

## Use of Media Wordwall to Improve the Grade 2 Primary School Students Participation and Learning Achievement

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### 1. ABSTRACT

This study aims to increase student activity and learning outcomes through the use of Wordwall media. This type of research is classroom action research (CAR) which is carried out in two cycles. This research activity was carried out in a primary school in Indonesia. Data collection techniques were obtained using tests, observations, questionnaires and documentation. Data analysis techniques using qualitative and quantitative analysis. The research subjects were students of grade 2 primary school class, totaling 26 students consisting of 13 male students and 13 female students. The results showed that the activity of students in the pre-cycle on the always active criteria was only 15% with a total of 4 students, and there were 85% of students who had not reached the active criteria. In cycle I there was an increase of 31% in the criteria of always being active as many as 8 students. Then in cycle II there was an 85% increase in the criteria of always being active as many as 22 students. The learning outcomes by using student tests increased each cycle from the pre-cycle, cycle I and cycle II. In the pre-cycle, the percentage of students who completed the KKM was 19% with a total of 5 students. In cycle I, the percentage of students who completed the KKM increased by 73% with a total of 19 students. Then in cycle II the percentage of students who completed the KKM was 92% with a total of 24 students. Then it can be calculated on the increase in student activity from cycle I to cycle II by 54%. Meanwhile, the increase in learning outcomes from cycle I to cycle II was 19%. The observation results also show that the use of Wordwall media can increase student activity and student learning outcomes. So it can be concluded that wordwaall media can increase the activity and learning outcomes of class II B students at a primary school .

**Keywords:** *wordwall, media, keaktifan, hasil belajar.*

## **2. INTRODUCTION**

Education is an important part of human life. Education should provide different kinds of changes to people. One of them is the shift in individual social class, where access to education must be the same and evenly distributed. In order to produce national education goals, both education for the life of the nation and education for social justice, of course, must be based on an integrated and cooperative built system (Widiyono, 2021). Education is conscious and planned to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence. Education includes special skills, as well as something that cannot be seen, namely the provision of knowledge, consideration, and wisdom. One of the main foundations of education is teaching culture across generations (Kamaruddin, 2022, 13). School education is a structured and tiered educational path consisting of basic education, secondary education, and higher education. The aim of the school is to direct, guide and foster so that educational institutions expect the presence of certain age groups in teacher-led classrooms to study a tiered curriculum (Putra, 2021).

In education, of course, there are problems, and solving educational problems can be likened to untying tangled threads, making it difficult to find a way out of these problems. The level of education in this country which is rich in natural resources lags behind that of neighboring countries, and a high level of education does not reduce the high unemployment rate. It is not surprising that currently many graduates are unemployed, due to the low quality of university graduates in this country (Putra, 2021). Issue after issue of education in Indonesia is harvested every year. Problems also arise from the level of input, process, to output. These three levels are actually related. Input affects the continuity of the learning process. The learning process also affects the output.

Just like that, manufacturing will continue to be introduced at a higher level of education or enter the world of work, where theory will begin to be put into practice (Putra, 2021). According to Carter V. Good education is the process of developing one's skills in the form of attitudes and behaviors that are prevalent in society. The social process in which a person is influenced by a guided environment (especially at school) so that he can acquire social skills and develop his personality (Kamaruddin, 2022, 15).

John Dewey's educational theory is inseparable from his interest in philosophy. According to him, philosophy is a solution to life's problems, while education trains humans to be able to solve life's problems. Thus, according to him philosophy and education cannot be separated (Muh Sad Iman, 2004:62) in (Putra, 2021). Philosophy is the basis of educational theory. One of the key words in John Dewey's entire educational philosophy is "experience". Experience is a series of complex and multifaceted activities and is the result of active human interaction, as a developing and conscious being, with its ever-changing environment, throughout historical timelines (Sudar Minta, 2004) in (Putra, 2021).

Active learning is the teacher's way of teaching with the aim that students learn actively, creatively and have fun. Student learning activities are expressed in the willingness to express opinions or the ability to re-express what has just been learned. In addition, this activity is also accompanied by the desire that students are able to dare to try to practice what they have learned in front of the class (Sinar, 2018). The low ability of students to actively learn, causing low achievement can also be a problem. Seeing the various obstacles mentioned above, this will make the learning process not go well, and even tend to make the class chaotic. The low ability of students to respect the opinions of others is also a major obstacle, apart from common habits such as making fun of friends

when asking questions or arguing in a foreign language. Problems like this need to be found a solution immediately, so that the learning process goes well and smoothly, so that the main goals of student learning are achieved optimally (Sinar, 2018).

Active learning requires some of the creativity of a teacher to be able to make lesson plans more fun by using learning media, so that students are able to be interested and active in learning activities. Learning media will also make it easier for students to understand the material provided and increase students' curiosity to increase, so that students will be active in the learning activities carried out. As with using wordwall media which is one of the game-based learning media.

Media is one of the most important. Learning media is used as a tool to convey or provide information to students (Nurrita, 2018) in (Akbar, 2023). The use of appropriate and varied teaching materials according to needs can optimize student achievement (Rusdewanti & Gafur, 2014) in (Akbar, 2023). The accuracy of the application of learning models and media is also a determining factor for the success of the teaching and learning process (Nurhayati Erlis 2020) in (Akbar, 2023). The use of smartphone sophistication in the learning process can boost student interest in learning because learning is not only through books (Hasbiyati & Khusnah, 2017) in (Akbar, 2023).

Wordwall is a network-based digital game application that provides various game and quiz features that educators can use to provide material reviews (Khairunnisa, 2021) in (Akbar, 2023). According to Lestatari (2021) in (Akbar, 2023), wordwalls are useful as learning resources, media, and fun assessment tools for students. This game can be used via a laptop or smartphone. In the wordwall application there are the most active pictures, sounds, animations and games that students may be interested in. wordwall media is also

one of the suitable media to be able to improve student learning outcomes to achieve learning goals.

Learning Outcomes are abilities possessed by a student after receiving a learning experience from a teacher or educator. Some of the students' life experiences include affective, cognitive, and psychological domains (Hutapea, 2019) in (Nurul, 2022). Learning outcomes play an important role in the learning process, because with these results the teacher can find out the development of experience or knowledge acquired by students in order to achieve learning objectives through the process of further teaching and learning activities (Wibowo et al., 2021) in (Nurul, 2022). In providing material in teaching and learning activities, media is needed as a means of transmitting knowledge from teachers to students, according to (Ramen A, 2020) in (Nurul, 2022). media is a very important supporting factor in the transmission of knowledge to students. With media, the teaching process is more optimal and students understand more quickly (Neni Isnaeni & Dewi Hildayah, 2020) in (Nurul, 2022). Media is also a media and means that teachers can use as a tool to convey material. However, if students do not have a deep enough understanding of the topic and the media available is not optimal, then students' ability to present material will also be less than optimal (Sunami & Islam, 2021) in (Nurul, 2022).

The problem that the researchers found in grade 2 primary school class was the number of students who were not active in learning activities and low learning outcomes. This fact was obtained by the researcher when the researcher carried out Guided Practice in class II B on Thursday 13 April 2023. When the researcher used wordwall media the students were enthusiastic, but there were still many students who were not active in learning activities. This is indicated by the number of students who are still shy and do not

dare to come forward in front of the class to play wordwall media. This is what causes the learning process to be less effective and efficient because the teacher needs to make students not only enthusiastic but also actively involved in learning activities. Based on this, researchers dig deeper into the causes of this problem by conducting interviews.

Regarding the explanation above, learning to use the wordwall application is considered an effective way of learning because it can increase student activity, through the interactive test templates used, this application also helps teachers to more easily see and evaluate student learning outcomes. Because the wordwall application has not been implemented in a primary school, the researcher wants to conduct a study on the effect of wordwall application teaching materials on class II student learning outcomes. The purpose of this study was to find out how to use wordwall media to increase the activity and learning outcomes of class II B students in a primary school.

Based on the description above, the researcher took a class action as an effort to increase activity and learning outcomes with the title: "Using Wordwall Media to Increase the Activity and Learning Outcomes of Class II B Students at a primary school in the Academic Year 2022/2023."

### **3. METHODS**

This research was conducted at a primary school which is in the Special Region of Yogyakarta. The SD is right on the side of the road and is in the vicinity of residential areas, so it's easy to access to the school. This research was conducted in the second (even) semester, namely from April-June 2023 for the 2022/2023 academic year.

This research was carried out in accordance with the school's academic calendar and agreement with the principal, teachers and researchers. This research was conducted in April – June 2023.

This research is a class action research (CAR). Classroom action research is research conducted by teachers in a class to improve learning activities or the quality of learning. The research was conducted in class II B, which consisted of 26 students from 13 male students and 13 female students.

In this study carried out in two cycles. Each cycle contains planning, action, observation and reflection. In each cycle I there were two meetings, namely the first meeting was held on Thursday, May 11, 2023 and the second meeting was held on Monday, May 15, 2023. Then continued in cycle II, which also had two meetings, namely the first meeting was held on Wednesday, May 17, 2023 and the second meeting was held on Monday, May 29, 2023. At the end of each cycle I meeting, an evaluation was carried out as a basis for planning cycle II with the same stages as cycle I. So that learning activities from cycle I to cycle II there is an increase.

Data collection techniques used were tests, observations, student activity questionnaires and documentation. The test is a written assessment tool that is intended to record or observe student learning outcomes in accordance with the purpose of the assessment. The expected response from the test according to Sudjana and Ibrahim (2001) in Safithry (2018: 2) can be in the form of writing, speech or action. Tests according to Arikunto and Jabar (2004) are tools or processes used to find or measure something using methods or rules that have been set by Safithry (2018: 3). Observations are made when entering a certain social environment as an object of research. Sugiyono (2015:254).

Observation as a technique for obtaining information according to facts about student activity and learning outcomes to see an increase in student activity and learning outcomes as research subjects. Waluya Bagja (2007:95) Questionnaire is a data collection tool for research purposes. The questionnaire was used by circulating a template containing several questions for several subjects (respondents) to be responded to in writing. According to Sugiyono (2015: 329) Documentation is a way to obtain data and various information in the form of books and archives, documents, written figures and pictures, both in the form of reports and information that can support research.

This study obtained qualitative data and quantitative data. Qualitative data is data that is analyzed using critical analysis, specifically identifying the weaknesses and strengths of student performance during the implementation of activities (Prasetyo, 2021). Meanwhile, quantitative data is data in digital form (Slameto, 2015: 277) in (Setyawati, 2019). Quantitative data obtained were analyzed using descriptive statistics. Comparative analysis in this study was used to compare problem solving abilities after cycles I and cycles II.

## **4. RESULTS AND DISCUSSION**

### **4.1 Research result**

In this section, analysis and research data will be presented regarding the activity and learning outcomes of class II B students in a primary school using wordwall media from the pre-cycle, cycle I and cycle II, which can be seen in table 1 below:

**Table 1. Results of Pre-Cycle Student Activity Questionnaire, Cycle I and Cycle II**



Criteria	Pre Cycle		Cycle I		Cycle II	
	f	%	f	%	f	%
<b>Always</b>	4	15%	8	31%	22	85%
<b>Often</b>	5	19%	6	23%	4	15%
<b>Sometimes</b>	7	27%	7	27%	-	-
<b>Never</b>	10	38%	5	19%	-	-
<b>Total</b>	26	100%	26	100%	26	100%

Based on table I, it can be seen that the comparison of student activity has increased from the pre-cycle, cycle I and cycle II. In the pre-cycle which was held on Thursday, April 13, 2023, there were only 4 students who were always active with a percentage of 15%, students in the frequent category, there were 5 students with a percentage of 19%, students in the occasional category, there were 7 students with a percentage of 27%, and students in the never-active category, there were 10 students with a percentage of 38%. After learning by using wordwall media the activity of students increases. Cycle I which was held on Thursday, 11 May 2023 and Monday, 15 May 2023 students in the always active category had 8 students with a percentage of 31%, students in the frequent category had 6 students with a percentage of 23%, students in the occasional category had 7 students with a percentage of 27% and students in the never active category had 5 students with a percentage of 19%. Then in cycle II which was held on Wednesday, May 17 2023 and Monday, May 29 2023 there was an increase in the always active category there were 22 students with a percentage of 85%, students in the frequent category there were 4 students with a percentage of 15%, students in the occasional category had 0 students with a percentage of 0% and students in the never active category had 0 students with a percentage of 0%. This research is in line with research (Maghfiroh, 2018) using word media wall can increase students' activeness in learning activities, which is indicated

by the achievement of high learning outcomes. Using wordwalls in learning activities has been proven to improve learning outcomes and student activity. So that students who experience an increase in activity also experience an increase in learning outcomes from the pre-cycle, cycle I and up to cycle II as shown in the table below:

**Table 2.** Improving Class II B Student Learning Outcomes

Information	KKM	Pre Cycle		Cycle I		Cycle II	
		f	%	f	%	f	%
<b>Complete</b>	$\geq 75$	5	19%	19	73%	24	92%
<b>Not Completed</b>	$\leq 75$	21	81%	7	27%	2	8%
<b>Total</b>		26	100%	26	100%	26	100%

Based on table 2 it can be seen that the comparison of pre-cycle learning outcomes, cycle I and cycle II. The KKM in a primary school was 75. In the pre-cycle which was held on Thursday, April 13, 2023 there were 5 students who completed the KKM with a percentage of 19% and students who did not complete the KKM as many as 21 students with a percentage of 81% with a total of 26 students. . In cycle I with two meetings held on Thursday, 11 May 2023 and Monday, 15 May 2023 there were 19 students who completed the KKM with a percentage of 73% and students who did not complete the KKM as many as 7 students with a percentage of 27%. In cycle II with two meetings held on Wednesday, 17 May 2023 and Monday, 29 May 2023 there were 24 students who completed the KKM with a percentage of 92% and students who did not complete the KKM as many as 2 students with a percentage of 8%. This research is in line with research (Maghfiroh, 2018) that the use of wordwall media can improve student learning outcomes.

## **4.2 Discussion**

Media Wordwall is a web-based application that can be used to create interesting media in the form of games in learning activities such as quizzes, join, matches, anagrams, random words, word searches, groups, and others. Interestingly, wordwall media provides access to online media, which can be downloaded or printed in hardcopy form, this application or website provides various templates that can be accessed freely so that users can easily access them, besides that it is also easy to change patterns that students find interesting. Cronsberry (2004.3) in (Aprinastuti, 2023) suggests that wordwalls are words that are posted on a wall or on a blackboard. While Callella (2001: 3) in (Aprinastuti, 2023) shows that wordwalls are visual aids to help students remember the relationship between one word and another. Wordwall is a game-like application that aims to engage students in answering various quizzes, random words, discussions, etc.

Wordwall is a website that offers a variety of educational games that aim to be a fun assessment and assessment tool for students. Apart from that, it is also easy for students to use, which can be accessed via their respective smartphones and laptops. Wordwall-based educational games are digital game-based learning applications that display various quizzes with color combinations, animated images and sound in the form of games that teachers can use in learning (Lestari, 2021) in (Nisa, 2022). Wordwall games allow educators to be creative in assessing material for students (Khairunisa, 2021) in (Nisa, 2022). Wordwall media can create beneficial interactions for students (Siti, 2021) in (Maghfiroh, 2018). Wordwall media also helps educators in improving student learning outcomes in the learning process in class.

According to Sudjana (2010: 22) in (Jamilah, 2023) learning outcomes are the abilities possessed by students after receiving their learning experience. Dimiyati and Mudjiono (2009): 200) in (Jamilah, 2023) emphasize that learning is the result of the interaction of teaching and learning activities, whereas according to Uno (2008) in (Jamilah, 2023) learning outcomes are relatively permanent changes in a person's behavior with the environment. Based on this view, it can be concluded that learning outcomes can exist because students have achieved the learning process, and in the learning process students gain teaching experience from teachers, either directly or indirectly, causing changes in behavior as a result of the influence of the learning environment.

Learning outcomes in this study increased in each cycle starting from the pre-cycle, cycle I and cycle II in a grade 2 of primary school class using wordwall media. So that students who have participated in or participated in using wordwall media pay more attention and remember what material is being studied so that learning outcomes can be in accordance with the expected KKM provisions. The learning outcomes carried out during the pre-cycle, cycle I and cycle II can be seen in the figure shown below:



**Figure 1.** Improving Class II B Student Learning Outcomes

In Figure 1 it can be seen that there is an increase in learning outcomes for each cycle, in the pre-cycle there were 5 students who completed the KKM with a percentage of 19%, here students who did not complete the KKM were 21 students with a percentage of 81% with a total of 26 students, due to the large number of participants students who do not dare to ask if they have difficulty understanding the lessons presented and questions, so students only rely on what they can and there are many students who do not complete the KKM. Then in cycle I there were 19 students who completed the KKM with a percentage of 73% and students who did not complete the KKM as many as 7 students with a percentage of 27%. In cycle I there was an increase of 54% because students began to dare to ask if there were difficulties in understanding and working on the questions, besides that students were also able to work on the questions with confidence because they understood what was conveyed by the teacher. Furthermore, in cycle II there were 24 students who completed the KKM with a percentage of 92% and students who did not complete the KKM as many as 2 students with a percentage of 8%. In Cycle II, students are able to work on questions confidently, listen when the teacher explains, and play an active role in learning activities, including discussions in their groups.

Activeness is a process of learning activities that is able to make students participate actively in ongoing learning activities. Besides that, being active can also foster students' curiosity about something they want to learn, so that students are able to learn actively and are able to develop their potential to be able to achieve the desired results.

Active students are students who are involved in learning activities intellectually and emotionally (Ahmadi & Supriyono, 2004: 207) in (Nugraha, 2019: 9). Active students are

students who are continuously involved in physical and mental learning (Hollingsworth & Lewis, 2008:viii) in (Nugraha, 2019:9). Active students are students who are continuously involved in the learning process physically, psychologically, intellectually, and emotionally (Yusmiati, 2010: 10) in (Nugraha, 2019: 9). From this understanding it can be concluded that active students are students who continuously participate physically, psychologically, intellectually and emotionally, form the process of comparing the material received. Student activity in the learning process is not only in the form of physical participation, such as sitting in a circle, doing or doing something, but can also be in the form of processes of analysis, analogy, comparison, assessment, all of which involve students in psychological processes. and emotional aspects (Sugandi, 2007:75) in (Nugraha, 2019:9). Meanwhile, according to Maharani & Kristin (2017: 4) in (Pamungkas, 2018) learning activeness is student effort in the learning process where students actively participate in class learning, so that these students gain experience, knowledge, understanding and other aspects of what is learned. The results of the class II B student activity questionnaire can be seen in the image below:



**Figure 2.** Results of Pre-Cycle Student Activity Questionnaire, Cycle I and Cycle II

In Figure 2 above it can be seen that there is an increase in the activity of class II B students in the pre-cycle, cycle I and cycle II. In the pre-cycle there were only 4 students who were always active with a percentage of 15%, because many students were not motivated and were not used to using wordwall media and the learning process using the Problem Based Learning (PBL) model used. Students who are used to using only the lecture method when playing an active role in these learning activities of course have a lack of confidence, do not dare to express opinions and are also actively involved in discussion activities in their groups. In cycle I there were only 8 students who were always active with a percentage of 31%, because there were students who did not dare to come to the front of the class with confidence to be able to play wordwall media and also present in front of the class with a loud voice. In addition, there are still many students who do not play an active role in group discussions. In cycle II there were 22 students who were active with a percentage of 85%, because students were used to and confident in expressing their opinions and answering questions from the teacher, played an active role in group discussions and had confidence when presenting the results of their discussions in front of the class.

Based on the results of observations on the media learning activities used by the teacher, it can increase students' interest and motivation to be active in learning activities carried out in class, increasing student activity from cycle I to cycle II increases consistently. Based on the observation sheet given to colleagues as observers to become a reflection of researchers in cycle I which had 2 meetings, that teacher-student interaction increased quite a bit from the first meeting to the second meeting both in terms of student activity and the tools used by the teacher.

In cycle II the results of reflection from observers from colleagues got an increase from cycle I, the increase was quite significant because students were getting used to and confident to be able to answer, ask questions and express opinions when discussing with their group mates.

The results of the student activity questionnaire experienced a very significant increase by using wordwall media as one of the media that supports learning activities in class II. The increase in student activity is due to the fact that in learning activities students are accustomed to being brave and confident to advance in front of the class, besides that with wordwall media students are more interested in learning activities because this media can foster motivation and is used for learning activities in the form of games that contain learning material . So that students are enthusiastic in participating in learning activities.

Based on the description that has been presented, wordwall media is one of the media that can increase the activity and learning outcomes of grade 2 students at a primary school . From this research it can be proven that the application of wordwall media can increase student activity and learning outcomes.



## **5. CONCLUSION**

The use of wordwall media is able to increase the activity and learning outcomes of class II B students in a primary school bringing changes to the activity and learning outcomes of students. After carrying out the actions in 2 cycles, it can be concluded that the use of wordwall media can increase the activity and learning outcomes of class II students in a primary school in the 2022/2023 academic year. The results of the student activity questionnaire increased each cycle. In the pre-cycle the percentage of active students was 15%, in the first cycle the percentage of active students increased by 31% and in the second cycle the percentage of active students was 85%. While student learning outcomes increase in each cycle from the pre-cycle, cycle I and cycle II. In the pre-cycle the percentage of students who completed was 19%, in the first cycle the percentage of students who completed increased by 73% and in the second cycle the percentage of students who were active was 92%. Thus it can be said that the activity and learning outcomes of class II B students experienced an increase in the implementation of actions in each cycle, both cycle I and cycle II.

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