulation. Data analysis is the process of processing data obtained from the results of data collection. Data analysis is the process of organizing the sequence of data, organizing into a pattern, category, and basic description unit (Moleong, 2006: 88). The data analysis used includes qualitative and quantitative data analysis.

Data reduction is a simplification process through the stages of selection, focusing, and abstracting raw data into meaningful information. The appearance of data can be in the form of graphs, narratives or charts. The use of data presentation is an interrelated part of the analysis so that it supports each study. This process is the final stage in the analysis that refers to the data that has been reduced that still refers to the formulation of the problem. Every data that has been obtained is linked and compared so that in drawing conclusions it is easy because it is supported by other data sources so that the conclusion is the answer to the existing problem. The ability to read syllables and words aloud with the correct pronunciation of students with average calculations and refer to the category of achievement of learning outcomes. The performance indicators in this class action research are: there is an increase in student learning outcomes which is marked by 80% of Class I students of MIS Al-Ghuraba experiencing learning completeness (score above KKM 70) in Indonesian learning, especially in the achievement of the ability to read aloud syllables and words with proper pronunciation. In addition, it is also marked by the teacher's activities in the very good category in the observation sheet.

## Result

Based on the data obtained by students in the formative test before improvement, namely students who got a score of  $\geq 70$ , only 6 students were declared to have passed the KKM. Based on table 4.1 above, it can be seen that only 6 students (KKM=70) who completed (KKM=70) amounted to 14 students (70%). The completeness of the ability to read aloud syllables and words with the right pronunciation in the initial condition can be seen in the following diagram: Based on the diagram above, it can be seen that 14 students who got a score of  $\leq 69$ , who got a score of 70-100 as many as 6 students. Based on the results of the data on the formative test scores before the improvement in the table above, it can be said that the researcher has not succeeded in learning. Considering that only 30% or 6 students out of the total number of students of 20 students can be declared complete. Meanwhile, 70% or 14 students out of the total number of 20 students were declared incomplete. So that the researcher seeks to improve the learning process better in the first cycle by making and compiling a more perfect learning improvement plan.

Reflection in the first cycle of meeting 1 was carried out by discussing the advantages and disadvantages of learning implementation. Advantages in the implementation of learning are used as a strength to improve and develop the learning process, while shortcomings need to be observed to find alternative solutions in the next cycle. The advantage in cycle 1 of meeting 1 is that the teacher has made an apperception that attracts the attention of students, the motivation is good, and the information about the activities to be carried out is clear. Meanwhile, the weakness is that the teacher delivers the material incomplete, still does not maximize the time, and the teacher is not optimal in guiding the group.

Reflection in the first cycle of meeting 2 was carried out by discussing the advantages and disadvantages of the implementation of learning. Advantages in the implementation of learning are used as a strength to improve and develop the learning process, while shortcomings need to be observed to find alternative solutions in the next cycle. The advantages in cycle 1 of meeting 2 are that the teacher has made an apperception that attracts the attention of students, the motivation is good, the information about the problem is clear, the delivery of the material has been completed, and the teacher has optimized the learning time in accordance with the lesson plan. Meanwhile, the weakness is that the teacher has not guided the group evenly

Reflection activities are carried out by examining student activities and learning outcomes with the achievement of performance indicators. Reflection was also carried out to find strengths and weaknesses during the conduct of the research. Weaknesses in the implementation of research are used by teachers to improve the implementation of further research, while research strengths are used as material to improve the quality of

research that will be carried out next. Based on table 4.3 above, it can be seen that students whose scores have completely increased, from 6 students (30%) to 15 students (75%), while those who have not completed have increased to 5 students (21.73%). Based on the results of the data on the formative test scores after improvement (cycle 1), it can be said that there is an increase in learning outcomes. This is shown by the increase in the results of the formative test, which was originally only 6 students (30%) to 15 students (75%). The completeness of the ability to read aloud syllables and words with the right pronunciation in cycle I can be seen in the following diagram:

Observation of the learning process focused on teachers' activities when carrying out the teaching and learning process and activities during the teaching and learning process. The results of the full observation are as follows: Reflection activities are carried out by examining student activities and learning outcomes with the achievement of performance indicators. Reflection was also carried out to find strengths and weaknesses during the conduct of the research. Weaknesses in the implementation of research are used by teachers to improve the implementation of further research, while research strengths are used as material to improve the quality of research that will be carried out next.

Based on the table above, it can be seen that students whose grades have completely increased, from 15 students (75%) to 20 students (100%), while those who have not completed have increased to 0 students (0%). Based on the results of the data on the formative test scores after improvement (cycle II), it can be said that there is an increase in learning outcomes. This is shown by the increase in the results of formative tests, which were originally only 15 students (75%) to 20 students (100%). The completeness of the ability to read aloud syllables and words with the observation that in Cycle II is that students are active in participating in learning and in carrying out teachers' duties well. It turns out that through using the problem-based learning model in improving student learning outcomes, it has been in accordance with the expected plan. As for the results of the teacher's observations as follows. Based on the results of the reflection of Cycle II, it can be seen that the students are in accordance with the planned scenario. Some of the things found at this stage are very satisfying because of the increase in student activity and more confidence in expressing questions and opinions. And teachers have optimized the delivery of material. The second cycle of learning process is considered good because it is in accordance with the desired learning objectives.

## **Discussion**

From the results of student data processing before improvement or pre-cycle using the problem-based learning model in grade I Semester 1 of MIS Al-Ghuraba for the 2023/2024 school year, it shows that out of 20 students who have completed their

studies, there are only 6 students or 30%, meaning that there are 14 students or 70% of students who have not completed it, so learning improvements need to be made. On the basis of these problems, to improve the ability to read aloud syllables and words with proper pronunciation in Class I Semester 1 of the 2023/2024 school year, the researcher made learning improvements through the Classroom Action Research (PTK) pattern in the improvement of learning in the first cycle. After the improvement of learning in the first cycle, it can be asked that there is an increase in student learning outcomes from 20 students in grade I which originally there were only 6 students in the pre-cycle, now in the first cycle there are 20 students whose value is according to the KKM or above the KKM. The increase in student learning outcomes is due to the researcher in carrying out learning improvement activities using the problem based learning model, by using this method the completeness of student learning outcomes shown by the percentage of completeness increased from 30% to 75%.

Based on data processing and discussions with observers and school principals and supervisors, to complete the learning outcomes of students, the researcher made improvements in cycle II whose results showed even better improvements, in the improvement of cycle I from 20 students who got  $\geq$  score of 70 and above which were originally 20 students or 75% and in cycle II increased to 20 students or 100% reached the level of completeness. Based on data processing and discussions with observers and principals and supervisors, to complete the learning outcomes of students, the researcher made improvements in the second cycle whose results showed even better improvements, in the improvement of the first cycle from 20 students who got a score of  $\geq$  70 and above which was originally 20 students or 75% and in the second cycle it increased to 20 students or 100% reached the level of completeness. Diagram 6 comparison of research results from pre-cycle, cycle I and cycle II

The improvement of better student learning outcomes in the second cycle is due to the learning improvement process using a problem-based learning model in learning that attracts students' attention and is in accordance with the learning material. In addition, improvements are also made to teaching methods in addition to using the problem-based learning model as the focus of research, such as lectures, assignments, questions and answers so that the learning process is not monotonous and the classes faced make a lively atmosphere. Based on the analysis of the data above, it can be concluded that the increase in student learning outcomes is due to the researcher in carrying out learning improvement activities by using the problem based learning model in learning, by using this method the completeness of student learning outcomes shown by the percentage of completeness increased from 75% to 100%.

The foundational skill of reading aloud with accurate pronunciation of syllables and words is paramount for early literacy development. It forms the bedrock upon which comprehension, vocabulary acquisition, and overall academic success are built.



Students who struggle with reading fluency and accurate pronunciation often face significant challenges in accessing and understanding written information across various subjects. Recognizing this critical need, educators continuously seek effective pedagogical approaches that can address these challenges and foster confident and proficient readers. Problem-Based Learning (PBL) emerges as a promising instructional model that can be strategically employed to enhance students' ability to read aloud syllables and words with correct intonation and articulation. Problem-Based Learning, as an active and student-centered pedagogy, departs from traditional, teacher-directed instruction by presenting learners with authentic, real-world problems or scenarios that serve as the driving force for learning. In the context of developing reading fluency and pronunciation skills, PBL can be adapted to present students with engaging tasks that require them to actively decode and pronounce syllables and words within a meaningful context. These tasks can range from deciphering words in a story related to a current topic of study to reading aloud instructions for a classroom activity. The focus shifts from rote repetition to purposeful reading within a problem-solving framework.

The implementation of PBL to enhance reading aloud skills offers several key advantages. Firstly, it fosters intrinsic motivation and engagement. By framing reading practice within the context of solving a problem or completing a meaningful task, students are more likely to be actively invested in the activity. The inherent curiosity sparked by a problem can make the act of reading less of a mechanical exercise and more of a tool for achieving a desired outcome. This increased engagement can lead to more focused practice and greater improvement in reading fluency and pronunciation accuracy. Secondly, PBL promotes contextualized learning. Instead of reading isolated syllables and words, students encounter them within the context of a problem or a narrative. This contextualization aids in comprehension and reinforces the meaning of the words, making the reading process more meaningful and memorable. When students understand the purpose of their reading, they are more likely to pay attention to the nuances of pronunciation and intonation that contribute to overall understanding and effective communication.

Furthermore, PBL encourages collaborative learning and peer support. When students work together to solve a problem that involves reading aloud, they have opportunities to learn from each other. More proficient readers can serve as models for their peers, while students who are struggling can receive support and encouragement within a low-pressure environment. This collaborative interaction can build confidence and reduce anxiety associated with reading aloud, particularly for students who may be hesitant or self-conscious about their reading abilities. Moreover, PBL can be tailored to address specific reading challenges. Teachers can design problems that incorporate target syllables or word patterns that students are struggling with. The repetitive exposure to these elements within different problem contexts can help to reinforce

correct pronunciation and improve automaticity. The problem-solving aspect also encourages students to actively analyze words and apply phonics knowledge to decode unfamiliar terms, thereby strengthening their decoding skills.

The application of PBL in enhancing reading aloud fluency with accurate pronunciation aligns with constructivist learning principles, which emphasize the active role of the learner in constructing knowledge. By actively engaging with reading tasks within a problem-solving framework, students are not simply memorizing sounds but are actively constructing their understanding of how words are pronounced and how they function within a larger linguistic context. This active construction leads to deeper learning and more sustainable improvement in reading skills. In the specific context of MIS Al-Ghuraba, where students may have diverse levels of reading proficiency, PBL can be a particularly effective approach. The collaborative nature of PBL allows for differentiated instruction and peer support, ensuring that all students can participate and make progress at their own pace. Teachers can design varied problems with different levels of reading difficulty to cater to the diverse needs of their learners. In conclusion, the strategic implementation of Problem-Based Learning holds significant potential for enhancing students' ability to read aloud syllables and words with accurate pronunciation at MIS Al-Ghuraba. By providing a motivating, contextualized, collaborative, and targeted approach to reading practice, PBL can foster greater reading fluency, improve pronunciation accuracy, and ultimately lay a stronger foundation for literacy development. The active engagement and purposeful reading inherent in PBL can transform reading aloud from a challenging task to a meaningful tool for learning and communication, empowering students to become more confident and proficient readers.

The strategic integration of Problem-Based Learning (PBL) to enhance reading aloud proficiency with accurate pronunciation at MIS Al-Ghuraba necessitates a carefully planned and executed approach. Teachers can begin by identifying specific areas where students commonly struggle with syllable and word pronunciation. This could involve analyzing reading assessments or conducting informal reading inventories to pinpoint recurring errors or phonetic patterns that present challenges. Based on this analysis, teachers can design engaging and age-appropriate problem scenarios that naturally incorporate these target syllables and words within a meaningful context. For instance, a problem scenario could involve students preparing a short presentation about their favorite animal. To successfully complete this task, they would need to read aloud information about the animal, including its characteristics, habitat, and diet. The teacher can strategically embed words containing the targeted phonetic elements within the informational texts provided or guide students to research sources that include these words. As students work collaboratively to gather information and prepare their



presentations, they will have multiple opportunities to read aloud these words in a purposeful and communicative context.

Another effective PBL activity could involve a "mystery word" challenge. The teacher can present clues or riddles, with each clue containing words or syllables that students need to decode and pronounce accurately to uncover the mystery word. This activity can be structured as a group challenge, encouraging students to work together, discuss their pronunciation, and support each other in decoding unfamiliar words. The element of mystery and the collaborative nature of the task can significantly enhance student motivation and engagement in reading practice. Furthermore, PBL can be integrated with storytelling and role-playing activities. Students can be presented with a short story or script containing target syllables and words. Their task could be to read aloud the story or act out different characters, paying close attention to accurate pronunciation and appropriate intonation. This activity not only provides opportunities for reading practice but also encourages students to focus on expressive reading and understanding the meaning conveyed through spoken language.

To support students with varying reading abilities, teachers can differentiate the complexity of the problems and the reading materials provided. Scaffolding can be offered to struggling readers through visual aids, word banks, or peer support, while more advanced readers can be challenged with more complex texts and vocabulary. The collaborative nature of PBL allows for this differentiation to occur naturally within group activities, as students can support each other at their respective levels. Assessment within a PBL framework should focus not only on the accuracy of pronunciation but also on the students' ability to read fluently within the given context. Teachers can observe students during group activities, noting their pronunciation patterns and providing individualized feedback. Short, focused reading assessments can also be incorporated to track progress on specific target syllables and words. The emphasis should be on providing constructive feedback that encourages improvement rather than solely focusing on errors.

The reflective aspect of PBL is also crucial for developing reading fluency and accurate pronunciation. After completing a reading-based problem, students can be encouraged to reflect on their reading process, identify words or syllables they found challenging, and discuss strategies they used to overcome these challenges. This metacognitive reflection helps students become more aware of their own reading strengths and weaknesses and empowers them to take ownership of their learning. In conclusion, the integration of Problem-Based Learning offers a dynamic and effective approach to enhancing syllable and word reading fluency with accurate pronunciation at MIS Al-Ghuraba. By embedding reading practice within engaging problem scenarios, fostering collaboration, providing contextualized learning, and allowing for differentiated instruction and reflective practices, PBL can cultivate more confident and

proficient readers who are equipped with a strong foundation for future literacy success. The shift from rote repetition to purposeful reading within a problem-solving context can transform the learning experience and unlock students' full reading potential.

## Conclusion

As for the results of the teacher's observation in class, the ability to read aloud syllables and words with the correct pronunciation, grade I students of MIS Al-Ghuraba showed the ability to read aloud syllables and words with low proper pronunciation, this was shown to be a low daily score or did not reach the KKM. The KKM that is expected in the content of the KD Indonesian Reading aloud syllables and words with the correct pronunciation is 70 so the student score should be  $\geq 70$ . Yesterday's daily score, only 6 students or only 30% achieved scores above the KKM, the rest carried out remidi to achieve scores above the KKM. From the results of the interview, the teacher took the initiative to use a learning model that is not usually used in the classroom, namely using the problem based learning model. This class action research was carried out at MIS Al-Ghuraba, in grade I with a total of 20 students. The population of this study is all MIS Al-Ghuraba students for the 2023/2024 school year. Data collection techniques consist of test and non-test techniques. The results of the pre-cycle research can be found that only 6 students (KKM=70) complete their scores, while 14 students (70%) do not complete. So that the researcher seeks to improve the learning process better in the first cycle by making and compiling a more perfect learning improvement plan.

Based on the data of the formative test scores after the improvement of cycle 1, it can be said that there is an increase in learning outcomes. This is shown by the increase in the results of the formative test, which was originally only 6 students (30%) to 15 students (75%). The advantages of Cycle I are as follows: 1) Through using a problem-based learning model, it can improve the ability to read aloud syllables and words with the right pronunciation; 2) Student activity increases; 3) The learning process is more varied. The results of the data on formative test scores after improvement (cycle II) can be said that there is an increase in learning outcomes. This is shown by the increase in the results of formative tests, which were originally only 15 students (75%) to 20 students (100%). Based on observations in Cycle II, students are active in participating in learning and in carrying out teachers' duties well. It turns out that through using the problem-based learning model in improving student learning outcomes, it has been in accordance with the expected plan.

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