



## SAS Method assisted by Picture Story Books to Improve Elementary School Students' Beginning Reading Ability

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**Abstract:** Reading ability is one of the language skills that every student must master. To a certain extent, reading ability becomes a basic ability that can be used to analyze certain information or data. This research aims to improve elementary school students' initial reading abilities. The type of research used is classroom action research. The subjects of this research were elementary school students. Data collection was carried out using observation and test techniques. The data obtained was then analyzed using descriptive statistical techniques. The research results show that the SAS method assisted by picture story books can improve elementary school students' initial reading abilities. This can be seen from the results of the first cycle which reached 65.38%, then increased in the second cycle to 76.92% and finally to 84.61% in the third cycle. Below is a diagram of the achievements in each cycle. Therefore, the SAS method assisted by picture story books can be used as a reference that can be used in learning Indonesian at the elementary school level, especially in terms of improving beginning reading skills.

**Keywords:** SAS method, picture story books, beginning reading skills, elementary school.

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### INTRODUCTION

Learning to read in Indonesian language lessons in elementary schools is divided into two parts, namely low class and high class. In lower classes reading is called beginning or introductory reading, and in higher classes it is called advanced reading (Abidin, 2012). Beginning reading is usually the first or foundational stage for first grade students. Students will gain proficiency and understand reading skills, and respond appropriately to the meaning of reading (Alghazali, 2019). Children's reading preparation concerns themselves and their learning skills at school. The reading preparation factors include physical preparation, intellectual preparation, educational preparation and thinking ability preparation, revealing that reading skills are part of the key to student success in moving forward, because reading skills make it easier for students to extract information from various written sources (Nugraheni et al., 2019). Early reading difficulties experienced by students include difficulty memorizing the letters of the alphabet, difficulty distinguishing letters of the alphabet that are almost the same in shape, difficulty

distinguishing between vowels and consonants which causes students to be unable to read words consisting of several letters (Khoiruddin et al., 2016).

Based on the results of observations made by researchers at SDN 2 Trienggadeng, the percentage of classical completion of students' reading skills was only 57.38%, which is still far from the KKM that must be achieved in learning Indonesian in class 1 of SD Negeri 2 Trienggadeng, namely 70%. Reading is one of the basic skills in elementary school learning, therefore basic reading skills are very important (Lubis, 2023). When reading, students will find out a lot of new information and knowledge. Beginning reading requires understanding the letters of the alphabet so that you can read syllables that are arranged into sentences (Lubis et al., 2022). There are four language skills that everyone needs to have, namely listening, speaking, reading and writing (Zuchdi, 2012). The four language skills can be differentiated between receptive language skills and productive language skills. One of the basic abilities that students must have is reading skills, which must be mastered immediately, especially for elementary school students, because this skill is directly related to the entire learning process of elementary school students.

The low ability of students to read at the beginning of the learning process is caused by the use of less than optimal learning methods and media (Lubis, 2019). In general, the way teachers teach students to read is only to use student books and write on the blackboard. Then ask students to read it. This makes students get bored quickly, students' interest in reading is low, and students are less enthusiastic about learning to read. Therefore, teachers must use more effective methods and media so that students' initial reading abilities increase.

Based on the findings of the problem above, the researcher felt it was necessary to find a solution to solve the problem of students whose reading ability was still low. In this problem, the researcher applied a learning method, namely the SAS method using picture story books. The SAS method is a method of beginning reading for students by presenting a complete sentence which is then broken down into words into letters and combined again into a complete sentence.

Learning media are tools used to convey information, attract students' attention, interests, thoughts and feelings in learning activities so that learning objectives can be achieved well (Lubis et al., 2021; Ningsih et al., 2023). Teachers play an important role in motivating students to participate in learning activities so that the learning process becomes more fun and interesting (Dasopang et al., 2023; Lubis & Dasopang, 2021). By using the right media you can support the learning process so that the material presented is easier to understand (Afandi et al., 2021). Apart from that, learning media is a tool to achieve learning goals, learning media is also used as a tool to attract students' attention during learning activities (Zainal et al., 2019).

Picture story book media is a tool used in the form of picture story books whose content is stories, pictures and interrelated material (Lubis & Wangid, 2019). Huck (1993) stated that picture story books are one of the media that can develop children's initial reading skills. Furthermore, Rizkiyah (2022) explained that the use of picture story books can help teachers build vocabulary and recognize letters. Picture story books are books with illustrations, text and pictures that complement each other to convey the context of the information contained therein (Lubis & Dasopang, 2020). Based on the background of the problem described, research is needed that can improve students' initial reading abilities.

## **METHODS**

This research uses a type of classroom action research. Classroom action research is a series which in each word can be explained as follows, namely research that leads to the activity of researching an object through certain methods or methodological rules to obtain data or information that can help improve the quality of learning in the classroom (Arikunto, 2010). Furthermore, Sugiyono (2016) explained that action research is needed

to overcome problems based on the classroom environment so that it can improve the quality and quality of learning in the class. This classroom action research was carried out in several cycles. Each cycle consists of four stages, namely planning, implementation, observation and reflection (Hastuti, 2019). At each stage, different but systematically related processes are carried out. Below is a chart of the research procedures used in this research.

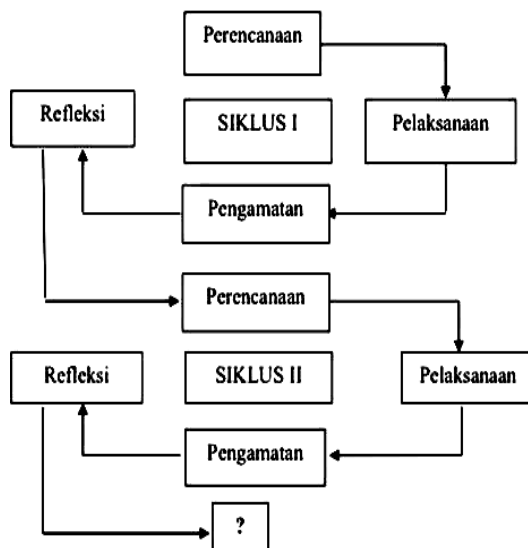


FIGURE 1. Research Design

This research was carried out in class 1 of Trienggadeng Pidie Jaya State Elementary School 2 which took place from 17 July 2023 to 24 September 2023. The research started from 08.00 WIB until finished. This research was conducted in the odd semester of the 2023/2024 academic year. The subjects in this research were grade 1 students at Trienggadeng Pidie Jaya State Elementary School 2, consisting of 26 students. This research was carried out to determine students' initial reading abilities in learning Indonesian in elementary schools.

The data collection techniques used in this research are observation, tests and documentation. Observations are carried out to observe learning activities from the perspective of teachers and students. The type of observation used is non-participant observation. Tests are used to measure students' reading abilities. The type of test used is an oral test. Meanwhile, documentation is used to analyze value list data that has been documented by the class teacher. This data was used as initial data in this research. The data that has been collected is then analyzed using descriptive statistical techniques to draw conclusions.

**RESULTS**

This research was carried out at Trienggadeng State Elementary School 2 using descriptive statistical analysis with a percentage formula to describe data on teacher activity, student activity and initial reading ability. This research was carried out in 3 cycles. This research starts from July 17 2023 to September 24 2023. The description of the implementation of each cycle is as follows.

**FIRST CYCLE**

The first stage carried out in this first cycle is the planning stage. At this stage, the researcher was assisted by a team of collaborators, namely class teachers, in drawing up and preparing plans that would be carried out in the implementation of this research. The stages of research preparation that have been discussed with the class teacher are (1)

determining research subjects who experience problems in the learning process (2) determining themes, subthemes and materials that will be used in the learning implementation process (3) Developing a learning implementation plan in accordance with the learning steps with SAS method (4) compiling student worksheets or student learning assignments (5) preparing the learning media used, namely picture story books (6) designing texts that will be read by students at the end of cycle I, and (7) compiling teacher activity observation sheets and students.

The implementation stages in the first cycle were held in one meeting, namely on July 18 2023 in class I, during the first hour of learning. This stage is carried out after a well-prepared planning stage. Here the pelnelliti plays the role of teacher in applying the SAS method to topic 3 subtheme 1. Learning activities are divided into 3 stages, namely preliminary activities, core activities and final learning activities.

In the preliminary learning activities, which are carried out by the teacher in the first cycle, the teacher opens the lesson by giving greetings, inviting students to pray, checking student attendance, providing motivation so that students are more enthusiastic about participating in the learning process, providing reinforcement, conveying the material to be studied until convey indicators and learning objectives.

Next, in the core learning activities, the teacher divides students into several groups. After that, the teacher shows a picture story book with a story theme for morning activities. The teacher then gives an example of how to read the picture story book to the students while showing the words being read by showing the correct pronunciation, intonation, fluency and clarity of sound in the story text. Next, the teacher asks students to mention some vocabulary about activities in the morning. The teacher again practices how to read story texts by spelling syllables and pronouncing letters clearly as well as guiding students who are still less able to read. Next, the teacher asks students to take turns mentioning activities carried out in the morning. After that, the teacher gives student worksheets to students to work on in groups. While working on student worksheets, the teacher continues to supervise, facilitate and guide the work process in each group. Once finished, the teacher asks students to collect the results of their group work. The final activity at this stage is for the teacher to give students the opportunity to ask questions about material they have not yet understood.

After the core activities are finished, the teacher then enters the final learning activity. In this final activity the teacher guides students to conclude the material they have studied. Next, the teacher evaluates the students by carrying out an oral test, namely reading the story book. This oral test activity is a collection of data for initial reading abilities in the first cycle of this research. At the end of this closing activity, the teacher reflects by motivating students to study more diligently and read additional references in the form of other story books. After that the lesson closed with prayer.

After the learning activities in the first cycle are completed, the teacher recapitulates the test result data and compares it with the student's minimum passing standards. This data became primary data for analysis in the reflection activities of the first cycle of this research. The results of students' reading ability tests in the first cycle are presented in table 1 below.

**TABLE 1.** *Results of Students' Initial Reading Ability Test in the First Cycle*

<b>Criteria</b>	<b>Percentage of Completion</b>
Complete	65.38 %
Incomplete	34.62 %

Based on table 1 above, it can be seen that the percentage of students who have completed their studies is only 65.38% and students who have not completed their studies is 34.62%. On the other hand, the indicator of research success determined is classical completeness, which is 80%. Based on this, a follow-up cycle is needed with several

improvements to improve and increase the chances of achieving the specified research success indicators.

Based on the results of observations of teacher activities in managing learning through the application of the SAS method with picture story books in the first cycle, the presentation was 76.19% in the "GOOD" category. However, there are several aspects that are not implemented, namely the teacher does not ask students to follow the reading together, the teacher does not try to read again by working and guiding students who are still less able to read, the teacher does not give students the opportunity to ask questions about the material being taught, the teacher does not guide students in concluding learning material, and the teacher does not reflect.

Data from observations of student activities in learning through the application of the SAS method with picture story books as media were obtained from the observations of 5 observers, where 1 observer was responsible for observing 5-6 students in a "U letter" sitting position, where each observer sat at the back to observe the activity what students do during learning. Based on the results of observations of student activities in the first cycle, the achievement percentage was 66.66% in the "GOOD" category. However, there were several aspects that were not implemented, namely students did not listen carefully to the teacher's explanation, students did not pay attention to examples of how to read using picture story books, students did not mention several vocabulary words about activities in the morning.

## **SECOND CYCLE**

The second cycle was carried out on the basis that the indicators of research success in the first cycle had not been achieved. The first stage carried out is the planning stage. The planning stage in this second cycle aims to correct the deficiencies obtained in the first cycle based on the results of reflection. At this stage, the researcher and team of collaborators prepared instruments that had been discussed in the form of a draft learning implementation plan in accordance with the SAS method, picture story book media, student worksheets, teacher and student activity observation sheets, and reading test sheets.

The implementation stages in the second cycle were held in one meeting, namely on July 21 2023 in class I, during the first hour of learning. This stage is carried out after a well-prepared planning stage. Here, the teacher plays the role of teacher in applying the SAS method to topic 3, subtheme 2. Learning activities are divided into 3 stages, namely preliminary activities, core activities and final learning activities.

In the preliminary learning activities, which are carried out by the teacher in the first cycle, the teacher opens the lesson by giving greetings, inviting students to pray, checking student attendance, providing motivation so that students are more enthusiastic about participating in the learning process, providing reinforcement, conveying the material to be studied until convey indicators and learning objectives.

Next, in the core learning activities, the teacher divides students into several groups. After that, the teacher shows a picture story book with a story theme for morning activities. The teacher then gives an example of how to read the picture story book to the students while showing the words being read by showing the correct pronunciation, intonation, fluency and clarity of sound in the story text. Next, the teacher asks students to mention some vocabulary about activities in the morning. The teacher again practices how to read story texts by spelling syllables and pronouncing letters clearly as well as guiding students who are still less able to read. Next, the teacher asks students to take turns mentioning activities carried out in the morning. After that, the teacher gives student worksheets to students to work on in groups. While working on student worksheets, the teacher continues to supervise, facilitate and guide the work process in each group. Once finished, the teacher asks students to collect the results of their group work. The final activity at this stage is for the teacher to give students the opportunity to ask questions about material they have not yet understood.

After the core activities are finished, the teacher then enters the final learning activity. In this final activity the teacher guides students to conclude the material they have studied. Next, the teacher evaluates the students by carrying out an oral test, namely reading the story book. This oral test activity is a collection of data for initial reading abilities in the first cycle of this research. At the end of this closing activity, the teacher reflects by motivating students to study more diligently and read additional references in the form of other story books. After that the lesson closed with prayer.

After the learning activities in the second cycle are completed, the teacher recapitulates the test result data and compares it with the student's minimum passing standard. This data became primary data for analysis in the reflection activities of the first cycle of this research. The results of students' reading ability tests in the second cycle are presented in table 2 below.

**TABLE 2.** *Results of Students' Initial Reading Ability Test in the Second Cycle*

<b>Criteria</b>	<b>Percentage of Completion</b>
Complete	76.92 %
Incomplete	23.08 %

Based on table 2 above, it can be seen that the percentage of students who have completed their studies is only 76.92% and students who have not completed their studies is 23.08%. On the other hand, the indicator of research success determined is classical completeness, which is 80%. Based on this, a follow-up cycle is needed with several improvements to improve and increase the chances of achieving the specified research success indicators.

Based on the results of observations of teacher activities in managing learning through the application of the SAS method with picture story books in the second cycle, they obtained 85.71% in the "VERY GOOD" category. However, there are still several aspects that have not been implemented, namely the teacher does not ask students to mention some activity vocabulary at night, the teacher does not guide students in concluding the learning material, and the teacher does not motivate students to continue to be enthusiastic about learning.

Data from observations of student activities in learning through the application of the SAS method using picture story books as media were obtained from the observations of 5 observers, where one observer was responsible for observing 5-6 students sitting in a "letter U" formation where each observer sat at the back to observe the activities carried out by students during the learning process. Based on the results of observations of student activities in the second cycle, they obtained 80.95% with the "VERY GOOD" category. However, there are still several aspects that have not been implemented, namely students have not mentioned some vocabulary for activities in the evening, students have not asked about the material they have studied, and students have concluded the learning material with the teacher's guidance, students have listened to the teacher's motivation.

### **THIRD CYCLE**

The third cycle was carried out on the basis that the indicators of research success in the second cycle had not been achieved. The first stage carried out is the planning stage. The planning stage in this second cycle aims to correct deficiencies obtained in the second cycle based on the results of reflection. At this stage, the researcher and team of collaborators prepared instruments that had been discussed in the form of a draft learning implementation plan in accordance with the SAS method, picture story book media, student worksheets, teacher and student activity observation sheets, and reading test sheets.

The implementation stages in the third cycle were held in one meeting, namely on July 24 2023 in class I, during the first hour of learning. This stage is carried out after a well-prepared planning stage. Here, the teacher plays the role of teacher in applying the

SAS method to theme 3, subtheme 3. Learning activities are divided into 3 stages, namely preliminary activities, core activities and final learning activities.

In the preliminary learning activities, which are carried out by the teacher in the first cycle, the teacher opens the lesson by giving greetings, inviting students to pray, checking student attendance, providing motivation so that students are more enthusiastic about participating in the learning process, providing reinforcement, conveying the material to be studied until convey indicators and learning objectives.

Next, in the core learning activities, the teacher divides students into several groups. After that, the teacher shows a picture story book with a story theme for morning activities. The teacher then gives an example of how to read the picture story book to the students while showing the words being read by showing the correct pronunciation, intonation, fluency and clarity of sound in the story text. Next, the teacher asks students to mention some vocabulary about activities in the morning. The teacher again practices how to read story texts by spelling syllables and pronouncing letters clearly as well as guiding students who are still less able to read. Next, the teacher asks students to take turns mentioning activities carried out in the morning. After that, the teacher gives student worksheets to students to work on in groups. While working on student worksheets, the teacher continues to supervise, facilitate and guide the work process in each group. Once finished, the teacher asks students to collect the results of their group work. The final activity at this stage is for the teacher to give students the opportunity to ask questions about material they have not yet understood.

After the core activities are finished, the teacher then enters the final learning activity. In this final activity the teacher guides students to conclude the material they have studied. Next, the teacher evaluates the students by carrying out an oral test, namely reading the story book. This oral test activity is a collection of data for initial reading abilities in the first cycle of this research. At the end of this closing activity, the teacher reflects by motivating students to study more diligently and read additional references in the form of other story books. After that the lesson closed with prayer.

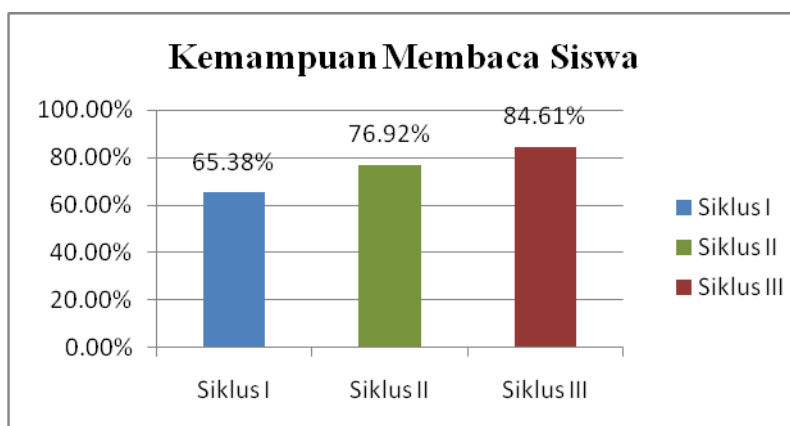
After the learning activities in the third cycle are completed, the teacher recapitulates the test result data and compares it with the student's minimum passing standard. This data became primary data for analysis in the reflection activities of the first cycle of this research. The results of students' reading ability tests in the third cycle are presented in table 3 below.

**TABLE 3.** Hasil Tes Kemampuan Membaca Permulaan Siswa pada Siklus Ketiga

Criteria	Percentage of Completion
Complete	84.61 %
Incomplete	15.39 %

Based on table 3 above, it can be seen that the percentage of students who have completed their studies is only 84.61% and students who have not completed their studies is 15.39%. On the other hand, the indicator of research success determined is classical completeness, which is 80%. Based on this, the research success indicators have been achieved and further cycles are no longer needed. This means that this class action research was stopped in the third cycle.

Based on the description of learning outcomes in the aspect of students' reading ability, it can be seen that there has been an increase in the percentage of completion achieved in each cycle. This can be seen from the achievement in the first cycle which reached 65.38%, then increased in the second cycle to 76.92% and finally to 84.61% in the third cycle. Below is a diagram of the achievements in each cycle.



**FIGURE 2.** *Student Reading Ability Achievement*

## **DISCUSSION**

Teacher activity in managing learning has increased from the first cycle to the second cycle to the third cycle. This happens due to the role of teachers who accompany students in learning. Assistance with the learning process carried out by teachers can facilitate the achievement of learning outcomes (Lubis, 2023; Silvia et al., 2023). Improving the learning process is also supported by increasing teacher performance in this learning. So students find a method of learning to read through the SAS method and picture story books. This method makes students more active and enthusiastic in participating in learning. Likewise with the evaluation results regarding initial reading ability. This is in line with the findings of Darmadi (2016) in research which states that if the learning steps initially carried out by the teacher are in accordance with the learning implementation plan prepared and the indicators in the observation sheet then the achievement of learning implementation will increase.

The results of this research show that student activity has increased by implementing the SAS method assisted by picture story books. This increase is due to student involvement which dominates learning using the SAS method. Active student involvement in learning will have a positive impact on student learning activities (Hastuti, 2019). On the other hand, the use of media in the form of picture story books also attracts students' attention thereby increasing students' learning motivation (Dewi, 2019; Harvianto, 2021; Lubis & Dasopang, 2020). Furthermore, Darmadi (2016) in his findings stated that increasing student activity can help students achieve the learning goals they want to achieve. With the increase in student activity from the first cycle to the third cycle, it can be concluded that student learning activity has increased and students have succeeded in following the learning process well as expected in this research.

Students' initial reading ability using the SAS method assisted by picture storybooks has increased in each cycle. Factors that support increasing initial reading skills are the use of the SAS method and picture story book media which can attract students' attention. This is in accordance with the findings of Wardiyati (2019) who stated that the SAS method can help students improve their reading skills. (Helwah et al., 2023) also stated that using the SAS method can make it easier for students to develop their reading skills. Furthermore, Sari & Wardani (2021) stated that the use of picture storybook media is in accordance with students' cognitive development at the elementary school level, therefore it will help increase students' interest in learning.

## **CONCLUSION**

Based on the results of the research carried out, it can be concluded that the use of the SAS method with the help of picture story books can improve students' initial reading abilities at elementary school level. The increase in initial reading ability was also followed by an



increase in teacher and student activity in learning in each cycle. Therefore, the SAS method assisted by picture story book media can be used as a reference method for teachers to overcome the problem of students' low reading ability.

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