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## **Application of Bingo Media Based on Local Wisdom in Training Vocabulary Mastery of Indonesian Learning Class III MI NU Bahrul Ulum Kudus**

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### **Abstract**

Communication activities using language need more vocabulary mastery, in order to make it easier for someone to receive and convey more complex information. The purpose of this study was to determine the application of local wisdom-based Bingo media in practicing vocabulary mastery for class III Indonesian subjects at Islamic Elementary School (MI) NU Bahrul Ulum Kudus. The approach of this research used qualitative field research. The data collection techniques used were observation, interviews with school principals, third-grade teachers, and third-grade students as well as through documentation. The results showed that the application of local wisdom-based Bingo media at MI NU Bahrul Ulum Kudus began with the creation of Bingo media. Preparation of materials for 9 local Kudus foods continued with the process of implementing learning using Bingo media by means of students answering the questions on the Bingo question cards, if they succeeded in answering 3 Bingo question cards in sequence, they were entitled to shout the word "Bingo!". Student evaluation activities include learning outcomes to meet the minimum complete criteria KKM, the willingness of students to respond and respond to the material, as well as the ability of students to convey answers from Bingo question cards in the form of making sentences

and telling stories based on certain vocabulary, and found supporting factors for learning including (1) Teacher tenacity in classroom management; (2) The students' interest in learning, enthusiasm, and active participation.

**Keywords:** Media Bingo, Local Wisdom, Vocabulary, Indonesian Learning.

### Abstrak

*Kegiatan komunikasi menggunakan bahasa, perlu penguasaan kosakata yang lebih banyak, supaya memudahkan seseorang dapat menerima dan menyampaikan informasi lebih kompleks. Tujuan dari penelitian ini adalah untuk mengetahui penerapan media Bingo berbasis local wisdom dalam melatih penguasaan kosakata mata pelajaran bahasa Indonesia kelas III Islamic School Ibtidaiyah (MI) NU Bahrul Ulum Kudus. Pendekatan penelitian ini menggunakan kualitatif dengan jenis penelitian lapangan. Teknik pengumpulan data yang digunakan yaitu observasi, wawancara kepada kepala sekolah, guru kelas III, dan peserta didik kelas III serta melalui dokumentasi. Hasil penelitian menunjukkan penerapan media Bingo berbasis local wisdom di MI NU Bahrul Ulum Kudus dimulai dengan pembuatan media Bingo, persiapan materi 9 makanan lokal Kudus dilanjutkan proses pelaksanaan pembelajaran menggunakan media Bingo dengan cara peserta didik menjawab pertanyaan yang ada pada kartu soal Bingo, apabila berhasil menjawab 3 kartu soal Bingo secara urut, maka berhak meneriakkan kata "Bingo!". Kegiatan evaluasi peserta didik meliputi hasil belajar memenuhi KKM (Kriteria Ketuntasan Minimal), kemauan peserta didik dalam merespon dan menanggapi materi, serta kemampuan peserta didik dalam menyampaikan jawaban dari kartu soal Bingo berupa pembuatan kalimat dan bercerita berdasarkan kosakata tertentu. Serta ditemukan faktor pendukung pembelajaran diantaranya (1) keuletan guru dalam manajemen kelas; (2) adanya minat siswa dalam pembelajaran, antusias dan partisipasi aktif siswa.*

**Kata Kunci:** *Media Bingo, Local Wisdom, Kosakata, Pembelajaran Bahasa Indonesia.*

## INTRODUCTION

Language is a communication system used between humans from a certain society or social dynamics (Busri & Badrih, 2018). With language, individuals have the opportunity to interact with other individuals and the surrounding environment. Language has a cognitive function where a person can convey the contents of his



mind through language (Rosyid, 2015) . In addition, cognitive function can also help students communicate during language learning activities. The role of language in the 2013 curriculum is to make language a science attractor (Akbar, 2016). Thus, language has a very important role in social life and education that needs to be considered and trained in language development.

Learning at the elementary school level for Indonesian subjects has several targets, namely enabling students to evaluate and utilize literature to foster individuality, have a broad view of life, and expand knowledge and language skills (Susanto, 2013). In teaching Indonesian, four language skills need to be explored, including listening, reading, speaking, and writing. To be able to master these four skills, it is necessary to first study the language context such as grammar, literature, and vocabulary (Supriatna, 1998). One of the language contexts that must be understood from the start and become a bridge to mastering the four skills above is vocabulary.

Indonesian includes 4 skill components, namely; listening skills, speaking skills, reading skills, and writing skills (Sayu Putri Ningrat, n.d.2018). One of them is vocabulary mastery. Vocabulary is the basis used in knowing and learning languages. Vocabulary mastery also has a role in conceptual development, strengthens students' processes of critical thinking, and broadens students' horizons (Mumpuni & Supriyanto, 2020)add insight by studying and mastering Indonesian vocabulary is expected to improve and expedite students' language and communication skills both orally and in writing (Ria Arsini & Goreti Rini Kristiantari, 2022).

According to Gorys Keraf, the definition of vocabulary is a collection of words or whole words obtained from the language itself (Keraf, 1994). In addition to memorizing words, learning vocabulary also requires skills to recognize vocabulary, how to remember, practice pronunciation, and use words in a sentence correctly (Widyahening & Sufa, 2022). In essence, the learning process is a communication process. Teaching and learning activities in the classroom are a separate communication space where teachers and students share their thoughts to develop insights and ideas (Haniyyah & Hanik, 2022). To carry out communication activities using language, it is necessary to master more vocabulary, to make it easier for someone to receive and convey more complex information. Vocabulary mastery can be defined as the ability to identify, understand, and apply words in language



skills correctly and appropriately (Kurniawati & Karsana, 2020). Understanding this vocabulary is important in learning Indonesian because, with a large number of vocabularies mastered by individuals, they are also skilled in conveying and receiving information. As stated by Tarigan that the quality of a person in language skills depends on the quantity and quality of the vocabulary he has (Tarigan, 2015).

The Ministry of Education and Culture has established Indonesian vocabulary learning as a core competency and basic competency in grade III at Elementary School (SD/MI) level. This is in line with the Regulation of the Ministry of Education and Culture (Permendikbud) RI No. 37 of 2018 in the content of learning Indonesian vocabulary material is found in basic competencies (KD) 3.4 - 4.4 (Permendikbud RI. (n.d.), 2018). It can be seen in the third-grade thematic book at the elementary school level (SD/MI), Indonesian vocabulary learning is contained in theme 1 "Growth and Development of Living Things" (Ministry of Education and Culture & Indonesia, 2018).

The reality on the ground is that the third-grade students of MI NU Bahrul Ulum Ngembal Kulon Jati Kudus, are still low in vocabulary mastery. The character of class III students who belong to the lower class tend to want to learn while playing, get bored easily, and like to play alone, which is the teacher's challenge during the learning process. to attract the attention of students, usually the teacher explains the material with louder, interspersing sound with questions and answers. Teachers will too pay special attention to students who do not pay attention to the lesson. Lack of interaction between teachers with students making the process of learning becomes passive because of teacher-centered learning. (Nanda Melina Rizkia & Elya Umi Hanik, 2022). After the researchers conducted pre-observations and interviews with Indonesian language teachers at MI NU Bahrul Ulum, some students generally had difficulty accepting and conveying their ideas and thoughts orally and in writing in Indonesian because of a lack of student vocabulary. Thus, vocabulary mastery greatly influences correct language skills. Educators in carrying out vocabulary learning have used appropriate learning strategies and methods but did not present learning media when learning Indonesian vocabulary took place.

In one of the efforts to overcome these problems, the researchers tried to apply the media in the teaching and learning process. The applied media can function as a stimulus presenter in the form of understanding, participants, and enthusiasm of



students. Media is something that can send information, and optimize the stimulus and interest of students so that it can make students motivated in the learning process (Sanaky, 2015). The use of media packaged by educators creatively can facilitate the learning process of students in mastering vocabulary for the better.

There are so many media that can be applied to send messages to students. To avoid verbalism, the researchers chose to pour messages from learning materials into word symbols as contained in Edgar Dale's theory of levels in the cone of experience. The results of learning from one's experience will help in the ability to interpret word symbols (Arsyad, 2014). By considering the situation and learning abilities of students, the researchers saw the appropriate word symbols for overcoming the problem of vocabulary mastery. Play is a human instinct, It is felt and done by children and even adults. Playing can relax the muscles and the mind. Through play, students will get a lot of experience. Learning while playing can provide moments for students to explore, create to produce something, express feelings, and learn in a fun way. With game media, it can provide greater opportunities than the learning process without media as a support for successful learning (Aryani *et al.*, 2020).

By processing a game creatively into a learning medium, it will realize satisfying learning. One of the games used to train students' vocabulary mastery is the Bingo game. Bingo is a simple game, that allows students to listen and use the tools provided to find simple information on the Bingo board and mark it horizontally, vertically, or diagonally by shouting "Bingo!" (Sari *et al.*, 2019). According to Silberman, with the Bingo game, learning will not be boring and the attention of students is focused on the teacher. Thus, Bingo media is an appropriate learning medium to be implemented in Indonesian vocabulary learning activities because its use is easy, and fun, and can encourage students in learning vocabulary (Widyahening & Sufa, 2022). Through the Bingo game, researchers will package it as well as possible by integrating Indonesian local wisdom into the Bingo game. Local Wisdom or local wisdom is a life concept that becomes a guideline based on science in the form of activities carried out by the local community.

Local wisdom is great value to the community (Suktam *et al.*, 2021). This local wisdom is found in every region in Indonesia, and one of them is in Kudus Regency. Kudus Regency has values local wisdom embedded in people's lives. The local wisdom of the Kudus district is very broad and very rich in traditions whose existence needs



to be maintained and preserved. One form of local wisdom in the Kudus city is the concept of “Gusjigang” which means that youth must be good, good at reciting the Koran, and good at trading (Maulida Rahmawati, Isawati, 2021) Thus, researchers will integrate local wisdom, especially in the Kudus district through Bingo game question cards. It is hoped that this question, it can train the vocabulary of class III students of MI NU Bahrul Ulum Ngembal Kulon Kudus.

## **METHODS**

The type of research used is research conducted in a predetermined location (field research). This study uses a qualitative approach. A qualitative approach is an approach that describes phenomena using words and language by understanding the research subject holistically, such as actions, motivations, behaviors, and perceptions in a natural framework (Agustinova, 2015). Researchers used structured interviews with the head of MI NU Bahrul Ulum Kudus, third-grade teachers, and third-grade students and user documentation as supporting data. The data was then analyzed using the interactive model of qualitative data analysis methods including data collection in data reduction, data presentation, and drawing conclusions.

## **RESULTS AND DISCUSSION**

### **Application of Local Wisdom-Based Bingo Media in Practicing Vocabulary Mastery for Class III Indonesian Language Subjects MI NU Bahrul Ulum Ngembal Kulon Kudus**

Learning was a process of communication between students and educators to achieve a learning goal. Learning was done with the material delivered from the teacher to the students. For learning materials to be well received by students, teachers needed media and learning methods to support success during the learning process. Learning media was defined as a tool that was practical and attractive, and applied in the learning process so that learning objectives could be achieved by students well. Learning media were all physical forms containing information conveyed to students so that students were motivated to learn (Harahap, 2021). According to Daryanto, learning media were everything (including people, objects,





and the surrounding environment) that were used in learning to bring or convey information, as well as to encourage interest, attention, and intelligence of students to achieve goals in the learning process (Nurfadhilillah et al. 2021). The use of instructional media thus enables teachers to deliver teaching materials practically, helping students understand and achieve their learning goals more quickly. The use of learning media that was adapted to the subject and material was a matter of importance because providing a useful and appropriate learning environment for students would produce positive results. Therefore, the use of learning media that was suitable for the subjects and situations of students was very necessary to develop the success of educators in the teaching and learning process. The purpose of choosing the learning media was so that it was easy for students to receive subject matter from educators and involved students directly in the use of learning media so that in the learning process students become more active (Arsyad, 2014).

In using learning media, an educator must have high innovation and creativity so that students had attractiveness and participate more actively in learning so, that in responding to this the teacher uses Bingo media as a tool in teaching Indonesian vocabulary (Daryanto, 2016). This media would be implemented in Indonesian subjects with vocabulary material that will train students' vocabulary mastery.

The researcher's analysis related to the application of Bingo media in terms of understanding explained that Bingo media provides opportunities for students to hear and look for simple information and mark it on the game board using tools that had been provided in horizontal, vertically, or diagonal forms by shouting the word "Bingo!" (Sari *et al.*, 2019). Following its implementation, through Bingo media students had the opportunity to hear and look for simple information related to vocabulary that had not been understood. After knowing the word, to increase students' understanding to master vocabulary, students were given a stimulus to make sentences from the certain vocabulary. The sentences made consist of a combination of words that became a unit (Hanik *et al.*, 2022). Furthermore, students were given space to tell stories based on an image by paying attention to the vocabulary used. In this case, the educator first assigned students to read the material that has been provided both from the Islamic School and by the educator himself so that he had the responsibility so when students used Bingo media. They could convey sentences or tell stories from the results that had been understood and studied.



Bingo media was a suitable medium for learning Indonesian vocabulary because its use was easy, interesting, and able to motivate students to learn vocabulary (Widyahening & Sufa, 2022). By applying Bingo media, it could train understanding and increase vocabulary and with the enthusiasm of students in carrying out Indonesian language learning in vocabulary mastery material associated with reading about local Kudus food culture, it became more active and fun.



Gambar 1. Bingo Media based on local wisdom



Gambar 2. Bingo Media Card based on local wisdom





Indonesian language learning was a subject that forms the basis of other lessons and was mandatory at all levels of education, especially at the basic level. Indonesian was one of the subjects that integrate with other subjects in a learning topic (Farhurohman, 2017). At the time of learning to use local wisdom-based on Bingo media on vocabulary mastery material, before the teacher explained the material, the teacher continued to form students into two groups with 8 members in each group. Then each group discussed finding new vocabulary that they did not understand. meaning by reading one food reading for each student. After collecting the words whose meaning was not known, the students did a question-and-answer session with the teacher. This stage was continued by stimulating students to make sentences and tell stories from pictures of local Kudus food using appropriate vocabulary by applying Bingo media in front of the class so that when the group succeeded in answering the questions of 3 squares in the form of horizontal, vertical or diagonal then the group would get a reward from a teacher. Using this media can make it easier for teachers to find out the understanding of vocabulary in class III students.

Based on the results of observations, the learning carried out by the teacher got good results after using local wisdom-based Bingo learning media in Indonesian subjects. These results can train students in mastering vocabulary which was indicated by good delivery in front of the class and a sense of confidence. With Bingo media, students became more enthusiastic so when the teacher asked students to come forward using Bingo media, students enthusiastically raise their fingers, but the teacher asked students to stay orderly, and all of them would get to use this Bingo media. With academic competition, competition between groups was achieved, as cooperation in groups and would try to learn with high motivation to answer well. From the data above, it could be concluded that in the application of local wisdom-based on Bingo media, teachers got the attention of students, so, that students were motivated to study harder. With this attention, the teacher easily applied and conveyed the material to students, so, that students could understand the material well.



## **The Success of Using Local Wisdom-Based Bingo Media in Practicing Vocabulary Mastery for Indonesian Language Subjects Class III MI NU Bahrul Ulum Ngembal Kulon Kudus**

Learning outcomes were experiences those students gained after receiving instructions. Rusman defined learning outcomes as a collection of experiences that students had in the cognitive, practical, and psychomotor domains (Rusman, 2017). This experience was obtained after students received learning materials from the teacher. In this study, the experience of students was obtained from the use of Bingo media. Bingo media that was applied to learning Indonesian vocabulary material on theme 1, sub-theme 2, and learning 4 about food which was connected to the local culture of Kudus becomes a reading material that supported this learning. Local culture or local wisdom was a term to indicate the uniqueness of the views and way of life of the people in a particular area.

Local wisdom was the philosophy and habits of the people in a particular area. Suaib explained that local wisdom was an insight into life that accommodated policies from local wealth according to the habits that took place in an area (Saidah *et al.*, 2020). Researchers combined materials that were by core and basic competencies (*KI* and *KD*) combined with local culture. By studying the local culture, students would recognize and understand the culture that already existed in their place of residence.

A close characteristic of local wisdom was that it was changing, and continuous and could be accepted by the community (Wiediharto *et al.*, n.d.). Local culture in the form of food was well known by the surrounding community, especially the Kudus area itself. This culture had been well received by residents, even some people made innovations with the food without leaving the existing cultural elements. As in *Jenang* food, in the past, *Jenang* only had one color and taste, but some manufacturers provide the latest innovations by adding flavors and colors to the *Jenang*, such as the taste of *Coco Pandan* with a combination of brown and green colors so that it was easily recognized and liked by the public.

The food that was written in the reading material as a learning support material for students was 9 kinds of food. These foods included cricket rice, *Jenang* Kudus, *Soto* Kudus, ferocious *Asem*, *lentog* Tanjung, fern *Pecel*, *Ketupat*, *Wedang coro*, *Muria* coffee. One of the cultural values contained in the food was social value, religious value,



economic value, and historical value. Social values or *gotong royong* were collective, voluntary activities that aim to be smooth, light, and easy to implement. Social values were reflected in the dependence between individuals, togetherness, deliberation, and cooperation (Saidah *et al.*, 2020). This social value was evident from several foods that had until now been used as community traditions, such as cricket rice in Sunan Kudus's *open luwur* tradition in the month of *Muharram*, *Jenang* Kudus in the *tabokan Jenang* tradition in Kaliputu village, *Ketupat* in the *sewu Kupat* tradition in Colo village, and Muria coffee. in the colo village coffee *wiwit* tradition. These foods, in addition to containing social values in the implementation of traditions, also contained historical values. As for the economic value, it consisted of all food sold by several traders except for cricket rice because it was distributed free of charge. Cricket and diamond rice contained religious values because their implementation was only in *Hijriah* months in the Islamic calendar. With the existence of these religious values, then the food developed into the basis that formed the customs and habits of the community.

The success of learning could be measured using evaluation. According to Moore's indicators of learning outcomes, there were three domains, namely: cognitive aspects consisting of students' knowledge and understanding as well as from written assessments, affective aspects including attitudes to material acceptance by students, and psychomotor aspects including fundamental movements, generic movements, and ordinatorive movements. , creative movement (Fauhah & Rosy, 2021). Based on the observations of researchers in the field, the evaluation carried out by teachers on learning Indonesian vocabulary using Bingo media based on local wisdom class III at MI NU Bahrul Ulum includes cognitive aspects by working on 5-item essay questions. Students got satisfactory results with the acquisition of an average score of 82 students, the highest score of 96, and the lowest score of 70 by the KKM for Indonesian subjects, which is 70.

The affective aspect was something related to attitude, appreciation, enthusiasm, and motivation related emotionally. The effective assessment carried out on the attitudes of class III students during the learning process was indicated by the willingness of students to respond when the teacher explained the material so, that there was a reciprocal relationship between the two parties, the willingness of students to respond to assignments from the teacher as the reality in the field, students participated in



Learning activities in the classroom include using Bingo media, and students' self-confidence when delivering answers from Bingo question cards.

The success of students in the psychomotor aspect could be influenced by the mastery of knowledge and positive attitudes (Jamaludin, 2019). By field observations, the psychomotor aspect was indicated by the ability of students to convey answers from Bingo question cards in the form of making sentences and telling stories based on new vocabulary orally with full confidence in front of the class.

### **Supporting and Inhibiting Factors in the Application of Local Wisdom-Based Bingo Media in Practicing Vocabulary Mastery for Indonesian Language Subjects Class III MI NU Bahrul Ulum Ngembal Kulon Kudus**

In the learning process, Researcher must find factors that influence learning. These factors consist of 2, namely supporting factors and inhibiting factors. Learning supporting factors were factors that support achieving a successful learning process. While the inhibiting factor was something that results in the inhibition of the learning process. This factor could come from teachers, students, or the environment (Slameto, 2015). If examined in the learning process using local wisdom-based Bingo media in Indonesian class III subjects, of course, some factors support the use of these learning media. According to the third-grade teacher, the supporting factor lies in the interest, enthusiasm, and active participation of students. Students' interests would affect student learning outcomes during the learning process. In addition to interest, intelligence (IQ), attention, and motivation were also factors that supported learning from psychological aspects originating within the students themselves (Slameto, 2015).

Teachers needed to condition the class by mastering the material and getting special attention from students. During learning to use Bingo media, the class could be conducive after the teacher read the procedures for using Bingo media. As a result, students used Bingo media in an orderly and conducive manner so that learning took place to be fun. In addition, the teacher got the attention of students when the teacher was explaining more broadly about vocabulary material so, that it could increase learning motivation, and students were encouraged to be more active. This was to the advantages of the application of Bingo media, including being able to



focus the attention of students, learning becoming fun, learning in the classroom becoming more active, sharpening students' memories, and familiarizing each other (Arifani, 2021).

Not only supporting factors could be found in the learning process, but there were also inhibiting factors during the learning process. This factor could be caused by internal factors, namely factors that occurred in the students themselves, including intelligence, physical, state, and psychological. While external factors included the school environment, learning process, infrastructure, and learning evaluation (Winarti *et al.*, 2021). The inhibiting factors that occurred at MI NU Bahrul Ulum when learning vocabulary using Bingo media for Indonesian class III subjects lie in external factors, namely the school environment. The school environment included the school building itself. MI NU Bahrul Ulum building which was located next to the highway. As a result, every learning process that took place was disrupted by the noise of vehicles passing through the road. As a teacher who knew this condition, he must be able to overcome it by delivering the material using a loud voice or using fun learning media so, that the material could be well received by students. 3. Supporting and Inhibiting Factors in the Application of Local Wisdom-Based Bingo Media in Practicing Vocabulary Mastery for Indonesian Language Subjects Class III MI NU Bahrul Ulum Ngembal Kulon Kudus.

## **CONCLUSION**

The application of local wisdom-based Bingo media had three stages, namely, the initial stage was planning, starting with the teacher making lesson plans, preparing learning media, preparing materials, and methods, and evaluating learning. The second stage was the process of implementing learning using Bingo media with materials combined with the local culture (local wisdom) of the Kudus regency. This material contained cultural values including social values, religious values, economic values, and historical values. The steps in the application of Bingo media began with greeting the students and praying together, the educator conveyed the learning objectives, followed by dividing the group into 2 study groups. Then the teacher explained the material interspersed with questions and answered to students. After understanding the material, the teacher explained the procedure for using Bingo media. Students used Bingo media interchangeably. If students in



one group managed to answer 3 Bingo question cards in sequence, then the teacher gave a reward to the group. The third stage was evaluation or assessment. After conducting the assessment, students concluded the material at the meeting.

The success of the application of local wisdom-based Bingo media in Indonesian class III subjects can be seen through three aspects of assessment, namely first, the cognitive aspect with learning outputs including students being able to understand vocabulary, able to make sentences, and tell stories with the results of the learning evaluation above the Minimum Completeness Criteria (*KKM*). Second, the affective aspect was indicated by the willingness of students to respond and respond to the material so that they had a confident attitude when delivering answers from the Bingo question cards. Third, the psychomotor aspect was indicated by the ability of students to convey answers from the Bingo question cards in the form of making sentences and telling stories based on new vocabulary orally with full confidence in front of the class. Supporting factors for the application of local wisdom-based Bingo media for Indonesian class III subjects included the tenacity of teachers in classroom management, being supported by using Bingo learning media, the presence of students interested in learning, enthusiasm, and active participation of students. While the inhibiting factor in learning was the existence of the Islamic building school located next to the highway resulting in the ongoing learning process being disrupted by the noise of vehicles passing through the road.





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