



Pictogram Media in Thematic Learning to Improve Student Understanding in Madrasah Ibtidaiyah

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Abstract

Educational problems arise with the increasing development of existing student abilities as well as situations and conditions that occur in the environment. The use of MI class teachers with a conventional approach is considered less effective, and causes boredom in the classroom. This study aims to analyze the use of pictogram media in improving student learning mastery in civics education learning. This research is a type of qualitative research, data collection was carried out by observation, interviews, documentation with research subjects of class III MI Darul Ulum 02 Kudus. The results of this study are: The use of pictogram media in Thematic learning can increase students' understanding in Civics subjects on the theme of the material Enjoyment of Proud as an Indonesian Nation marked by an increase in student learning mastery. Selection of the right media using pictograms creates fun learning and can explore student creativity and is able to increase student understanding so that it can improve student learning outcomes in Civics subject matter Proud as an Indonesian Nation significantly and led to a cooperative attitude.

Keywords: Student understanding, civics education, Media Pictograms

INTRODUCTION

Education is a process to develop the potential of human resources. Education can improve capabilities and make optimal use of existing potential, so as to encourage initiative, creativity and innovation in an effort to improve the welfare of life. Competencies and skills have to be possessed by students in the 21st century

human resources are by improving the quality of learning, including raising the teaching system and improving the quality of teacher abilities(Perdana *et al.*, 2020).

Efforts to encourage initiative, creativity and innovation are by transferring the cultural values of their predecessors, namely by learning. Because in principle learning is a change in behavior, where the change can lead to good behavior(Purwanto, 2017). This is to be able to meet the needs and adaptation to the environment.

Learning is part of education. In the process of education a teacher is needed for the teaching and learning process. The teaching and learning process is the core of the overall educational process with the teacher as the main holder. The teaching and learning process is an integral (whole) activity between students as students who are learning and teachers as facilitators, basically it can cause reciprocity that takes place in educational situations to achieve certain goals. The reciprocal relationship between teacher and student is the main requirement for the learning process to take place. In this learning process is expected to give birth to changes in behavior. The expected changes in behavior are changes involving three aspects of development, namely: cognitive, affective and psychomotor aspects.

The learning atmosphere in many schools, starting at the elementary school level, still has a lot of character teacher *centered*. Even though many teachers already know the types of learning methods, they are still happy with conventional methods or methods of lecturing, taking notes, dictating or banking methods - asking students to memorize all the teacher's words and testing them the next day. The common view is that students are always struggling with note-taking, memorizing, and doing dozens of exercises so that their fingers ache. Indeed, learning is not a kind of sport to be watched, but requires the role of all parties.

Some people argue that learning is a verbal and cognitive activity. But what is more correct to say is that learning is best when it involves the emotional element, the whole body, all the senses and the whole person. To strengthen absorption while studying, the learning atmosphere needs to be happy and fun. This can be a major determinant in increasing the quality and quantity of learning.

National education based on Pancasila and the 1945 Constitution of the Republic of Indonesia functions to develop capabilities and shape dignified national character and civilization in order to educate the nation's life, aims to develop the



potential of students to become human beings who believe and fear God Almighty, have a noble character, be healthy, knowledgeable, capable, creative, independent, and be a democratic and responsible citizen. To carry out this function, the government organizes a national education system, as stated in Law Number 20 of 2003 concerning the National Education System. Citizenship Education is a subject that focuses on self-development that is diverse in terms of religion, sociocultural, language, age, and ethnicity.

Pictogram media is considered to be able to help students understand more quickly and precisely because there is support for the understanding that the author of the problem provides (Yulitasari, 2019). Based on the explanation above, the writer tries to implement integrated Thematic learning by using Pictogram media to accelerate the improvement of learning understanding and developing learning, pouring ideas onto paper quickly and seeing the relationships between the ideas, while colors and pictures and fun learning can relax the nerves. make the learning process creative and exciting (Dave Maire, 2002). One of the Madrasah Ibtidaiyah that applies learning to Favorite theme in thematic learning of PKN subjects through pictogram media is MI Darul Ulum 02, Bae District, Kudus Regency. This research wants to reveal how the efforts to increase students' understanding in thematic learning of Civics subjects through the media of pictograms. The purpose of this research is to increase the understanding of third grade students through Pictogram media in Thematic learning, so that Civics learning becomes more fun and creates creativity in Thematic learning. Theoretically and practically, this research is expected to be useful for improving the teaching and learning process in Civics lessons in Elementary Schools, developing the quality of teachers in teaching civics education in Elementary Schools through Thematic learning, providing alternative civics education learning activities, creating a sense of joy in learning Citizenship Education during lessons take place with *The Involvement of Participation* through Pictogram Media in Thematic learning.”

METHODS

The research approach that the researcher uses is a qualitative approach. According to (Moleong, 2008) a qualitative approach is a research procedure that



produces descriptive, spoken or written data and observable behavior from the subject, carried out in reasonable situations, understanding and interpreting in certain situations according to the researcher's perspective. Data collection was carried out by observation, interviews, documentation with research subjects of class III MI Darul Ulum 02 Kudus. Explanation of the research flow above is: Planning, including determining Civics learning materials and determining the time allocation for their implementation. Action, covering the entire process of teaching and learning activities through Thematic learning with pictogram media. Observation, carried out before and during the learning process, includes observing class schools and student activities, material development and student learning outcomes. Reflection, including the analysis of learning outcomes and at the same time preparing improvement plans.. The researcher and still under the same competency standards. The pattern of learning activities begins with making observations about the hobbies of third-grade students, namely coloring and drawing and being unable to concentrate on participating in learning, then proceed with learning with colorful pictogram media about the peculiarities of ethnic groups in Indonesia and learning by making classical, group, pictogram images. and individual. The next activity is making a summary to retell the concepts and generalizing the essence of making individual pictograms. While the learning achievement test activities are carried out individually.

The research instruments in: Syllabus, Theme Network, Lesson Plans, LKS (Student Worksheets), Formative Tests, Tests in the form of essays of 5 questions. The method of collecting data in this research uses primary data, namely direct observation, further indirect observation of secondary data, namely data obtained by copying data owned by the teacher regarding student achievement or conditions recorded by the teacher about students and library research to obtain theories that related to the problem under study, the author seeks and utilizes the information contained in books, dictates, articles and other sources. With this technique, the writer uses it to get an overview and get a theoretical foundation that is relevant to the problem the writer is currently researching.



RESULTS AND DISCUSSION

Among the changes as a result of the cognitive learning process is the child's understanding of the material he is learning. This understanding is the student's ability to connect several elements or parts of the material being studied, to improve understanding of the material to children, a good strategy is needed in conveying the material. This strategy will greatly affect student learning outcomes. In Indonesia, the Teacher Competency Test was used to measure the basic competence of the field of study and teacher pedagogy. The results of the elementary school teachers' quality based on the Teacher Competency Test were still low (Kawuryan, S. P., Sayuti, S. A., & Dwiningrum, 2021)"type":"article-journal"},"uris":["http://www.mendeley.com/documents/?uuid=be40f913-ea4b-4463-b5b2-484ab4efabd7"]},"mendeley":{"formattedCitation":"(Kawuryan, S. P., Sayuti, S. A., & Dwiningrum, 2021;(Sikki, E. A. A., Rahman, A., Hamra, A., & Noni, 2013);(Tjabolo, 2020). This shows that the competence of Indonesian elementary school teachers still needs a lot of improvement. So it is very important to provide innovation in learning.

Learning is part of education. In the process of education a teacher is needed for the teaching and learning process. The teaching and learning process is the core of the overall educational process with the teacher as the main holder. Among the changes as a result of the cognitive learning process is the child's understanding of the material he is learning. This understanding is the student's ability to connect several elements or parts of the material being studied.

The word "understanding" is an abstract noun formed from the root word "understand", the word "understanding" gets the prefix "pe" and the ending "an" which etymologically means process, deed, way of understanding and understanding. According to Bloom's behavioral taxonomy quoted by Abin Syamsudin (Syamsudin, 2004) states that understanding is part of the cognitive area, while Sardiman (Sardiman, 2001) states that understanding or comprehension can be interpreted as mastering something with the mind. It is said so because in understanding something one is required to mentally understand its meaning, implications and applications, so that one can understand the situation one is facing.

In Bloom's behavioral taxonomy quoted by (Syamsudin, 2004) it is stated that understanding (*comprehension*) is part of the cognitive area whose level is one level



higher than knowledge. To distinguish understanding and knowledge, the authors reveal some of the characteristics of understanding put forward by educational experts, including the following.

Muhibbin Syah (Muhibbin Syah, 2006) reveals the characteristics of understanding is being able to explain orally. Meanwhile, according to (Syamsudin, 2004) the characteristics of understanding are being able to explain again, being able to define and being able to identify.

Based on some of the opinions above, it can be concluded that indicators of understanding include the ability to translate/interpret meaning, the ability to interpret/explain, the ability to differentiate and the ability to conclude. The four indicators are indicators of understanding that are taken and discussed as well as developed in this study, so that they are used as benchmarks in determining understanding measurements. Understanding can be divided into three categories, namely: The lowest level is understanding the translation starting from the meaning of the translation into the true meaning. The second level is interpretive understanding, namely connecting previous parts with what is known next or connecting some parts of the graph with events that distinguish the main and the non-main. The third or highest level is extrapolation understanding. With extrapolation it is hoped that someone will be able to see behind what is written (Nana Sudjana, 1995)

Citizenship Education Subject is a subject that focuses on the formation of citizens who understand and are able to exercise their rights and obligations to become good citizens, who are intelligent, skilled, and have character mandated by Pancasila and the 1945 Constitution. Citizenship Education (*Citizenship Education*) is a subject that focuses on self-development that is diverse in terms of religion, socio-culture, language, age, and ethnicity.

In the Elementary School Education Unit Level Curriculum Permen No 23 of 2006 Education is a process for developing the potential of human resources. Education can improve capabilities and make optimal use of existing potential, so as to encourage initiative, creativity and innovation in an effort to improve welfare.

Basic Competency of PPKn Class 3 SD/MI 2013 Curriculum Pancasila and Citizenship Education (PPKn) SD/MI Class 3 Semester 1 and 2 Revision of Permendikbud Number 37 of 2018 Basic Competence 4.3. Presenting the meaning



of the diversity of individual characteristics in the surrounding environment 4.4. Presenting forms of unity in diversity in the surrounding environment. Basically Civics subjects are subjects that focus on the formation of citizens who understand and are able to exercise their rights and obligations to become Indonesian citizens who are intelligent, skilled, and have character mandated by Pancasila and the 1945 Constitution.

The favorite theme of Civics lessons is emphasized on having a sense of pride as an Indonesian, identifying and practicing pride as an Indonesian in everyday life. Its implementation really needs professional teachers, professional teachers are required to master a number of abilities and skills, including: Ability to master teaching materials, The ability to manage classes so that students individually or classically actively participate in various learning activities, Ability to use methods, media and learning resources, Ability to evaluate both processes and results, Teachers must be creative in preparing learning activities/experiences for students, as well as in selecting competencies from various subjects and arranging them so that learning becomes more meaningful, interesting, fun and whole.

Integrated/thematic learning Hadi Subroto, in (Asohah, 2009) offers learning models that make learning activities relevant and meaningful for students, both formal and informal activities, including active inquiry learning up to absorption. knowledge and facts passively, by empowering students' knowledge and experience to help them understand and make sense of the world of their lives.

In a more operational definition, that thematic learning is learning that begins with a particular subject or theme that is associated with another subject, certain concepts are associated with other concepts that are carried out spontaneously or planned, either in one field of study or more, and with diverse student learning experiences, then learning becomes more meaningful. In general, thematic/integrated learning is learning that uses certain themes to link some subject matter with students' real-life experiences so that they can provide meaningful experiences for students.

Thematic learning is designed in order to improve optimal and maximum learning outcomes by elevating the experiences of students who have networks from various aspects of their lives and knowledge. Integrating one experience



with another or between one knowledge and another, even between experience and knowledge and vice versa provides meaningfulness in learning in the sense that learning provides a useful function for students' lives. With thematic learning students can build interrelationships between one experience with other experiences or knowledge with other knowledge or between knowledge and experience so as to enable learning to be interesting.

One of the reasons that might be found is that every student gets additional new information (both in the form of knowledge and experience) will always be connected to the knowledge and experience he already has both assimilatively (connecting concepts that are already in the minds of students) and indirectly, accommodative (the process of using the concepts in students' minds to interpret objects. Such learning will actually encourage students to actively participate, because of encouragement of interest from within students (intrinsic motivation), learning becomes interesting for students.

The conceptual link that is learned with the content of other relevant fields of study will form schemata, so that knowledge will be intact and unanimous. The acquisition of learning integrity, knowledge, and unanimity of views about life and the real world can only be reflected through integrated learning (William in Udin 2006).

1. Pictogram media in Civics learning:

Teachers' efforts to be able to interact effectively with students in the classroom must use an active learning model (Abidin, 2019; Effendi, 2016; Rosita & Leonard, 2015), Teachers think much the media (Gretter & Yadav, 2018). The ideal medias usually also not be implemented. Teachers choose media based on what they like as well as depends on the facilitation that are ready to use or are prepared. The choice of learning media not based on the object study. Instead of media, the uniqueness of students seldom get attention by the teachers. Teachers like to use delivery method and like to teach than do learn for students (Paul & Jefferson, 2019).

According to the Big Indonesian Dictionary, pictograms are characters in the form of pictures to express certain messages. Pictograms or also known as picture diagrams are symbols that translate an object, activity, process and concept into the simplest visual form but are still informative.



In the learning process the teacher must be good at planning, implementing, and evaluating learning (Maulana *et al.*, 2021; Nidawati, 2020). In making a pictogram, designers usually only use the most important aspects or details of the object or whatever message they want to convey. For example, if you want to design a sign for a toilet in a building, usually the pictograms used are only symbols of women and men to distinguish the room. The stronger and simpler the symbols are, the easier they are to understand. Through the form of universal symbols, pictograms become an alternative visual communication medium that can penetrate limitations in understanding due to differences in national, linguistic, ethnic and educational backgrounds.

The pictograms referred to here are images made of large paper or plasterboards or large murals. Pictograms can be in the form of wall hangings, murals or even displays on the floor that can be used as peripherals in the classroom, so that learning looks interesting, attractive and aesthetically pleasing. Pictograms can be used to depict agendas, system flow learning objectives, procedures and all kinds of lesson content (Dave Maire, 2002).

Learning that is done using pictogram learning media is more interesting because the learning done by students is full of freedom and creates creativity. Students can write down any concepts that are stored in cognitive. As if playing, students can enrich the concept and generalize it. Students can easily write down their experiences and what they have encountered in their surroundings by drawing and making pictograms.

This research with different material but still related to one another and still under the same competency standards. The pattern of learning activities begins with making observations about the hobbies of third-grade students, namely coloring and drawing and being unable to concentrate on participating in learning, then proceed with learning with colorful pictogram media about the peculiarities of ethnic groups in Indonesia and learning by making classical, group, pictogram images. and individual. The next activity is making a summary to retell the concepts and generalizing the essence of making individual pictograms. While the learning achievement test activities are carried out individually.



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In measuring achievement, the researcher used the learning completeness criteria, namely that students were said to have studied thoroughly with a minimum test score of 75 in accordance with the KKM for Civics subjects at MI Darul Ulum 02 and less than 75 were said to be incomplete. While the target to be achieved in determining learning achievement is 75% of the total number of students in class III MI Darul Ulum 02 with an average test score of 75.00. Students are said to increase their understanding if there is an increase in grades and the number of students who complete the study.

The fulfillment of student learning activities every day seems modest. It was even found that students were less concerned about some of the learning activities designed by their teachers (Herwin, 2022). The design of activities in the activities of the first cycle of students are introduced to the media pictograms from large paper which contains activities that the teacher first does are activities that are in accordance with the theme of thematic learning, namely passion, students first color the subject matter to have pride as the Indonesian nation. students are formed in groups. Each group consists of 4-5 students, so 6 groups are formed from a total of 32 students. The material to be presented is Proud to be an Indonesian Nation with learning methods including lecture, question and answer, discussion, project and assignment methods. These activities were carried out on the same day.



Implementation of Activities and Observations The making of pictograms classically has started from making displays as a means of information and decorating windows to make them look beautiful and fun. then continued to make pictograms in groups, then developed by introducing pictograms in the form of large images containing tribes, traditional dances and traditional clothes in Indonesia. Then students read various learning resources. After reading for 10 minutes, students work in groups to make a summary and description in a table of the pictograms made in large size by the teacher.

Measurement results in Based on the learning outcomes test carried out, it was obtained data on students' understanding of the material having pride as the Indonesian nation with Reflection on the learning outcomes carried out by students, there are two types, namely making a summary of the material by rewriting the concepts that already exist in the Pictogram media and do the subject matter understanding test questions. The summary of the material which serves to recall existing concepts before working on the test questions, turns out to be not optimal and lacks student creativity. This is what causes the acquisition of test scores on the results of understanding the subject matter is still far from what was expected. So media is needed to increase student understanding, one of which is pictograms. The implementation of pictograms in the educational process of children with ID ensures a positive result: all students are happy to accept the introduction to PECS and actively use it. The use of PECS reduces the aggressive behavior of children, helps them adequately express their needs and feelings (Iriana, 2019).

2. Increasing student understanding at MI Darul Ulum 02 Kudus

Based on the results of the implementation, it can be concluded that: 1) From the results of interviews and initial observations, students' understanding was low because the average student achievement score was obtained (56.5) was less than the KKM that had been determined, namely 75 and the learning completeness obtained (34.4 %) less than 75 %. 2) It is necessary to improve the quality of learning that must be carried out by the teacher or researcher.



Learning motivation can arise because of intrinsic and extrinsic factors. If students do not get interest in learning activities, it will automatically have an impact on learning motivation and vice versa if students get interesting activities, it will automatically have an impact on increasing student motivation (Yusri, 2018). Design of Activities Activities of the second cycle of students in the form of groups containing 5-6 students, it is planned for students to make pictograms individually in their groups. The research was carried out. Time allocation was 2 x 35 minutes or 1 meeting with details of 1 lesson hour for making pictograms and 1 lesson hour for working on comprehension test questions.

One of the ways to improve student understanding and activity in the learning process is by replace learning models that have been no longer in demand by students, such as conventional learning carried out with lectures and questions and answers, this learning model makes students bored and not creative. The expected teaching and learning atmosphere is to make students as subjects try to explore themselves, solve their own problems from a concept that is studied, while the teacher acts more as a motivator and facilitator. Expected learning situation here are more active students (Ni Luh Sutiari, 2019). Implementation of Activities and Observations Making Pictograms is carried out in groups. Students provide asturo paper, woolen thread, glue, black, red and blue markers. Individual students compete to make a variety of pictograms. They jointly make pictograms according to student creativity. Observations were made by researchers on the making of pictograms made individually in study groups with better and more varied results.

Based on the learning outcomes tests that have been carried out, Reflection on the results of the research implementation, it can be concluded that: Learning to use pictograms has succeeded in increasing student understanding, successful because the average learning achievement score obtained by students (85.6) according to the KKM that has been determined is 75 and learning completeness obtained (84%) is more than 75%. Even though learning has been successful, motivation is still needed for students to be able to learn cooperatively and always foster student creativity through various learning media so that learning is always fun and always improving the quality of learning that must be done by the teacher or researcher.



CONCLUSION

Based on the description of data analysis from the implementation of learning improvements, several conclusions can be drawn, namely the use of pictogram media in Thematic learning can increase students' understanding of Civics subjects on the theme of Proud as the Material of the Indonesian Nation, marked by an increase in student learning completeness. The application of Thematic learning with Pictogram media on Civics subject matter Having Pride as an Indonesian Nation has a positive influence, namely it can improve memory and imagery which can help concretize something abstract and make learning close to the real world, direct, so that children are more motivated and enthusiastic in learning process with pictogram media that can describe and explain verbal texts. The stronger and simpler the symbols and images are shown, the easier the pictograms are to understand. Selection of the right media using pictograms creates fun learning and can explore student creativity and is able to increase student understanding so that it can improve student learning outcomes in the Proud As Indonesian National Civics subject.



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