

# Indonesian Journal of Education and Social Humanities



Indonesian Journal of Education and Social Humanities

Volume 1 (1) 28 – 36 March 2024

ISSN: 0000-0000

The article is published with Open Access at: <https://journal.mgedukasia.or.id/index.php/ijesh>

## Development of Newsletter Media in Thematic Learning for Elementary School Students

Liliyanti ✉, Universitas Islam Negeri Ar-Raniry Banda Aceh, Indonesia

Azmil Hasan Lubis, Universitas Islam Negeri Ar-Raniry Banda Aceh, Indonesia

Silvia Sandi Wisuda Lubis, Universitas Islam Negeri Ar-Raniry Banda Aceh, Indonesia

✉ 190209133@student.ar-raniry.ac.id

**Abstract:** This research is motivated by the limited learning media that can attract students' attention when learning thematic lessons. This research aims to develop bulletin media for thematic learning that is feasible and practical for elementary school students. The research method used is Research and Development using the ADDIE model. The results of the research show that the use of thematic learning bulletin media for class five of State Islamic Primary School 8 Aceh Barat Daya is considered very good for media experts 87%, material experts 75% (good) and language experts 85% (very good). Meanwhile, response data was obtained from 90% of small class teachers (very practical), 92% of large class teachers (very practical). For student response data, 95% of small class students and 95.5% of large class students were obtained and were considered very practical. Based on research results, it shows that the thematic learning bulletin media for class five of State Islamic Primary School 8 Aceh Barat Daya is very practical for use by teachers and students in the teaching and learning process in class.

**Keywords:** learning media; thematic learning; elementary school student

**Received** March 15, 2024; **Accepted** March 28, 2024; **Published** March 31, 2024

**Citation:** Liliyanti., Lubis, A.H., & Lubis, S.S.W. (2024). Development of Newsletter Media in Thematic Learning for Elementary School Students. *Indonesian Journal of Education and Social Humanities*, 1(1), 28 – 36.

Published by Mandailing Global Edukasia © 2024.

### INTRODUCTION

To achieve learning objectives in the teaching and learning process in the classroom, there are 3 elements that are interrelated with each other, namely the teacher, students and the environment (Santrock, 2011). The interaction between teachers and students is expected to be active in the world of education because it will influence student learning outcomes (Lubis, 2019). Then, the high demands on the quality of education graduates, and the rapid development of science and technology, also directly impact the ways teachers carry out learning related to learning media, whether in the form of print, audio, concrete or video media (Masykur et al., 2017).

Media can simply be interpreted as material that can be used to send and convey something or it can also be explained that this media is a means of communicating in print or audio visual form (Arsyad, 2011). Usually learning media is related to learning at school, where its use is very important for both teachers and students in achieving

learning goals (Ningsih et al., 2023). One learning media that can be developed in school learning is newsletter media. This media can be used in thematic learning.

Thematic learning is integrated learning which consists of combining several subjects in school based on certain themes (Setiawan, 2020). Furthermore, Hidayah (2017) states that thematic learning is learning that begins with a certain subject matter or theme which is carried out spontaneously or planned, either in one or more fields of study, and with a variety of students' learning experiences, learning becomes more meaningful. So, with thematic learning, students can gain knowledge from one another and also different experiences, making learning interesting for students.

Therefore, determining accurate learning media will have an impact on the success of the learning objectives implemented by the teacher (Lubis et al., 2022). Students will be motivated if the teaching materials used by the teacher can attract students' attention in the learning process (Silvia et al., 2023). All forms of communication tools used to convey information from learning sources and teachers to students with the aim of conveying certain parts are called teaching materials. Based on this, researchers took the initiative to develop print media as a tool that can be used to achieve learning goals. Print media is a simple and easy to access medium and can be used at any time and anywhere.

Based on the results of a survey conducted in a preliminary study at State Islamic Primary School 8 Aceh Barat Daya, it is known that at this school there is no learning media that is able to attract students' attention or motivate students to follow the learning process. This is due to a lack of time, energy, funds, and teacher skills and abilities in creating learning media. This is proven when the teacher enters the class and carries out the teaching and learning process, the teacher only uses textbooks provided by the school, so that students feel bored and do not focus on following the learning process. Furthermore, teachers also use lecture-dominant learning methods, which makes it difficult for students to understand thematic learning material in theme books, such as boredom and noise in the classroom.

Therefore, the use of limited learning media and conventional methods has an impact on low student learning outcomes. This is proven by the small number of students who achieve the minimum completion criteria scores that have been determined. Basically, teachers in providing teaching must be based on learning theory. If teachers deliver learning without using learning theory, learning outcomes will be very difficult to achieve. Therefore, teaching using learning theory is very important, so that teachers know how students like teachers when studying. Jean Piaget's theory (Barrouillet, 2015) states that children need to actively build their cognitive world, meaning that all information is not just expressed in their thinking, but children are able to develop logical thoughts by trying to understand their surrounding environment.

Elementary school students are in the age range of 7-12 years. In this age range, Piaget categorized it into the concrete operational stage (Ibda, 2015). In this stage the student shows the beginnings of an adult capacity to understand the basic rules of logic. In fact, students' thinking processes at this age generally involve visible (concrete) objects rather than abstract (invisible) ones. Students at this stage can also form concepts and solve problems, but only to the extent that students only see familiar objects and situations around them. The changing thinking patterns of students at this age have experienced a drastic change where they no longer experience difficulty in solving a problem as long as they learn the concept of the problem.

Based on the problems above, learning media is needed, namely bulletin media for thematic learning. The use of this media is very suitable for students who have a visual learning style. The learning style of class V students at State Islamic Primary School 8 Aceh Barat Daya is visual, so teachers should deliver material using visual media in the form of bulletin media. Bulletin media is media that is printed periodically in the form of sheets or books that are published related to learning information that is useful for certain readers. The purpose of this bulletin is designed to convey information that cannot be conveyed directly in writing. With a visual learning style using bulletin media, students can

understand the material presented by the teacher, not only by listening but also by directly seeing the material in the bulletin media.

The advantage of using learning media such as bulletins is that they are able to convey information well and simply, so that students are able to understand the reading contained in the media. Furthermore, this media can encourage students to raise their motivation when participating in the classroom learning process. In this way, learning outcomes will be achieved easily (Lubis et al., 2021). Bulletins can also be used as a means of communication and increase knowledge.

Apart from the advantages above, bulletin media also has characteristics, namely (1) Periodicity, meaning having regularity in creating bulletin media; (2) Universality, meaning that the language content is general with a depth of material that can be adjusted; (3) Publicity, meaning that it is general to readers; (4) Flexibility, meaning readers can read anywhere and at any time (Rachmawati et al., 2021). Bulletin media can influence student learning styles where students have a consistent way of capturing information in thematic learning, how to remember, think and solve problems. Therefore, this bulletin media is a learning medium that students use to absorb information in thematic learning (Muzzalifa & Oktaviani, 2021).

With the bulletin media, students are directed to be able to have intelligence tendencies such as language intelligence (linguistics), mathematical-logical intelligence (cognitive), image and space intelligence (visual-spatial), music intelligence, movement intelligence (kinesthetic), social intelligence (interpersonal), self-intelligence (intrapersonal), nature intelligence, and existence intelligence (Sukmawati et al., 2022). This intelligence is called multiple intelligences where a student can learn any material in thematic learning through bulletin media as long as the material is delivered according to the intelligence that is suitable for the student. Therefore, students' intelligence through this bulletin media can vary, so teachers need to use bulletin media in the teaching and learning process so that they can attract students' attention to thematic learning.

In selecting learning media, the bulletin is designed by selecting pictures related to daily life in accordance with the thematic learning that will be carried out in the ongoing learning process (Munawaroh & Al-Mustafid, 2023). Then the Bulletin media was also designed using bright colors and attractive images (Muhardini et al., 2019). Apart from that, bulletins have a role as disseminators of information that is factual, educational, plays a role in social jurisdiction and has the potential to impact thought. Where the use of Bulletin media itself can help students understand thematic learning material in class (Marhadi & Rahman, 2023).

This research is in accordance with previous research conducted by Asyhari & Silvia (2016) by developing bulletin media. The bulletin product that has been developed has been proven to be very valid both in terms of content and media design, so that the bulletin learning media can be declared very suitable as a learning media for science subjects on electrical forces. The bulletin product developed is very practical to use with a percentage of positive student responses of 96% which is included in the very good category. The bulletin product developed is quite effective as a learning medium. This is shown by the N-gain test results of 0.5, while if we look at learning completion, 100% of students have reached the KKM.

The similarity with the research that will be carried out by researchers is that they are both developing bulletin learning media which is being developed at the elementary school level. The difference between the above research and the researcher's research is that in the above research, he developed bulletin learning media for science lessons by looking at increasing student learning outcomes through this media. Meanwhile, the researcher's research developed bulletin media on thematic learning for madrasa students.

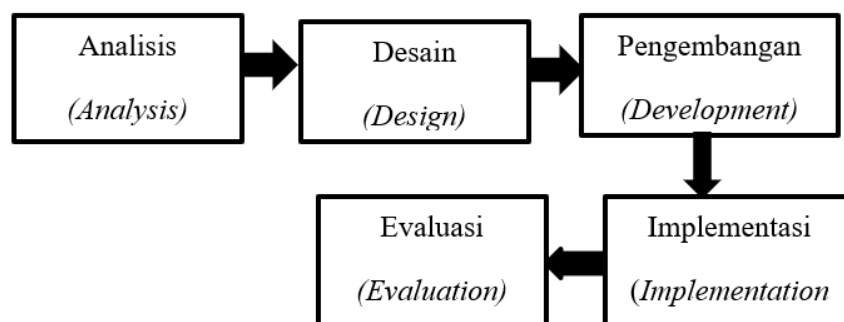
Furthermore, research was also conducted by Rachmawati et al. (2021) regarding the development of mathematics bulletin media based on a realistic approach. The research results from this study indicate that developing mathematics bulletin media

based on a realistic approach is suitable for use with fourth grade elementary school students. This is proven by obtaining an average score of 3.58 in the valid category, and also calculating the practicality of the product through a student response questionnaire so that it gets a score of 98% with very positive criteria, and the product effectiveness test is fulfilled from the learning completeness test with learning completeness reaching 100%.

What Ika Rachmawati's research has in common with the research that researchers will carry out is that they both combine learning media for students in the form of bulletins. Meanwhile, the difference is that in the research above, the bulletin media developed was for realistic-based mathematics learning. Meanwhile, in the researcher's research, the researcher developed bulletin media for thematic learning for elementary school students.

## **METHODS**

This research aims to develop bulletin media for thematic learning that is feasible and practical for elementary school students. The research method used is Research and Development using the ADDIE model. The model is a development model with 5 stages, namely analysis, design, development, implementation, evaluation. The following is a schematic of the development procedures that will be implemented in this research.



**FIGURE 1.** *Research Design*

The analysis stage is a preliminary study activity used to collect initial research information in the form of problems and analysis of the needs of research subjects. This initial information will be the basis for determining the solution to this research problem. The next step is the design stage. The activities carried out at this stage are product design starting from the concept to the product draft being developed. After that, the next stage is the development stage. At this stage, a feasibility test is carried out involving media, material and language experts. Apart from that, at this stage a product practicality test was also carried out involving teachers and students. The final stage of this research is the evaluation stage. At this stage, an evaluation is carried out on the achievements of product feasibility and practicality testing. Apart from that, at this stage the final revision and dissemination of the product being developed is also carried out.

The instrument used in this research was a questionnaire. There are 5 questionnaires used, namely questionnaires assessing media experts, material experts, language experts, teachers and students. All questionnaires used are closed questionnaires using a rating scale as the scale. The rating scale range used is 1-4, where 1 indicates the lowest value (Very Bad) and 4 indicates the highest value (Very Good). The data obtained is quantitative and qualitative data which is then processed using descriptive statistics. Quantitative data is used to measure the achievement of feasibility tests and product practicality. Meanwhile, qualitative data is used to analyze suggestions or input from product feasibility and practicality testers, and then becomes the basis for revising improvements to the product being developed.

## **RESULTS**

The results of this research are bulletin media for thematic learning. This media has been validated by 3 validators, namely lecturers from the Madrasah Ibtidayyah teacher education study program and 2 homeroom teachers, namely class teachers from State Islamic Primary School 8 Aceh Barat Daya. The bulletin media developed in this thematic learning was developed in this research using the ADDIE model developed by Dick and Cary with the stages, namely analyze, design, development, implementation, and evaluation.

### **Analyze**

At this stage the researcher carried out an analysis at State Islamic Primary School 8 Aceh Barat Daya in pre-research. The analysis was carried out by first seeking information regarding students' needs for learning media. The results of the analysis that the researchers obtained at this stage were that at this school the limited learning media used by teachers was due to a lack of funds, skills, abilities and expertise in making learning media. Therefore, what helps the teacher is only using learning media in the form of textbooks provided by the madrasah which causes boredom, commotion and students' lack of understanding of learning which causes students' grades to not reach the specified minimum completeness criteria.

Based on the results of the analysis above, the researcher found a solution, namely by developing learning media, thematic learning bulletin theme 4, subtheme 3, which is able to make students participate in learning with enthusiasm and not feel bored, which causes the class to be noisy and is able to make students understand the learning material presented by the teacher. Bulletin media is print media presented with various materials and images that are able to attract students' attention when learning thematic lessons.

### **Design**

At this stage the researcher designs the product using several processes and also explains the product specifications. For product design, there are several processes, including media selection. For media selection, the researcher chose bulletin media in the form of print media. The choice of media is very important so that student learning becomes more optimal in the learning process in class. This media was developed using Word, the Canva application and Flip PDF.

To select the format, the researcher first collected material from various sources such as books, articles and the internet. The material collection was adjusted to the learning process plan (RPP) and then the researcher designed media using word, joke applications and flip pdf. The format chosen is A5 paper size.

The initial design for this media includes several stages, namely selecting materials, designing images, adjusting the language and color of the images. The results of the bulletin media design were designed first using Word, the Canva application and Flip PDF.

In preparing the media bulletin in this research, the researcher created an instrument consisting of 13 assessment indicators with reference to the instrument starting from media experts with 5 indicators, material experts with 2 indicators and language experts with 5 indicators. The assessment score on the instrument for experts (media, material and language) is on a scale of 4 (very good, good, not good, very bad).

Meanwhile, the product specifications explain that the product being developed is thematic learning bulletin media, where this media is designed with the aim of helping students understand the material more easily by attracting students' attention through a designed design process. The specifications for thematic learning bulletin media are as follows:

- 1) The Media Bulletin that the researcher developed was adapted to the themes, subthemes and learning in thematic learning. In the bulletin media, the researcher used theme 4, subtheme 3 and learning 1 and also adjusted it to core competencies, basic competencies and indicators;
- 2) Media is designed using Microsoft Word and Canva. For the Microsoft Word section, researchers designed the material first before transferring it to Canva. The Canva application used by researchers aims to make it easier for researchers to design images and colors that are adapted to the delivery of the material;
- 3) The bulletin media that has been designed through the final process, namely the Canva application, has 1 to 8 pages which uses A5 size paper format;
- 4) Bulletin media is designed using images and colors that can attract attention and motivate students when participating in the thematic learning teaching and learning process.

### **Development**

At this stage the researcher tested the bulletin media on experts (media, material and language). The products provided to experts aim to obtain assessments and suggestions for bulletin media. The assessment given by researchers to media, material and language experts is in the form of a validation sheet where the assessment aims to see the suitability of the product before use at State Islamic Primary School 8 Aceh Barat Daya. Researchers revised the product after receiving results from validation experts, both media, material and language experts. Product revisions are very important so that the bulletin media product developed is suitable for use during research.

Validation for media experts, the researcher gave a validation sheet to the validator where on the validator sheet there were 6 statements with a score of 4 consisting of good, very good, not good and very not good. The following is a table of data recapitulation results from media experts. Based on the validation sheet given to media experts, the researcher obtained a product feasibility percentage of 87% with the criteria "Very Good".

For validation of material experts, the researcher also provided a validator sheet where on the validation sheet there were 5 statements with a scale of 4. The following is a data recapitulation table from material experts. From the results of the validation sheet from the material expert, the researcher obtained a product feasibility percentage value of 75% with the criteria "Good".

This language expert validation also includes a validation sheet with a scale of 4 and 7 statements which is filled in by the validator. In this validation, the validator looks at the grammar contained in the bulletin media before the media is used during research. The following is a recapitulation table of linguist data. In the linguist section, researchers obtained product feasibility test results with a percentage of 85% with the criteria "Very Good".

### **Implementation**

After completing the previous stage, the revised product will be carried out with learning activities carried out with 2 teachers and 27 students in class V State Islamic Primary School 8 Aceh Barat Daya taking place on October 31-November 2 2023. At the time of the research, The researcher introduced himself first then introduced the media that would be distributed to the Vb class which was divided into 2 groups, namely a large group and a small group. The large group consists of 20 students and the small group consists of 7 students who will fill in the scores on the questionnaire. At this implementation stage the aim was to see the practicality of the bulletin media products used by respondents in thematic learning.

There were two groups of teacher responses in the research, namely small groups and large groups. So the response obtained by teachers in small classes showed that it was

very practical with a percentage of 90%. To calculate the results of the presentation of the teacher's response, it can be seen using the following formula,

$$P = \frac{f}{N} \times 100\%$$

Information:

P= Percentage

f= Value obtained

N= Maximum score

The total score obtained was 36 from 10 statements. The total maximum score is calculated using the Liker scale score and multiplied by the number of questions stated. So  $4 \times 10 = 40$ , then enter it into the following formula,

$$P = \frac{36}{40} \times 100\% = 90\%$$

After being converted to 4 scales, the bulletin media which was tested in this small class showed the criteria of being "very practical" for use by teachers in thematic learning. Next, the researchers continued the research by testing it on a large class. In large classes, researchers obtained a percentage score of 92% with the "very practical" criteria used by teachers in thematic learning.

Then, the thematic learning bulletin media also receives assessments from students obtained from student response questionnaires where student response questionnaires are distributed after the learning process is complete. Apart from that, this questionnaire consists of two groups, namely the small class and the large class. The data shows that the results of the small group questionnaire obtained by the researchers were 95%, which includes practical criteria. Meanwhile, in large classes, the use of bulletin media has very practical criteria with the percentage value obtained being 95.5% with very practical criteria.

### **Evaluation**

This evaluation stage is the final stage of developing thematic learning bulletin media using the ADDIE model. At this stage, researchers carry out revisions to the product being developed and disseminate the product.

For the results of the product that has been developed, it can be seen in the results of the trial on respondents, namely teachers and students in class V State Islamic Primary School 8 Aceh Barat Daya where in the trial there were two groups, namely the small class and the large class so that based on the percentage obtained from the test If you try this, this bulletin media will be very practical for teachers and students to use as a thematic learning medium in the classroom.

The researcher will disseminate the media developed, the researcher will disseminate the media that has been printed and will be distributed, especially in the researcher's research field. This aims to be able to provide thematic learning information and knowledge in bulletin media effectively to class V students of State Islamic Primary School 8 Aceh Barat Daya.

### **DISCUSSION**

This research is ADDIE research, namely a research method used to produce certain products. The product developed in this research is thematic learning bulletin media for class V students of State Islamic Primary School Aceh Barat Daya.

There are 5 ADDIE steps in this research which are in accordance with the researcher's needs. The first step for the researcher was to carry out an analysis at the State Islamic Primary School 8 Aceh Barat Daya school where at this stage the researcher collected information regarding thematic learning for students regarding students' needs for learning media. Based on the information obtained, the researchers found that at the

State Islamic Primary School 8 Aceh Barat Daya school, thematic learning media was still limited due to lack of funds, skills and skills in making learning media.

Next, in the second step, the researcher began to design the media that the researcher would develop for students in thematic learning. This product was developed in two processes, namely designing the product and developing product specifications. In designing a product there is media selection, format selection, initial design, and preparation of benchmark tests. Meanwhile, in the product specifications, the researcher explains that the bulletin media developed is adapted to the themes, subthemes and learning in thematic learning and also adapts to KI, KD and indicators. Apart from that, the bulletin media was created using Microsoft Word and Canva, where in Microsoft Word the researcher designed the material first before transferring it to Canva. Then, the media design process has 1 to 8 pages using A5 size paper format. The final specific is that in this bulletin media there are pictures and colors that are adapted to the delivery of material in thematic learning.

Next, the third stage is development, where at this stage the product is developed to be tested by experts (media, material and language) with the aim of getting assessments and suggestions for the bulletin media. The bulletin media assessment given by researchers to experts is in the form of a validation sheet. With the validation sheet, it is possible to see the suitability of the bulletin media product before it is used at State Islamic Primary School 8 Aceh Barat Daya through product revision and product suitability. Furthermore, the percentage value obtained for media experts was 87% (very good), material experts were 75% (good) and language experts were 85% (very good). Apart from that, researchers have also done

Then the fourth step is implementation, where in this step the researcher conducted product trials at the research location with research subjects, namely 2 teachers and 27 class V students of State Islamic Primary School 8 Aceh Barat Daya. For this trial there were two groups, namely the small class and the large class. This group division was carried out with the aim of helping researchers obtain data on teacher and student responses to the product being developed. Based on the research that has been carried out, the researcher obtained teacher and student responses (small classes) of 90% (teachers) and 95% (students) with the conclusion that the thematic learning bulletin media includes very practical criteria for use by fifth grade students.

The results of obtaining responses from small class teachers and students show that the product developed can be continued for large class groups so that the researcher obtained teacher and student response scores (large class) of 92% (teachers) and 95.5% (students) with the criteria that Bulletin media is very practical for students to use.

The final step is evaluation, where this step is to obtain the results of the test responses from teachers and students at State Islamic Primary School 8 Aceh Barat Daya. The trial was carried out with 2 groups, namely a small class and a large class. The results of this evaluation can be seen from the final revision. The final results of the product developed can be seen through the responses of teachers and students to the product through a questionnaire distributed by researchers to respondents so that with these results the researcher concludes that the media product is a thematic learning bulletin for class V students of State Islamic Primary School. Southwest Aceh is very practical for students to use. then after revising the product, the researcher carried out dissemination, namely disseminating the product developed in the field with the aim of providing effective thematic learning information and knowledge to class V students of State Islamic Primary School 8 Aceh Barat Daya through bulletin media.

## **CONCLUSION**

The research results show that the product developed in this research is declared feasible and practical for use in thematic learning at the elementary school level. This can be seen from the results of the feasibility test which shows that the media expert's feasibility test



results were 87% (very good), material experts 75% (good), and language experts 85% (very good). Furthermore, the results of the practicality test show that the percentage obtained is 90% (very practical in small classes) and 92% (very practical in large classes). Meanwhile, student responses obtained were 95% (very practical for small classes) and 95.5% (very practical for large classes).

## REFERENCES

- Arsyad, A. (2011). *Media Pembelajaran*. Jakarta: PT Raja Grafindo Persada.
- Asyhari, A., & Silvia, H. (2016). Pengembangan Media Pembelajaran berupa Buletin dalam Bentuk Buku Saku untuk Pembelajaran IPA Terpadu. *Jurnal Ilmiah Pendidikan Fisika Al-Biruni*, 5(1), 1–13.
- Barrouillet, P. (2015). *Theories of Cognitive Development: From Piaget to Today*. 38(1), 1–12.
- Hidayah, N. (2017). Pembelajaran Tematik Integratif di Sekolah Dasar. *Terampil: Jurnal Pendidikan Dan Pembelajaran Dasar*, 2(1), 34–49.
- Ibda, F. (2015). Perkembangan Kognitif: Teori Jean Piaget. *Intelektualita*, 3(1).
- Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numbered Heads Together. *FORUM PAEDAGOGIK*, 11(2), 127–143.
- Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 12(1), 41–53.
- Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 11(2), 215–226.
- Marhadi, M. A., & Rahman, A. (2023). Pengembangan Media Buletin Berbasis Science, Environment, Technology and Society pada Materi Keunggulan Nanomaterial Sebagai Implementasi Merdeka Belajar di Sekolah Penggerak. *Jurnal Pendidikan Kimia FKIP Universitas Halu Oleo*, 8(3), 186–195.
- Masykur, R., Nofrizal, N., & Syazali, M. (2017). Pengembangan Media Pembelajaran Matematika dengan Macromedia Flash. *Al-Jabar: Jurnal Pendidikan Matematika*. <https://doi.org/10.24042/ajpm.v8i2.2014>
- Muhardini, S., Mariyati, Y., & Khosiah, K. (2019). Pengembangan Media Pembelajaran Tematik SD Berbasis Buletin Board Display untuk Membentuk Kemampuan Membaca Siswa. *Jurnal Elementary: Kajian Teori Dan Hasil Penelitian Pendidikan Sekolah Dasar*, 2(2), 49–53.
- Munawaroh, A., & Al-Mustafid, F. Z. (2023). Pengembangan Buletin Berbasis Sosio-Scientific Issue sebagai Inovasi Media Pembelajaran Materi Pencemaran Udara. *Jurnal Tadris IPA Indonesia*, 3(2), 200–209.
- Muzzalifa, S., & Oktaviani, C. (2021). Pengembangan Media Belajar Buletin dalam Bentuk Buku Saku pada Materi Termokimia. *Indonesian Journal of Mathematics and Natural Science Education*, 2(1), 16–27.
- Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1888–1903.
- Rachmawati, I., Supriyono, S., & Pangestika, R. R. (2021). Pengembangan Media Buletin Matematika Berbasis Pendekatan Realistik pada Siswa Sekolah Dasar. *Alifmatika: Jurnal Pendidikan Dan Pembelajaran Matematika*, 3(1), 32–44.
- Santrock, J. W. (2011). *Educational Psychology* (5th ed.). McGraw-hill Companies.
- Setiawan, A. R. (2020). Pembelajaran Tematik Berorientasi Literasi Saintifik. *Jurnal Basicedu*, 4(1), 51–69.
- Silvia, I., Oviana, W., & Lubis, A. H. (2023). Improving Learning Outcomes of Elementary School Students by Using Mind Mapping Models with Audio Visual Media: A Classroom Action Research. *Jurnal Pendidikan Profesi Guru*, 1(2), 41–53.
- Sukmawati, S., Jamaluddin, J., Fera, F., Mayangsari, M., Ma'rifatika, N., Fatimah, S., Hidayah, N., & Febrianto, F. (2022). Inovasi Pembelajaran Menggunakan Media Papan Buletin pada Pembelajaran PPKn. *Jurnal Kewarganegaraan*, 6(1), 672–679.