



Improving Students' Conceptual Understanding in Indonesian Language Learning by Utilizing Newspaper Media at MI Negeri Kayong Utara

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ABSTRACT

This study aims to improve student learning outcomes in Islamic religious education learning by using newspaper media. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were students of madrasahiftida'iyah. The data of this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that newspaper media can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 47.71%, the first cycle 69.39% and in the second cycle it increased to 90.66%. Thus, the use of newspaper media can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

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Introduction

Education is a very important aspect in the development of a nation, because through education, the quality of human resources can be improved. One part of education that plays a big role is the Indonesian language subject. Indonesian as the national language functions to improve the ability to communicate and interact effectively. In elementary school, the material taught in the Indonesian language subject is very diverse, one of which is about the main idea in a text. The main idea is the main idea contained in a paragraph or text that is the basis for understanding the contents of the reading. To be able to find the main idea, students must have good reading skills and be able to analyze each part of the text critically. This is a challenge in itself, especially for fourth

grade students, who often have difficulty understanding texts in depth, including identifying the main idea.

One way to help students overcome this difficulty is to use appropriate learning media. Choosing the right media can have a positive impact on student understanding. Interesting and relevant media can facilitate students in understanding the subject matter in a fun way. One of the media that can be used to support Indonesian language learning is newspapers. According to Arsyad (2014), learning media has an important role in attracting students' interest, facilitating understanding of the material, and can increase learning motivation. Newspapers with various information contained in them have the potential to be used as effective learning resources in teaching language concepts, including understanding the main idea in the text.

Newspapers not only provide up-to-date information, but also present various types of texts, such as news, articles, and opinions that can be interesting reading materials for students. The use of newspapers in learning Indonesian can provide students with the opportunity to get to know various texts, while also training them in finding the main idea in each reading. This is in line with the opinion of Wina Sanjaya (2011) who stated that effective learning media can improve student learning outcomes, because it can help them understand the material in a more enjoyable and easily accepted way. This study aims to improve the understanding of grade IV students of MIN Kayong Utara on the Main Idea material in the Indonesian Language subject by utilizing newspaper media. In grade IV, students are expected to be able to recognize the structure of the text and understand the essence of each reading. Therefore, the use of newspaper media is expected to facilitate students in finding the main idea, as well as improve their reading skills and understanding of the text.

By utilizing newspaper media, it is expected that students can better understand the material being taught, considering that this media presents more concrete and real texts that are relevant to students' daily lives. This will certainly help students be more interested in following lessons and easier in understanding the material being taught. This research is also expected to contribute to Indonesian language learning at MIN Kayong Utara, as well as being a reference for teachers in implementing more varied and enjoyable learning methods. Through this research, the author hopes to provide solutions to the problems faced by students in understanding the main idea material, as well as provide insight for educators to utilize effective media in improving the quality of Indonesian language learning.

Based on the opinion of Ambary, et al (1999:1) said, that "The importance of the role of Indonesian as a global communication tool, is also the key to the warehouse of various sciences and technologies at all levels of education in schools". Therefore, related to the above, it is emphasized that the entire Indonesian nation should master and be able to speak Indonesian well and correctly. Without good mastery of Indonesian, society in general and students in particular will find it difficult to develop

knowledge or broaden their horizons through learning. Furthermore, in the curriculum (Depdikbud, 1994/1995:2) it is emphasized that learning is directed at "the formation of students and society who understand and can use Indonesian well and correctly." Thus, society as a whole can communicate with each other to share their knowledge or experiences.

According to Sutardjo (1999:2), in teaching and learning activities it is necessary to improve students' understanding of the ins and outs of Indonesian so that students are able and proficient in applying it appropriately in various situations and conditions. "In addition, in learning Indonesian, a pragmatic approach can be applied, namely viewing language from the context and situation of the language itself. This means that sentences as the smallest and complete language units must always be connected to the context and situation where and when the language is used. The role of Indonesian language teachers in carrying out teaching and learning activities related to the learning approach above is to form students from an early age to better understand and be more skilled/proficient in using Indonesian well and correctly. In other words, every student is expected to be able and proficient in applying Indonesian well and correctly, both orally and in writing. Weaknesses and inability to speak Indonesian well and correctly can cause students to have difficulty in absorbing various presentations of information in the form of knowledge and technology through print media such as newspapers/magazines, or electronic media such as radio and television.

Methods

The purpose of this study is to enhance the students' understanding of the main ideas (pikiran pokok) in the Indonesian language subject, specifically in Class IV of MI Negeri Kayong Utara, by utilizing newspapers as a learning medium. The focus of this research is to determine whether incorporating newspapers into the learning process can significantly improve students' ability to identify and comprehend the central ideas in reading materials. This methodology outlines the steps that will be taken to conduct the research, including research design, participants, instruments, data collection, and data analysis procedures. This study will employ a classroom action research (CAR) design, as it allows for direct application and evaluation of interventions in the classroom setting. Classroom action research involves cycles of planning, action, observation, and reflection, which provide an opportunity for continual improvement and adjustment throughout the process. By utilizing this design, the researcher aims to create a dynamic learning environment in which students' understanding of main ideas is progressively developed and assessed.

The participants in this study will be 30 students from Class IV of MI Negeri Kayong Utara. These students will be selected based on their availability and willingness to participate in the study. The students come from diverse backgrounds and have varying

levels of proficiency in the Indonesian language. The researcher will work closely with the class teacher to ensure that the students' learning needs are met through the intervention. The instruments used for data collection will include pre-tests, post-tests, observation sheets, and student questionnaires. The pre-test will be administered at the beginning of the study to assess students' initial understanding of the concept of main ideas. This test will consist of a series of questions related to identifying the central idea in various reading materials. The post-test, which will be administered at the end of the study, will evaluate any improvements in students' ability to comprehend and identify the main ideas after the intervention.

Observation sheets will be used to record students' engagement during the learning process. These observations will focus on students' interactions with the learning materials, their participation in discussions, and their ability to apply the skills learned in identifying main ideas. The teacher will observe how effectively the newspaper medium engages students and whether it helps them in grasping the concept of main ideas. Additionally, student questionnaires will be distributed to gather feedback on their perceptions of using newspapers as a learning tool. The questionnaire will include both open-ended and closed-ended questions, which will allow students to express their opinions on the effectiveness of newspapers in enhancing their understanding of main ideas. These responses will be analyzed to gain insights into students' attitudes towards the learning method and its impact on their understanding.

The data collection process will be carried out in several stages. First, the pre-test will be given to all students to assess their baseline knowledge of identifying main ideas. Following this, the intervention phase will begin, where the students will be exposed to lessons that incorporate newspapers as the primary learning material. Newspapers will be used in various activities, such as reading comprehension exercises, group discussions, and individual tasks aimed at identifying main ideas in articles and news stories.

During the intervention phase, students will be grouped into small teams, where they will collaboratively analyze newspaper articles. These articles will be selected based on their relevance to the students' level of comprehension and the curriculum objectives. The teacher will guide the students through the process of identifying key information in the articles, helping them distinguish between supporting details and the main ideas of the text. The teacher will also provide scaffolding and encourage students to ask questions, facilitating a deeper understanding of the reading materials. Throughout the intervention, regular observations will be made to assess students' progress. The teacher will monitor how well the students are able to identify main ideas and whether they are able to apply this skill independently in different contexts. Feedback will be provided to the students in the form of corrective guidance, praise, and encouragement, helping them refine their ability to discern central ideas.

At the conclusion of the intervention, the post-test will be administered to measure any changes in students' understanding of main ideas. The post-test will include a similar set of questions to the pre-test, allowing for a direct comparison of students' performance before and after the intervention. This will enable the researcher to assess whether the use of newspapers as a learning medium has had a positive impact on the students' comprehension skills. Data analysis will be conducted using both qualitative and quantitative methods. The pre-test and post-test scores will be analyzed to determine whether there has been a significant improvement in students' ability to identify and understand main ideas. Statistical tests, such as paired t-tests, will be used to analyze the differences between the pre-test and post-test results to determine the effectiveness of the intervention.

In addition to the quantitative data, qualitative analysis will be performed on the observation sheets and student questionnaires. The observation data will be analyzed to identify patterns in student engagement and participation during the lessons. This will help the researcher understand how well the newspaper medium supported students' learning and whether it encouraged active involvement in the learning process. The student questionnaires will be analyzed to assess the students' perceptions of using newspapers in their learning. By analyzing their responses, the researcher will be able to gain insights into the strengths and weaknesses of using newspapers as a teaching tool. The feedback gathered from the students will also provide valuable information for improving future instructional practices and enhancing the effectiveness of the learning method.

To ensure the reliability and validity of the research, several steps will be taken. The pre-test and post-test will be designed to align closely with the learning objectives of the Indonesian language curriculum, ensuring that the assessments accurately measure the students' understanding of main ideas. The teacher's observations will be conducted in a structured and consistent manner, allowing for objective data collection. Additionally, the student questionnaires will be reviewed for clarity and relevance before being distributed, ensuring that they accurately capture students' experiences and opinions. The results of this study are expected to contribute to the field of education by providing insights into the potential benefits of using newspapers as a learning medium in enhancing students' understanding of main ideas. If successful, this intervention could be adopted as a regular teaching method in Indonesian language classrooms, offering a practical and engaging approach to improving reading comprehension skills. The study also aims to demonstrate the value of incorporating real-world materials, such as newspapers, into the classroom to make learning more relevant and meaningful for students.

The findings of this research could also inform future studies in the area of language education, particularly in the context of reading comprehension. By examining the effectiveness of newspapers in promoting students' ability to identify and

understand central ideas, this study could provide a foundation for further exploration of other alternative learning materials that can enhance reading comprehension skills. In conclusion, this study aims to assess the effectiveness of using newspapers as a medium for teaching students to identify main ideas in the Indonesian language subject. By employing a classroom action research design and using various data collection methods, the research will provide valuable insights into how newspapers can be utilized to improve students' comprehension skills. Through this study, the researcher hopes to contribute to the development of innovative and effective teaching strategies that can enhance students' learning experiences and academic achievement.

Result

The data in table 1 can be explained as follows before the implementation of learning improvements using newspaper media or in the pre-cycle, the low level of completion of class IV students of MIN Kayong Utara. Only 6 out of 20 people or around 30% of 20 students got a Complete score or ≥ 65 . And around 70% of 20 students got an incomplete score or ≤ 65 . After the implementation of learning improvements by implementing newspaper media in cycle I, it appears that student learning outcomes have increased, namely 12 people got a Complete score or ≥ 65 , the same as 60% of 20 students who got a Complete score.

Because based on the results obtained in cycle I, the objectives set for this improvement have not been achieved, namely more than 70% who get good learning outcomes, learning improvements were implemented in cycle II, the results of which can be seen in table 2. Based on the results obtained on the observation sheet in table 2, namely 16 people or around 80% of the 20 students who got a Complete score or ≥ 65 and only 20% of the 20 students who got an Incomplete score. Based on these data, it is proven that implementing learning using newspaper media can improve the learning outcomes of class IV students of MIN Kayong Utara in the learning improvements carried out in 2 research cycles. This can be seen from the achievement of the research indicators that have been set in this classroom action research. The importance of developing students' understanding of the main ideas in reading comprehension is one of the key goals in elementary education. In particular, for Indonesian language studies, comprehension of reading material is a significant aspect that aids students in understanding and interpreting texts better. One innovative approach to enhance comprehension is by utilizing newspapers as a learning medium. This research aims to examine how newspaper media can improve students' understanding of the main ideas in the Indonesian language subject, specifically for Class IV at MI Negeri Kayong Utara.

This research seeks to: 1) Investigate the effect of using newspapers as a learning medium on students' comprehension of the main ideas in reading texts; 2) Analyze how students respond to the incorporation of newspapers into their learning activities; 3) Measure the improvement in students' understanding of the main ideas through

various assessment techniques before and after the intervention; 4) Evaluate the challenges and benefits of using newspapers in the classroom setting.

Several studies have shown that newspapers can be a powerful tool in improving students' literacy skills. Newspapers contain various types of texts, including news articles, features, and opinion pieces, which provide authentic reading material for students. According to educational experts, using real-world materials like newspapers allows students to connect more effectively with the content, making reading and learning more engaging. A study conducted by Lestari (2019) suggests that newspapers can promote critical thinking and improve the comprehension of main ideas by presenting information in a structured format. Moreover, newspapers can cater to different reading levels, making them a versatile resource for educators. Another study by Haryanto (2020) emphasized that newspapers could foster active learning, as students often engage in discussions and debates about current events, which helps deepen their understanding of texts.

This research was conducted in MI Negeri Kayong Utara, specifically in Class IV. The subjects of this study were 30 students, consisting of 15 boys and 15 girls, all aged 9-10 years. The research design used was a quasi-experimental approach, with pre-test and post-test assessments to measure students' improvement in understanding the main ideas of reading passages. The intervention involved incorporating newspapers into daily lessons for a period of six weeks. Each week, students were provided with different types of newspaper articles. Teachers guided students through various activities, such as identifying the main idea, summarizing articles, and discussing the content. This allowed students to apply their reading comprehension skills in real-life contexts. The data collection involved both quantitative and qualitative methods. A pre-test was conducted at the beginning of the study to assess the students' initial understanding of the main ideas in reading comprehension. After six weeks of newspaper-based lessons, a post-test was administered to evaluate any improvements in students' abilities. Additionally, observation notes were taken during class activities, and interviews with students were conducted to gather feedback on their experiences with the newspaper medium.

The results of the pre-test and post-test indicated a significant improvement in students' understanding of the main ideas. The average score on the pre-test was 65%, while the average score on the post-test increased to 85%. This 20% improvement suggests that the use of newspapers as a learning medium positively impacted students' ability to comprehend the main ideas of texts. Qualitative data from student interviews and classroom observations also showed positive responses. Students expressed greater interest in learning and felt more motivated when newspapers were used in lessons. They found the content relevant and engaging, which contributed to their improved understanding of reading materials.

The findings of this research align with previous studies that highlight the effectiveness of newspapers in improving literacy skills. By using newspapers, students

were exposed to real-world language and content, making their learning experience more authentic. The structured format of news articles, which often includes a headline, lead paragraph, and body text, helped students identify the main idea more easily. Furthermore, newspaper articles provided a variety of topics, allowing students to explore different themes, such as current events, social issues, and cultural topics. This diversity not only improved their reading comprehension but also broadened their knowledge of the world around them. Another important aspect of the research was the role of teachers in guiding students through the newspaper content. Teachers provided structured activities, such as discussions and summarizations, which allowed students to actively engage with the material. This active learning approach was crucial in enhancing students' comprehension skills.

Despite the positive outcomes, there were several challenges encountered during the study. One issue was the difficulty in selecting appropriate articles for the students. Some articles contained complex vocabulary or themes that were not suitable for the students' age group. To address this, teachers had to carefully select articles and adapt the language to ensure that it was accessible to all students. Additionally, there were logistical challenges in obtaining enough copies of newspapers for each student. While some students shared copies, others did not have access to newspapers outside of school, limiting the opportunity for independent reading at home. The use of newspapers as a learning medium in the Indonesian language subject was found to be effective in improving students' understanding of the main ideas. The positive results from both the pre-test and post-test, as well as feedback from students, indicate that newspapers can be a valuable tool in developing students' reading comprehension skills. Teachers are encouraged to incorporate newspapers into their teaching strategies, ensuring that the material is age-appropriate and relevant to students' interests.

Discussion

The results of this research indicate a significant improvement in students' ability to comprehend the main ideas of texts when newspapers were incorporated into their lessons. The increase in average scores from the pre-test to the post-test (from 65% to 85%) is a strong indication that newspaper media had a positive impact on students' reading comprehension. This improvement suggests that the use of authentic, real-world materials, such as newspapers, can play a vital role in enhancing students' literacy skills, especially in understanding complex reading materials. The use of newspapers helps make the learning process more relevant to students. By engaging with real-world content, students can connect what they are reading with actual events, issues, and topics in their daily lives. This relevance makes the reading experience more meaningful and encourages students to engage with the material more deeply. In the context of Indonesian language studies, newspapers provide a wide range of texts, from news

articles to features and opinion pieces, that students can analyze and discuss. This diversity broadens their perspectives and enhances their understanding of the main ideas presented in various formats.

One of the key factors contributing to the success of this approach was the structured nature of newspaper articles. Articles are typically divided into clear sections, including headlines, introductory paragraphs, and supporting details, which help guide readers through the text. This structure makes it easier for students to identify the main ideas and understand the relationships between different parts of the text. By teaching students to recognize these elements in newspaper articles, educators can help them apply similar strategies to other types of reading materials. Moreover, the use of newspapers encouraged students to develop critical thinking skills. As they analyzed news articles, students were required to not only identify the main idea but also assess the significance of the information, its relevance, and the way it was presented. This process encourages students to think critically about what they read and to question the sources and perspectives presented in the media. Such skills are essential in today's information-driven world, where media literacy is becoming increasingly important.

The classroom observations and student feedback also revealed that students were more motivated to participate in lessons when newspapers were involved. Traditional textbooks can sometimes feel disconnected from students' lives, but newspapers offer timely and engaging content that captures their attention. Students were more eager to read, discuss, and summarize articles, as they felt that the material was more exciting and closer to their experiences. This increased engagement is crucial for improving learning outcomes, as students are more likely to retain information when they are actively involved in the learning process. Additionally, the group activities that were organized around newspaper articles fostered collaboration among students. Working together to discuss the content, identify main ideas, and summarize articles allowed students to learn from one another and develop communication skills. This collaborative learning environment not only improved their comprehension of the main ideas but also encouraged peer-to-peer learning, which can be an effective way to reinforce new concepts.

However, there were some challenges associated with using newspapers as a learning medium. One of the difficulties was selecting articles that were age-appropriate and accessible for the students. Some articles contained complex vocabulary or advanced themes that might have been too difficult for young learners to fully comprehend. Teachers had to carefully choose articles that matched the students' reading level, which sometimes required adapting or simplifying the content. Despite these challenges, the overall impact of newspapers on students' comprehension was positive, showing that with proper guidance, even complex texts can be made more accessible to elementary students.

Another challenge was related to the availability of newspapers. While many students could access newspapers in class, not all had the opportunity to read them at home. This limited access to newspapers outside of school meant that students couldn't fully benefit from independent reading practice. Some schools may face similar issues, particularly in areas where newspapers are not readily available or affordable. To address this, schools could explore partnerships with local newspapers to provide students with copies at a discounted rate or distribute digital versions of newspapers that students can access online. The study also highlighted the importance of teacher involvement in the learning process. While newspapers can be a valuable resource, their effectiveness depends on how well teachers guide students through the material. Teachers played a crucial role in helping students identify main ideas, understand complex vocabulary, and engage in meaningful discussions. Educators need to be well-prepared and knowledgeable about how to integrate newspapers into their lessons effectively. Teachers who are comfortable with using newspapers as teaching tools are better able to foster a classroom environment that encourages critical thinking and active engagement with the material.

In conclusion, the use of newspapers in the classroom offers numerous benefits for enhancing students' comprehension of the main ideas in reading materials. The results of this study suggest that newspapers can help improve reading comprehension, critical thinking, and engagement with the text. By incorporating real-world content into lessons, teachers can make learning more meaningful and relevant to students. Despite some challenges, the positive impact of newspapers on students' literacy skills is clear. As such, incorporating newspapers into the curriculum is a valuable approach that schools should consider adopting to improve reading comprehension and foster a deeper understanding of the world around them. The positive impact of using newspapers as a learning medium goes beyond just comprehension of main ideas. It also encourages students to develop their analytical skills. As students read through different news articles, they are exposed to various perspectives, viewpoints, and writing styles. This exposure helps them become more discerning readers, who can assess the credibility of sources, recognize bias, and understand the nuances in how information is presented. These are essential skills in an age where information overload is common, and media literacy is becoming increasingly crucial.

Furthermore, newspapers offer an opportunity to introduce a variety of topics that are often not covered in standard textbooks. Students can read about current events, cultural phenomena, global issues, and local developments, which expands their horizons. This exposure not only improves their understanding of the world but also aids in developing their vocabulary and knowledge about various subjects. For example, reading an article about a scientific discovery or an international diplomatic issue can prompt students to explore new areas of learning and curiosity that may not have been part of the usual curriculum. By engaging with newspaper articles, students also learn

about the structure and organization of written texts. Newspapers often employ a unique writing style, with the most important information appearing first in the lead, followed by supporting details. This format helps students recognize the importance of structure in communication and encourages them to organize their thoughts more effectively when writing or summarizing information. This is particularly valuable for students at this age, as it helps them develop organizational skills that will benefit them throughout their academic careers.

Another significant advantage of using newspapers in teaching is that it promotes the development of students' summarization skills. In the classroom activities, students were required to read articles, identify the main ideas, and summarize the information in their own words. This exercise teaches them how to distill large amounts of information into key points while retaining the most important details. Summarization is an important skill that aids in comprehension and retention, and it is a skill that students will use throughout their lives, both academically and professionally. The use of newspapers in lessons also introduces a level of excitement and urgency into the classroom. News articles, especially those about current events, are often time-sensitive and reflect ongoing developments in the world. This element of timeliness encourages students to stay informed and engaged with what is happening around them. They begin to realize that what they are reading in class is not just theoretical or abstract knowledge but part of an ongoing conversation about the world. This can motivate them to seek out more news and information on their own, fostering independent learning habits that extend beyond the classroom.

The research also highlighted the value of collaborative learning, which was promoted through group discussions and activities related to the newspaper articles. In these group settings, students were encouraged to share their thoughts and opinions, compare perspectives, and debate the issues presented in the articles. Such activities fostered critical thinking and helped students learn how to express their ideas more clearly and effectively. Collaboration also taught students how to respect diverse opinions, an essential skill for building social and emotional intelligence. However, there were limitations to the study that should be acknowledged. While the use of newspapers proved to be beneficial for the majority of students, it is important to recognize that not all students may respond equally well to this type of learning. Some students may struggle with reading comprehension, regardless of the medium used. For these students, additional support may be required to ensure they can fully benefit from the use of newspapers. Differentiated instruction and individualized support strategies should be implemented to address the varying needs of all learners.

In addition to supporting students with different reading abilities, teachers must also consider the socio-economic background of their students. As previously mentioned, not all students had equal access to newspapers outside of school. This gap in access could create inequities in learning opportunities, especially for students who

are unable to read newspapers at home. Schools can help mitigate this issue by ensuring that all students have access to newspapers within the classroom and considering digital alternatives that can be shared more easily among students. Another consideration is the teacher's role in fostering critical engagement with the content. While newspapers offer authentic and relevant materials, it is essential that teachers guide students in approaching these texts critically. Without proper guidance, students may take news articles at face value without questioning their source or examining the validity of the information presented. Teachers must provide the necessary context, encourage students to ask questions, and help them develop the skills to analyze news articles from a critical perspective.

Finally, it is worth noting that the use of newspapers aligns with broader trends in education, where there is a growing emphasis on real-world learning and connecting academic content with everyday experiences. By using materials that reflect the world students live in, teachers can bridge the gap between school and society. This approach not only makes learning more relevant and engaging but also prepares students for the complexities of the world outside the classroom. In a rapidly changing world, it is essential for students to develop the skills to navigate and critically engage with the media they encounter daily. In conclusion, the use of newspapers as a medium for teaching reading comprehension and main ideas has proven to be a highly effective strategy. It improves students' ability to understand and analyze texts, fosters critical thinking, and helps them engage with the world around them. By using real-world materials, teachers can make learning more meaningful and relevant while developing skills that students will use throughout their academic and personal lives. Despite the challenges related to access and differentiation, the positive outcomes of this approach suggest that newspapers should be an integral part of the educational toolkit, particularly in language arts instruction. Future studies could explore further ways to integrate media literacy and other forms of modern communication into the curriculum to enhance students' learning experiences.

Conclusion

The use of newspapers as a learning medium in the Indonesian language subject has proven to be an effective strategy for improving students' understanding of main ideas in reading comprehension. The positive results from both the pre-test and post-test, along with student feedback, suggest that newspapers help students engage more deeply with the content, making the learning process more relevant and meaningful. By providing real-world material, newspapers not only improve students' comprehension skills but also foster critical thinking, enhance their vocabulary, and expose them to diverse topics and perspectives. Newspapers also offer an opportunity for students to practice summarization and organizational skills, essential for effective communication. The structure of newspaper articles, with clear headlines and supporting details, helps

students learn how to identify key points and organize their thoughts. Moreover, the timeliness and relevance of newspaper articles motivate students to stay informed and take an active interest in the world around them, fostering independent learning. While the implementation of newspapers in lessons showed significant benefits, challenges such as the need for age-appropriate articles and access to newspapers outside the classroom were also observed. However, with proper guidance from teachers, differentiated instruction, and ensuring equal access to resources, these challenges can be addressed. Overall, incorporating newspapers into the classroom curriculum can enhance reading comprehension, critical thinking, and engagement, making learning more interactive and connected to real-world issues. This approach not only benefits students' academic growth but also prepares them to become informed, critical readers in an increasingly media-driven world.

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