



Teacher Mastery of Thematic Learning in Lower Grades at Madrasah Ibtidaiyah

Siti Nur Hidayah*

Institut Agama Islam Al Muhammad Cepu, Blora, Indonesia

sitinorhidayah951@gmail.com

Abstract

This study aims to: (1) examine teacher mastery of thematic learning in lower grades at MI Salafiyah Kutukan; (2) identify the obstacles faced by teachers in the process of thematic learning in lower grades at MI Salafiyah Kutukan; and (3) describe the efforts made by teachers to improve the thematic learning process in lower grades at MI Salafiyah Kutukan. This research is a descriptive qualitative study with data sources consisting of lower-grade thematic teachers at MI Salafiyah Kutukan. Data were collected through observation, interviews, and documentation techniques. The research instruments used were observation guidelines, in-depth interview guidelines, and documentation guidelines. Data analysis was conducted through three stages: data reduction, data presentation, and drawing conclusions. The results of the qualitative descriptive analysis indicate that teacher mastery of thematic learning has not been well mastered and implemented by teachers at the school. The obstacles faced by teachers in the thematic learning process include a lack of ability to integrate subjects thematically, limited variation in learning methods, and insufficient classroom management skills. The efforts made by teachers to improve the thematic learning process include providing learning media and teaching aids, as well as participating in thematic learning training organized by the education office and socialization activities conducted by the school principal.

Keywords: *Teacher mastery, thematic learning, lower grades*

A. Introduction

Teachers are defined as educators, mentors, trainers, and curriculum developers who are able to create conducive learning conditions and environments that are enjoyable and engaging, provide a sense of security, and give students space to think actively, creatively, and innovatively while exploring their abilities (Mustami, 2015:38). The thematic learning model is learning that begins with a specific main theme that is connected to other subject matters, where certain concepts are linked to other concepts, carried out spontaneously either within one field or across multiple fields. Through diverse learning experiences, learning becomes more meaningful (Kunandar, 2009:334). The thematic learning model represents a unity of themes containing teaching ideas and the integration of several topics. Based on this approach, there is a reorganization of basic competencies of subjects integrating content from religious and character education, Civics (PPKn), Indonesian language, mathematics, science, social studies, and physical education (Trianto, 2007:6). Thematic learning emphasizes the integration of all disciplines with learning experiences based on real-world applications and structures, thereby encouraging better learning and developing students' habits and needs to become lifelong learners (Prasetyo & Prasonjo, 2016:55). Thematic learning also emphasizes student involvement in the learning process so that students gain direct experience and are trained to independently discover knowledge, with greater emphasis on learning by doing (Antari, 2015:24). Based on initial observations conducted at MI Salafiyah Kutukan, thematic learning has been implemented comprehensively from grades 1 to 6; however, several problems were identified, including limited variation in teaching methods and teacher-dominated learning activities, resulting in minimal student participation.

Previous research by Muchlisani (2014) from the Department of Madrasah Ibtidaiyah Teacher Education at the Faculty of Tarbiyah and Teaching, entitled "Implementation of Thematic Learning in Grade II Students at SDIT Al-Ahyar, Biringkanaya District, Makassar City," found that teachers had not created competency mapping and thematic networks in lesson planning. During implementation, learning was dominated by teachers, subject matter remained fragmented, and concepts such as learning by playing and learning by doing were not evident. Leksono (2014) from Yogyakarta State University, Faculty of Education, in his study "Implementation of Thematic Learning in Grade II at SD Negeri Watuadeg, Cangkring District," found that teachers had not properly prepared competency mapping during planning. During implementation, learning was teacher-centered, materials were still separated, and

learning was not theme- or student-centered. Prasetyo (2014) from Yogyakarta State University, Faculty of Education, in the study "Implementation of Integrated Thematic Learning Model in Grade 3 Elementary Schools of Ki Hajar Dewantara Cluster, Manyaran District, Wonogiri Regency," found that although thematic integrated learning had been implemented in all grade 3 classes, there were still shortcomings, particularly in integrating subjects that were difficult to thematize. Research by Dewi Sutilah (2021) in the Journal of Basic Education Studies entitled "Implementation of Thematic Learning at MIS Sultan Agung Yogyakarta" emphasized the importance of supporting factors in thematic learning, including facilities, media, teaching materials, learning tools, academic supervision, and school operators. Based on the above description, the researcher conducted a study entitled "Teacher Mastery of Thematic Learning in Lower Grades at MI Salafiyah Kutukan," with the objectives of determining teacher mastery of thematic learning in lower grades, identifying obstacles faced by teachers in the learning process, and examining efforts made by teachers to improve thematic learning in lower grades at MI Salafiyah Kutukan.

B. Method

This study was conducted on October 27, 2025, using a descriptive qualitative research approach, in which the data collected consisted of words, images, and not numerical data (Moleong, 2014:11). Descriptive qualitative research involves describing data as observed, heard, felt, and asked by the researcher (Sugiyono, 2010:29). This study aimed to obtain a description of teacher mastery of thematic learning in lower grades at MI Salafiyah Kutukan. The research location was MI Salafiyah Kutukan, located on Jalan Kamarong, Parasangang Beru Village, Galesong District, Takalar Regency. The research approach used was phenomenological, focusing on observed phenomena to objectively reveal facts, symptoms, and events related to teacher mastery of thematic learning in lower grades at MI Salafiyah Kutukan. Data sources consisted of primary and secondary data. Primary data included verbal data or spoken words, gestures, and behaviors of credible subjects (Arikunto, 2013:22). Secondary data were obtained from graphic documents (Arikunto, 2013:22). Informants in this study were lower-grade thematic teachers at MI Salafiyah Kutukan. Data collection techniques involved direct field observation to obtain concrete data relevant to the research topic. The instruments used included observation guidelines, interview guidelines, and documentation formats. Data analysis was conducted through three stages: data reduction, data presentation, and conclusion drawing. Data validity was tested through triangulation of sources, techniques, and time.

C. Results And Discussion

Description of Teacher Mastery of Thematic Learning in Lower Grades at MI Salafiyah Kutukan

Teachers prepared lesson plans (RPP). In grade 1, Theme 1 "Myself," Subtheme 4 "I Am Special," Lesson 6, with an allocation of 4 x 35 minutes. In grade 2, Theme 3 "My Daily Tasks," Subtheme 1 "My Daily Tasks at Home," Lesson 4, with an allocation of 4 x 35 minutes. In grade 3, Theme 3 "Objects Around Me," Subtheme 1 "Various Objects Around Me," Lesson 2, with an allocation of 4 x 35 minutes. Lesson plans were prepared by teachers in grades 1 and 3, while no lesson plan was observed in grade 2. Teachers used learning media during instruction. Grade 1 teachers used posters, grade 2 teachers used big books, and grade 3 teachers used posters as learning media. Class 1 for opening learning activities, teachers were less able to carry out all opening learning activities well, including teachers not conveying the theme and sub-themes to be studied, not conveying the learning objectives and scope of the material and learning activities to be carried out. Class 2 for opening learning activities, teachers were also less able to carry out all opening learning activities well, including teachers not preparing students psychologically and physically before learning activities continued, teachers did not ask students about the learning/material that had been studied previously and then related it to the learning that would take place, did not convey the theme and sub-themes to be studied, did not convey the learning objectives to be achieved and did not convey the scope of the material and opening learning activities, including teachers did not ask students. previous learning that has been studied and then linked to the learning that will take place, not conveying the themes and subthemes that will be studied, not conveying the learning objectives to be achieved. that will be done. Grade 3, for the activity of opening learning, teachers are also less able to carry out the overall activity of opening learning well, including teachers not asking students about the previous learning that has been studied and then linking it to the learning that will take place, not conveying the themes and subthemes that will be studied, not conveying the learning objectives to be achieved.

Teachers Explore Children's Experiences About the Theme to be Presented. In grades 1, 2, and 3, teachers do not explore students' experiences about the theme to be presented, but instead simply explain the material to be covered. Teachers Connect Materials with Daily Life Based on the sub-theme Grade 1 with the sub-theme "I am special", where the teacher is not seen connecting the material with the daily lives of

students based on the sub-theme being studied, because the teacher only directly explains the material on the poster media that has been made by the teacher. Grade 2 with the sub-theme "My daily tasks at home", where the teacher is not seen connecting the material with the daily lives of students based on the sub-theme being studied, but the teacher only explains the lesson material in the bigbook media. Grade 3 with the sub-theme "Various objects around me", where the teacher can connect the material being studied with the daily lives of students, for example the teacher asks "try to mention what objects are in this class", from this question the students together mention the objects in the class. Concepts in One Subject Are Connected With Concepts in Other Subjects. Grade 1 with the subtheme "I am special", in lesson 6, with thematic subjects including Indonesian, Mathematics and PPKn, where the Indonesian language subject still stands alone, seen when the teacher only reads a poem entitled "Mother", then together with the students. In grade 2 with the subtheme "My daily tasks at home", in lesson 4, with thematic subjects including Indonesian, PPKn and mathematics, where in the learning process, the Indonesian language subject still stands alone, seen when the teacher only explains several family documents such as family cards, KTP and diplomas. In grade 3 with the subtheme "Various objects around me", in lesson 2, with thematic subjects including Indonesian, PPKn and PJOK, where during the learning process, the Indonesian language subject still stands alone, seen when the teacher mentions objects made of wood such as tables, chairs and doors.

Teachers use a variety of methods in learning activities. In grades 1, 2, and 3, the methods used are in accordance with the lesson plan (RPP) developed for learning activities, including games/simulations, discussions, question-and-answer sessions, assignments, and lectures. During the learning process, these methods are not implemented effectively, resulting in ineffective learning because students spend more time playing, telling stories, and asking questions unrelated to the ongoing learning process. Teachers provide opportunities for students to ask questions. In grades 1, 2, and 3, after each presentation, the teacher never asks students about anything they don't understand or don't understand. Teachers provide opportunities for students to answer questions. In grades 1, 2, and 3, the teacher occasionally engages in question-and-answer sessions during the learning process. Teachers create a fun learning atmosphere. In grades 1, 2, and 3, the teacher does not appear to be creating a fun learning atmosphere during the learning process; in fact, students themselves seek their own enjoyment by chasing each other around the classroom.

Language Use in the Learning Process. In grades 1, 2, and 3, teachers frequently used regional dialects during the learning process, even using language that teachers should not use with students, using poor spoken language. Process Evaluation. In grades 1, 2, and 3, teachers did not conduct observational assessments during the learning process. In grades 1, 2, and 3, teachers conducted performance assessments during the learning process, although they asked students to take notes on the board and provided assessments of student performance. In grades 1, 2, and 3, teachers also did not assess students' attitudes during the learning process. This is despite the fact that the lesson plan (RPP) lists the types of assessment used: knowledge assessment, process assessment, and skills assessment, with a clear assessment rubric. Outcome Evaluation. Based on observations, in grades 1, 2, and 3, teachers did not provide outcome evaluations of the learning process. Closing Activities. In grade 1, teachers were unable to effectively implement all opening activities during the closing activities. These included not drawing conclusions involving students, providing follow-up activities such as assignments, and planning the next lesson. In grade 2, for closing activities, teachers also did not carry out closing activities well, including drawing conclusions by involving students, conducting Q&A sessions on the activities that had been carried out, and conveying the next lesson plan. In grade 3, for closing activities, teachers also did not carry out closing activities well, including drawing conclusions by involving students, conducting Q&A sessions on the activities that had been carried out, and then conveying the next lesson plan.

Description of Obstacles Faced by Teachers in the Thematic Learning Process for Lower Grades at MI Salafiyah Kutukan

Based on the results of the researcher's interview with the grade 1 thematic teacher Hasbiah (interview, September 14, 2018), who stated that: Obstacles in implementing thematic learning include the difficulty of thematizing lessons or teachers having difficulty connecting one topic to another because teachers focus more on the cognitive and affective domains of students. In grade 1, teachers primarily teach students how to read and write correctly. There is also a lack of learning media, such as thematic books for students and teachers. The only available teacher's handbook is in file format, so the teacher has to print the handbook herself. Based on the results of the researcher's interview with the grade 2 homeroom teacher Nurhayati (interview, September 13, 2018), who stated that: Obstacles in implementing thematic learning include the lack of learning media, such as student books and teacher's handbooks, that can support the thematic learning process in class. Furthermore, if students are given

assignments or exercises, the teacher prints them and distributes them to them. Based on the results of the researcher's interview with the homeroom teacher of class 3 Hasmawati, interview, (September 15, 2018) which said that: The obstacle in implementing thematic learning is that teachers still have difficulty thematizing the material to be taught, besides that, the limited teaching media is also one of the factors that becomes an obstacle in the learning process, then for assignments or exercises given to students, the teacher prints them himself and then distributes them to students.

Description of Teacher Efforts to Improve the Thematic Learning Process for Lower Grades at MI Salafiyah Kutukan

Based on the researcher's interview with the homeroom teacher of grade 1, Hasbiah (interview, April 14, 2024), who stated: The teacher's efforts to improve thematic learning in the classroom include always preparing learning media during the learning process. We print our own student exercise books so students can better understand thematic learning. I have never participated in government-sponsored thematic learning training, but I have participated in a socialization session conducted by the principal on thematic learning. Based on the researcher's interview with the homeroom teacher of grade 2, Nurhayati (interview, April 14, 2024), who stated: I always try to create learning media and motivate students to enjoy learning. I have also participated in thematic learning training in Blora Regency. Based on the interview results above, the researcher can conclude that in addition to socializing thematic learning, the principal also helps facilitate teachers in implementing thematic learning by providing facilities and infrastructure, although these are not yet fully adequate. The researcher's interview with Hasmawati, a 3rd-grade homeroom teacher, (April 14, 2024), stated that: To support mastery of thematic learning in the classroom, teachers are required to participate in KKG (Teacher Working Group) training conducted by the education office. I have participated in thematic learning training twice because at school, usually only two people are allowed to participate. Therefore, based on the interview results above, the researcher can conclude that efforts made by teachers to improve the thematic learning process in lower grades at MI Salafiyah Kutukan include teachers consistently developing learning media and participating in training conducted by the education office and the principal to improve the quality of thematic learning in the school.

Teacher Mastery of Thematic Learning in Lower Grades at MI Salafiyah Kutukan

Overall aspects of teacher mastery of thematic learning in lower grades indicate that teacher mastery of thematic learning in lower grades at MI Salafiyah Kutukan in 2024 was not well implemented. During the lesson plan (RPP) preparation process, teachers only changed school-related items, such as the educational unit, day/date, and the principal's name, in the downloaded lesson plan. Teachers performed poorly during the opening of the lesson. When connecting one subject to another, teachers used only one subject, even though the lesson plan included several subjects. In using teaching methods, teachers did not vary the teaching methods outlined in the lesson plan, instead using conventional methods such as lectures, question-and-answer sessions, and assignments. Furthermore, during the closing phase, teachers did not effectively implement all components of the closing activity. The success of thematic learning is influenced by the extent to which the lesson is planned according to the students' conditions and potential (interests, talents, needs, and abilities). The first thing that teachers must pay attention to is the careful identification of (SK/KD) and the determination of indicators for each integrated subject, Rusman (2012:60).

In the stage of preparing a thematic lesson plan (RPP) that refers in detail to the syllabus, textbooks, and teacher guidebooks, where the RPP includes: (1) school/madrasah identity, subjects, and class/semester; (2) time allocation; (3) KI, KD, competency achievement indicators; (4) subject matter; (5) learning activities; (6) assessment; and (7) media/tools, materials, and learning resources, Permendikbud 103, (2014:6). The RPP in thematic learning also represents a realization of student learning experiences contained in the syllabus and is created as a reference in learning activities to achieve learning objectives. Based on the results of the study, in compiling the RPP, the components in the RPP are in accordance with the thematic RPP as it only edits the madrasah identity from several downloaded RPP documents. In the thesis by A, Muchlisani, (2016) entitled "Implementation of Thematic Learning in Class II of SDIT AL-Ahyar, Biringkanaya District, Makassar City", the results of his research showed that the lesson plans created by teachers were quite complete and contained the components that should be there. As a guideline in preparing lesson plans, it is necessary to refer to the following existing principles: Each lesson plan must fully contain the basic competencies of spiritual attitudes (KD from KI-1), social (KD from KI-2), knowledge (KD from KI-3), and skills (KD from KI-4). One lesson plan can be implemented in one or more meetings. Paying attention to individual differences in students. Lesson plans are prepared by paying attention to differences in initial abilities, intellectual levels,

interests, learning motivation, talents, potential, social abilities, emotions, learning styles, special needs, learning speed, cultural background, norms, values, and the environment of students. Student-centered. The learning process is designed to be student-centered to encourage motivation, interest, creativity, initiative, inspiration, independence, and enthusiasm for learning, using a scientific approach that includes observing, asking questions, gathering information, reasoning/associating, and communicating. Context-based. A learning process that makes the surrounding environment a learning resource. Contemporary-oriented. Learning that is oriented towards the development of science and technology, and the values of today's life. Developing independent learning. Learning that facilitates students to learn independently. Providing feedback and follow-up learning. The lesson plan contains a program design for providing positive feedback, reinforcement, enrichment, and remediation. Having a relationship and integration between competencies and between content. The lesson plan is prepared by paying attention to the relationship and integration between KI, KD, competency achievement indicators, learning materials, learning activities, assessments, and learning resources in one whole learning experience. The lesson plan is prepared by accommodating thematic learning, integration across subjects, across learning aspects, and cultural diversity. Utilizing information and communication technology. The lesson plan is prepared by considering the application of information and communication technology in an integrated, systematic, and effective manner.

Obstacles Faced by Teachers in the Thematic Learning Process for Lower Grades at MI Salafiyah Kutukan. Obstacles faced by teachers in the thematic learning process for lower grades at MI Salafiyah Kutukan include a lack of teacher skills in thematicizing learning, classroom management, the use of a variety of learning methods, the lack of student textbooks, learning media that are not always provided by teachers, and a lack of teacher confidence in developing the material being taught. These obstacles can be overcome by preparing teachers before the lesson begins, including the strategies to be used, the materials to be taught, and the media to support the thematic learning process. The ability to implement learning is the activity carried out by teachers to lead lessons and implement learning objectives. Factors that must be considered in the learning process include meeting learning requirements, ensuring the teacher's teaching load, having textbooks available, and considering learning principles such as paying attention to individual student differences, encouraging active student participation, providing feedback and follow-up to determine student abilities, and practicing good

classroom management (Nurmin, Kartowagiran, 2016:188). During learning activities, teachers face difficulties in directing students to be active participants in the learning process, for example in discussions or expressing ideas. This problem stems from the fact that students have not been accustomed to actively discussing and expressing ideas during learning; they are accustomed to simply receiving information from the teacher. This presents a challenge for teachers in implementing learning activities that engage students (Prasetyo, Prasonjo, 2016:56). In Irene's (2013) thesis, "Implementation of Thematic Learning for Lower Grade Students at Balekerto Public Elementary School, Kaliangkrik District," her research findings indicate that the challenges teachers face in thematic learning include the inability to thematize learning, connect concepts to students' daily lives, and the limited availability of teaching aids to support thematic learning in the classroom.

Efforts Made by Teachers to Improve the Thematic Learning Process in Lower Grades at MI Salafiyah Kutukan

Efforts made by teachers to improve the thematic learning process in lower grades at MI Salafiyah Kutukan include providing learning facilities and infrastructure, training conducted by the education office, and outreach conducted by the principal to improve the quality of thematic learning. Teachers act as facilitators, mediators, and parents for students, providing opportunities for students to explore independently and guiding them step by step to find their own answers, for example by providing media and guiding questions. There are several ways to improve the thematic learning process in the classroom, as follows: 1) Teamwork from elementary school teachers at all levels from planning to implementation. 2) Students are invited to participate in preparing media appropriate to the theme being taught. 3) Using thematic teaching materials to assist teachers in preparation, implementation, and even evaluation. 4) Preparing learning media in accordance with the selected theme (Karli, 2016:11). Efforts made by teachers to improve the thematic learning process are as follows: 1) Teachers attempt to communicate learning process issues to the school. 2) Teachers attempt to communicate learning process issues openly to fellow teachers. 3) Teachers strive to continuously assist students who do not understand the subject matter. 4) The principal strives to improve teacher quality by involving teachers in training. 5) Teachers consult with the PPG teacher group (Ismail, 2018:60).

D. Conclusion

Teachers' mastery of thematic learning in lower grades at MI Salafiyah Kutukan, which is implemented in lower grades (grades 1, 2, and 3), is not well implemented. This can be seen in the preparation of lesson plans and the thematic learning process. Obstacles faced by teachers in the thematic learning process in lower grades at MI Salafiyah Kutukan include a lack of ability to thematize subjects, a lack of variety in the methods used during the learning process, and a lack of classroom management skills, as well as a lack of confidence in developing the material being taught. The obstacles faced by teachers can be overcome by preparing before the lesson begins, including the strategies to be used during the learning process, the materials to be taught, and the media to support the thematic learning process. Efforts made by teachers to improve the thematic learning process in lower grades at MI Salafiyah Kutukan include consistently developing learning media and participating in training conducted by the education office and the principal to improve the quality of thematic learning at the school.

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