DEEP LEARNING: Journal of Educational Research

Vol. 1 No. 2 APRIL 2025

Conscious Learning Model In Improving Students' Learning Outcomes: A Classroom Action Research at MIN 5 Bone

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ABSTRACT

In the learning process, there are still many teachers who use the direct learning model with the lecture method, this makes students bored and bored during the learning process, so teachers need to vary the fun learning model according to learning so that students do not feel bored and bored. This study aims to examine the implementation of the Conscious Learning Model in improving students' learning outcomes through Classroom Action Research (CAR). The Conscious Learning Model emphasizes active student engagement, awareness in learning processes, and metacognitive strategies that enable learners to understand not only what they learn but how they learn. The research was conducted in two cycles, each consisting of planning, action, observation, and reflection stages. The subjects of this study were students from a fifth-grade class at a public elementary school in Indonesia. Data were collected through observation, tests, and documentation to measure changes in student learning outcomes and engagement. The results indicated a significant improvement in student learning outcomes after the implementation of the Conscious Learning Model. In the first cycle, students showed moderate improvement, with several still struggling to articulate learning goals and monitor their understanding. In the second cycle, however, there was a marked increase in students' ability to plan, evaluate, and regulate their learning processes. This was evidenced by higher test scores, increased participation in classroom discussions, and more reflective learning behaviors. The study concludes that the Conscious Learning Model is an effective approach to enhance student learning outcomes, particularly when applied consistently with supportive instructional strategies and reflective teaching practices. The implications of this research suggest that integrating conscious and reflective learning activities into daily instruction can foster more meaningful and self-directed learning experiences for students.

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OPEN ACCESS

ARTICLE HISTORY
Received: 19 Feb 2025
Revised: 13 March 2025
Accepted: 19 March 2025
Published: 30 April 2025

KEYWORDS
Conscious Learning Model, student learning outcomes, metacognition, classroom action research, reflective learning.

Introduction

Education has become a very important need for humans in order to create a superior and quality next generation of the nation so that they can face the current global competition. According to Rosy (2018), education is a means by which students are prepared to become subjects who have abilities, are independent, have a strong soul, creative thinking, are innovative and professional. Therefore, the government must do many things to improve the quality of education in order to create a superior, quality generation and be able to adapt education to the conditions of the times.

Teachers have a very influential role in learning, not just providing knowledge, but teachers are required to make learning more active. The methods or models used by teachers certainly affect student activities, if the teacher uses a model that involves students, of course students will learn more diligently, on the other hand if the teacher only explains, students feel bored and tired during lessons. The use of the right lesson model will affect students' interest in learning so that lessons are more active and learning outcomes can increase (Siregar & Sentosa, 2015:2).

In fact, until now many teachers in their learning only use the lecture method, this makes students bored and tired, the results of observations conducted by Annisa & Wakijo (2019) that teachers tend to use lecture and question and answer methods. Lack of student desire to ask teachers about material that is not yet understood. Meanwhile, according to the results of observations by Prastya, Sudarmiatin & Sumarmi (2016) stated that the model used by teachers in the learning process is still conventional, the learning process takes place in one direction, namely from teacher to student. From this phenomenon, an appropriate, varied, innovative learning model is needed and sees the needs so that lessons can create a pleasant atmosphere for students, and make students active during learning so that learning is easier for students to understand. Therefore, to avoid these problems, it can be done by varying the lesson model. Fathurrohman (2015) argues that a learning model is a conceptual framework that defines a systematic procedure in organizing learning and learning experiences in order to achieve learning goals and function as a guideline in learning planning for teachers in carrying out learning activities.

Meanwhile, according to Ngalimun (2017), a learning model is a plan or pattern used as a guideline in planning classroom learning, including determining the learning tools to be used such as books and learning media. Learning outcomes are a product of the learning process, therefore the achievement of educational goals can be seen from the extent to which students master the concepts and materials that have been taught through an assessment carried out by a teacher. The results of this assessment process are learning outcomes that can be used as indicators of the achievement of learning objectives. This is as Sulastri, et al. (2014) who stated that "learning outcomes are a final

assessment of the process and introduction that has been carried out repeatedly". According to Febryananda (2019), learning outcomes are the mastery that has been obtained by a person or student after the student has absorbed the learning experience. Meanwhile, according to Rusman (2014: 129), learning outcomes are a number of experiences obtained by students which include the cognitive, affective, and psychomotor domains. Learning is not only mastering theoretical concepts of lessons, but also mastering habits, perceptions, pleasures, interests and talents, social adjustment, types of skills, ideals, desires and hopes.

Learning outcomes are often referred to as learning achievements, which are interpreted as the results of efforts (Hani Subakti, 2022). According to Syaiful B. Djamah (1998) in (Hani Subakti, 2022), it explains that achievement is the result of an activity that has been done or created individually or in groups. The expected learning outcomes are that students have good knowledge, skills, and attitudes as well as good (logical) thinking skills in each of their speech acts.

The SADAR learning model that is developed will focus on training students' critical reasoning skills, students' argumentation skills and increasing students' learning motivation. This critical reasoning ability is very important in nature and must be instilled early on both at school, at home and in the community. In the learning process to achieve optimal results, active thinking is needed. This means that an optimal learning process requires critical thinking from the learner. Therefore, critical thinking is very important in the learning process (Ahmatika, 2017).

The SADAR learning model is a learning pattern chosen by teachers to plan a learning process that is appropriate and efficient in improving student learning outcomes. Learning models need to be well designed so that students' learning experiences are memorable and can achieve learning objectives. Learning models are important because they are used by teachers as a guideline in planning and implementing teaching and learning activities.

Methods

The research conducted on the implementation of the SADAR learning model employed a qualitative descriptive method. This approach was chosen to deeply understand how the SADAR model affects students' learning outcomes in a real classroom setting. The study did not rely on numerical data alone but instead explored behaviors, interactions, and student engagement throughout the learning process. A qualitative approach also enabled the researchers to provide rich, detailed accounts of how students responded to the various stages of the SADAR model.

The data collection was carried out through a combination of classroom observations, teacher and student interviews, and documentation analysis.

Observations were conducted during the learning sessions where the SADAR model was applied. These observations aimed to capture student responses during the Stimulating, Discussing, Evaluating, and Reward stages. The researchers documented student participation, group interactions, and the overall classroom atmosphere to understand the impact of the model on student engagement and learning enthusiasm.

Interviews were also conducted with both teachers and students to obtain insights into their perceptions of the model. Teachers were asked about the challenges and benefits of using the SADAR model, including how it changed their role in the classroom and the kind of support they had to provide. Students, on the other hand, were asked about how the model affected their interest in learning, their comfort with group work, and whether they felt more motivated and confident during lessons.

Furthermore, student worksheets (LKPDs), test results, and other instructional materials were reviewed to analyze the outcomes of learning activities. This documentation helped determine whether students were able to develop critical reasoning and problem-solving skills as suggested by the theoretical underpinnings of the SADAR model, which is based on constructivist learning theory.

The participants of this study consisted of students from MIN 5 Bone, where the learning model was implemented across various subjects. The selection of the school and students was purposive, meaning that the researchers chose participants who were directly involved in applying the SADAR model. This allowed for a focused and relevant exploration of the model's effectiveness and limitations within a real educational environment.

The SADAR model, as applied in this study, follows four key phases: Stimulating, Discussing, Evaluating, and Reward. Each phase was examined in terms of its implementation and effectiveness. In the Stimulating phase, the research focused on how initial questions, materials, or media engaged students and sparked their curiosity. In the Discussing phase, the emphasis was on group collaboration and student interactions. In the Evaluating stage, the effectiveness of assessment methods was analyzed. Finally, in the Reward phase, the types of rewards and their effects on motivation were studied in detail.

The data collected were analyzed using thematic analysis, which involved identifying recurring patterns and themes in the responses and classroom behaviors. This method allowed the researchers to identify specific aspects of the SADAR model that contributed to or hindered student learning. The findings were then categorized based on indicators such as student participation, collaboration, critical thinking, motivation, and academic achievement.

Validity in qualitative research is ensured through triangulation, which was applied by cross-verifying the data collected from different sources. For example, student responses during interviews were compared with their behavior during observations and their written work in worksheets. This cross-checking helped ensure that the conclusions drawn were reliable and reflective of the actual teaching and learning process.

The role of the teacher was particularly scrutinized in this study, as the SADAR model requires a shift from traditional lecturing to facilitation. Researchers analyzed how well teachers adapted to their new roles as facilitators, mediators, and motivators, and whether they could successfully guide students to become more independent and cooperative learners. Teacher preparedness, support resources, and professional development were also explored as part of this examination.

In summary, the research methodology adopted in this study was centered on exploring the practical implementation of the SADAR model in improving student learning outcomes. The qualitative descriptive approach allowed the researchers to uncover detailed dynamics within the classroom, focusing on the interplay between teaching methods, student engagement, and academic performance. Through multiple methods of data collection and rigorous analysis, the study aimed to provide meaningful insights into the effectiveness of the SADAR learning model in fostering a more active, reflective, and rewarding learning environment.

Result

Implementation and Outcomes of the SADAR Learning Model

The application of the SADAR learning model in the classroom setting revealed a significant transformation in student behavior, learning engagement, and academic performance. The model, which consists of four core stages—Stimulating, Discussing, Evaluating, and Reward—proved to be a dynamic and structured approach to overcoming the limitations of traditional lecture-based learning. This section presents a detailed account of the results observed during the research, as well as the implications of those findings for both teaching practices and student development.

Increased Student Engagement During the Stimulating Phase

One of the earliest observed impacts of the SADAR model was evident during the Stimulating phase. Students who were typically passive or disengaged in traditional classroom settings showed signs of heightened interest and attentiveness when exposed to new forms of stimuli. These included visual aids, real-world problems, short videos, and thought-provoking questions posed by the teacher. Teachers reported that students responded positively to these stimuli, as it provided a mental “hook” that piqued their curiosity.

The data from classroom observations supported these reports. In a majority of the classes, students demonstrated active body language such as leaning forward, making eye contact, and participating more frequently in initial question-answer activities. This aligns with the core purpose of the Stimulating phase, which is to activate students' prior knowledge and ignite their curiosity—an essential precursor to deeper learning. In interviews, students expressed that the beginning of the lesson "felt more exciting" and "made them want to know more," which in turn motivated them to stay engaged throughout the session.

Collaborative Learning and Critical Thinking in the Discussing Phase

Perhaps the most transformative impact of the SADAR model was observed during the Discussing phase. Here, students were grouped into small collaborative teams and tasked with solving problems or completing worksheets related to the lesson. This phase leveraged peer-to-peer interaction as a medium for knowledge construction, consistent with the constructivist learning theory that underpins the SADAR model.

Students who were often quiet in whole-class discussions became more participative within their small groups. They were seen explaining concepts to one another, debating possible answers, and building on each other's ideas. Teachers acted as facilitators, moving from group to group, guiding discussions without dominating them. Through this structure, students were not only learning from the teacher but also from their peers, thereby deepening their understanding of the material.

Student interviews revealed that many found group discussions helpful in clarifying confusing topics. One student stated, "Sometimes I don't understand what the teacher means, but when my friend explains it in a simple way, it makes more sense." This peer tutoring effect not only enhanced understanding but also built social and communication skills, fostering a more cooperative classroom environment.

Assessment and Feedback During the Evaluating Phase

The Evaluating phase served as a crucial checkpoint for measuring learning progress. During this stage, students were assessed both individually and in groups through oral and written evaluations. The dual-mode assessment allowed teachers to gauge both cognitive understanding and group collaboration skills.

From the collected test results, a clear improvement in academic performance was noted. Compared to the baseline test scores taken prior to the implementation of the SADAR model, the post-intervention assessments showed an average increase of 15–20% in student performance across subjects. Students not only demonstrated a better grasp of the subject matter but also articulated their thoughts more coherently and confidently during oral assessments.

Additionally, teachers found the Evaluating stage valuable for immediate instructional feedback. If a large number of students struggled with a particular concept, it signaled the need for re-teaching or alternative explanations. This form of formative assessment helped personalize the teaching process and address learning gaps in real-time, contributing to more effective learning outcomes.

Motivational Impact of the Reward Phase

The final phase—Reward—focused on reinforcing positive behavior and academic effort through both verbal and non-verbal rewards. Teachers offered praise, applause, small gifts, or symbolic achievements (e.g., "Student of the Day") to students who participated actively or performed well.

The introduction of this reward system led to visible increases in motivation and morale. Students reported feeling more appreciated and recognized for their efforts. One student commented, "When the teacher gave me a compliment, I felt proud and wanted to try even harder next time." While some educators caution against over-reliance on extrinsic motivation, the combination of verbal and symbolic rewards appeared to create a healthy learning environment where students felt their contributions were valued.

Moreover, the Reward phase fostered a culture of positive reinforcement that extended beyond the recipients. Students who observed their peers being rewarded often became more motivated to perform well, leading to a ripple effect of increased participation across the class. Importantly, the rewards were not only for academic excellence but also for behavior such as teamwork, helping others, or showing persistence—thereby promoting holistic development.

A noteworthy outcome from implementing the SADAR learning model was the evident growth in student autonomy. As students became more familiar with the model's structure, they began to take increased ownership of their learning. During the Discussing and Evaluating phases in particular, students demonstrated the ability to manage their time, divide tasks within their groups, and seek clarification independently without relying excessively on the teacher. This autonomy aligns with the overarching goal of the constructivist approach—empowering learners to be active constructors of knowledge rather than passive recipients.

Students also exhibited heightened responsibility toward group assignments. Observations revealed that most students actively contributed to discussions and respected the distribution of roles within their teams. Those who previously avoided participation began stepping up when they saw that their input had value and directly impacted group performance. Teachers noted that when responsibilities were shared

and students were given space to lead their learning, classroom dynamics shifted from teacher-centered to student-driven.

The collaborative nature of the SADAR model nurtured essential communication and social skills among students. Throughout the Discussing phase, students were frequently seen negotiating, persuading, and respectfully challenging one another's ideas. These moments of peer interaction fostered not only academic growth but also interpersonal competence. Teachers highlighted the value of structured discussions in helping students learn how to express their thoughts clearly, listen actively, and build mutual respect.

This increase in communication skills also benefited classroom harmony. Students became more empathetic and supportive, often stepping in to assist peers who struggled with understanding concepts. Shy or introverted students particularly benefited from the small group setting, where they felt safer to speak and participate. These changes created a more inclusive and respectful classroom culture, which further amplified engagement and cooperative learning.

Another critical observation during the implementation of the SADAR model was its effectiveness in narrowing the performance gap between high and low-achieving students. In traditional settings, low-achieving students often remained isolated, receiving limited support from their peers. However, the group-based nature of the SADAR model naturally promoted peer assistance and shared responsibility. High achievers were encouraged to explain concepts in their own words, which in turn reinforced their own understanding.

Meanwhile, students who typically struggled with academic content were given the time and space to ask questions, test ideas, and learn from multiple perspectives. Teachers reported increased confidence among these students, who began to contribute more actively in both group and whole-class discussions. This inclusive approach ensured that learning opportunities were equitably distributed, helping all students progress regardless of their starting point.

From the perspective of educators, the adoption of the SADAR model required significant shifts in instructional planning and classroom management. Teachers moved away from lecture-heavy methods and embraced a more facilitative role. While this transition posed challenges initially—especially in terms of designing student-centered activities and managing dynamic group interactions—most teachers reported positive professional growth as a result.

Many teachers appreciated how the SADAR model compelled them to better understand their students' learning styles and needs. They found that their interactions with students became more meaningful and productive. Lesson planning also became

more purposeful, with a stronger focus on critical thinking objectives and real-world applications. Ultimately, the model pushed teachers to become more reflective and responsive practitioners.

Despite its many strengths, the SADAR model was not without limitations. One of the main challenges noted was time management. Due to the layered structure of the model, completing all four stages within a single class period often proved difficult, especially in larger classrooms. Teachers had to be flexible and sometimes extend activities across multiple days. Additionally, group dynamics were not always balanced; in some cases, certain students dominated discussions while others remained passive, which required teacher intervention.

Another limitation was related to assessment. While the Evaluating phase provided valuable insights into student learning, it was sometimes difficult for teachers to assess individual contributions accurately within group activities. Some students excelled in collaborative work but underperformed in individual assessments, which raised questions about the best ways to measure learning progress in such a model. Future implementation may benefit from the integration of more diverse assessment tools, such as rubrics or portfolios.

Perhaps the most significant finding from the study was the sustainability potential of the SADAR model. When integrated consistently, it helped establish positive learning habits and classroom routines that extended beyond a single semester. Teachers observed that students carried the skills they developed—such as group collaboration, critical thinking, and self-reflection—into other subjects and school activities. The model's emphasis on active learning and mutual respect created a foundation for lifelong learning.

Over time, the SADAR model fostered a classroom culture where both teachers and students were partners in the learning process. Students were not merely preparing for tests but were engaging in meaningful learning experiences that challenged their thinking and deepened their understanding. With proper support, ongoing teacher training, and adaptation to different subjects, the SADAR model holds promise as a scalable and effective pedagogical approach in various educational settings.

Discussion

The findings of this study reinforce the theoretical and practical foundations laid by earlier research on student-centered learning models and constructivist approaches. Consistent with Sugrah (2019) and Kukuh & Setya (2021), the SADAR model successfully fostered a learning environment where students were actively involved in constructing knowledge through experience, collaboration, and reflection. The structured four-stage approach—Stimulating, Discussing, Evaluating, and Reward—not only improved

cognitive outcomes but also developed critical thinking, communication, and teamwork skills. These outcomes align with the working hypothesis that the SADAR model would enhance student learning outcomes by promoting higher engagement and cognitive processing during lessons.

Moreover, the increased student motivation and participation observed in this study echoed the findings of Ahmatika (2017) and Nurul Jeumpa (2016), who emphasized the importance of motivation and critical thinking in modern pedagogy. The integration of reward mechanisms, both verbal and non-verbal, proved especially effective in motivating learners across different academic levels. These findings validate the idea that recognition and encouragement can play a crucial role in sustaining student interest and effort, particularly when integrated into a broader pedagogical strategy like SADAR.

Interpretation of these results also suggests a broader shift in how learning should be conceptualized—moving away from content delivery and toward process-oriented learning that prioritizes how students engage with information. The active discussion and group work phases in the SADAR model encouraged students to link prior knowledge with new concepts, a principle strongly supported in constructivist theory. This not only improved content retention but also nurtured deeper learning. When compared to previous studies that highlighted student passivity in traditional lecture-based settings (Annisa & Wakijo, 2019; Prastya et al., 2016), the SADAR model offers a compelling alternative that addresses this limitation directly.

The implications of these findings are significant for educational policy and practice. First, teacher training programs should consider integrating the SADAR model as part of their curriculum to equip educators with versatile instructional strategies that encourage student agency. Second, curriculum developers could adapt textbook content and teaching materials to better support multi-stage learning frameworks. This model is particularly relevant in the context of 21st-century skills development, where critical thinking, collaboration, and creativity are emphasized alongside academic achievement.

In terms of broader applications, the SADAR model shows potential for adaptability across subjects and educational levels. While this study was conducted in a primary school setting, the principles of the model—active learning, evaluation, and positive reinforcement—can be scaled and customized for secondary education, vocational training, and even higher education. Furthermore, future research could explore digital adaptations of the SADAR model using e-learning platforms or hybrid classroom environments to evaluate its effectiveness in different learning contexts.

Moving forward, researchers should investigate the long-term effects of the SADAR model on student performance and attitudes toward learning. Longitudinal studies could offer insights into how sustained use of the model influences academic success,

social-emotional development, and metacognitive skills. Comparative studies with other student-centered models such as Problem-Based Learning (PBL) or Project-Based Learning (PjBL) may also provide a clearer understanding of the model's relative strengths and areas for refinement. Additionally, expanding the research to include diverse student populations and school environments would help test the model's universality and scalability, ultimately contributing to the advancement of inclusive and effective educational practices.

Conclusion

The implementation of the SADAR learning model—comprising the stages of Stimulating, Discussing, Evaluating, and Reward—has demonstrated a significant positive impact on student learning outcomes, classroom engagement, and the development of higher-order thinking skills. This model encouraged active participation, critical thinking, and peer collaboration, which are essential components in modern, student-centered learning environments. Through its structured yet flexible stages, the SADAR model succeeded in transforming passive classroom dynamics into interactive and empowering learning experiences.

Students not only exhibited improvements in academic performance, as evidenced by higher test scores and participation levels, but also developed important social and emotional competencies such as responsibility, communication, and teamwork. The model provided space for students to express ideas, solve problems collaboratively, and construct understanding from their experiences. These outcomes confirm the research hypothesis that the SADAR model can meaningfully enhance student engagement and achievement when applied effectively. Equally important were the changes observed in teaching practices. The SADAR model encouraged educators to adopt more reflective, facilitative, and student-centered instructional approaches. Teachers became more aware of student needs and more proactive in designing meaningful, inquiry-based lessons. This shift from traditional lecture methods to interactive teaching practices contributes to long-term improvements in educational quality and classroom culture. From a broader perspective, the SADAR learning model presents a promising framework that can be adapted and applied across various educational levels and subjects. Its principles align well with 21st-century education goals and the demands of an increasingly collaborative and knowledge-driven society. The model not only supports the acquisition of knowledge but also cultivates essential life skills, such as problem-solving, self-motivation, and interpersonal communication.

The SADAR model has proven to be a valuable innovation in instructional strategy. Its potential for scalability, adaptability, and long-term implementation makes it a relevant and practical choice for educators seeking to improve learning outcomes in meaningful and sustainable ways. Future research and development of this model should continue to explore its applications in diverse contexts, ensuring that the benefits it offers can reach a broader spectrum of learners and contribute to more inclusive, effective, and transformative educational practices.

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