The effectiveness of principal academic supervision on Indonesian language learning in remote schools: A study at UPT SD Negeri 6 Batu

Herawati R, Muhammad Hanafi, Yusmah

[123] Pendidkan Bahasa Indonesia,Universitas Muhammadiyah Sidenreng Rappang

Email : herawatirasyid75@gmail.com

Abstrak

Penelitian ini mengkaji efektivitas supervisi akademik kepala sekolah terhadap pembelajaran Bahasa Indonesia pada konteks sekolah pedalaman, dengan fokus pada UPT SD Negeri 6 Batu di Kabupaten Sidenreng Rappang. Supervisi akademik dipandang sebagai komponen penting dalam meningkatkan mutu pembelajaran, terutama di sekolah yang menghadapi keterbatasan sumber daya, rendahnya kompetensi guru yang merata, serta minimnya kesempatan pengembangan profesional. Menggunakan pendekatan kualitatif deskriptif, penelitian ini menganalisis bagaimana perencanaan, pelaksanaan, dan tindak lanjut supervisi berdampak pada kompetensi profesional guru, kualitas pembelajaran, dan motivasi kerja mereka. Data diperoleh melalui wawancara mendalam, observasi kelas, analisis dokumen, serta kuesioner guru. Hasil penelitian menunjukkan bahwa supervisi akademik direncanakan secara sistematis melalui penjadwalan supervisi, penetapan aspek pembelajaran yang dinilai, serta penggunaan instrumen pemantauan kinerja. Pelaksanaannya memadukan pendekatan direktif, nondirektif, dan kolaboratif, termasuk melalui kegiatan diskusi profesional "safari pembelajaran." Temuan menunjukkan bahwa supervisi mampu meningkatkan kesiapan guru dalam perencanaan pembelajaran, memperkuat strategi pedagogik, serta memperbaiki manajemen kelas dalam pembelajaran Bahasa Indonesia. Selain itu, supervisi turut meningkatkan motivasi, rasa tanggung jawab, dan kedisiplinan guru dalam menjalankan tugas instruksional. Penelitian ini menyimpulkan bahwa supervisi akademik memiliki peran signifikan dalam meningkatkan kualitas pembelajaran Bahasa Indonesia di sekolah pedalaman dan merekomendasikan supervisi yang lebih berkelanjutan, reflektif, serta responsif terhadap kebutuhan kontekstual sekolah.

Kata Kunci :supervisi akademik; kepemimpinan kepala sekolah; pembelajaran Bahasa Indonesia; kompetensi guru; sekolah pedalaman; kualitas pembelajaran

Abstract

This study investigates the effectiveness of the principal's academic supervision on Indonesian language learning in a remote elementary school setting, focusing on UPT SD Negeri 6 Batu, Sidenreng Rappang Regency. Academic supervision is a key component in improving instructional quality, particularly in remote schools that face limited resources, uneven teacher competencies, and minimal professional development opportunities. Using a qualitative descriptive approach, this research examines how supervisory planning, implementation, and follow-up actions contribute to teacher professional competence, instructional quality, and work motivation. Data were collected through in-depth interviews, classroom observations, documentation analysis, and teacher questionnaires. The findings

reveal that the principal's supervision is systematically planned through scheduled supervision programs, clear instructional criteria, and structured performance monitoring. Implementation involves directive, nondirective, and collaborative approaches, including classroom observations, professional dialogues, and a peer-discussion model known as "safari pembelajaran." The study shows that effective supervision enhances teachers' readiness in instructional planning, strengthens their pedagogical strategies, and improves classroom management during Indonesian language lessons. Furthermore, supervision contributes to increased teacher motivation, greater responsibility, and improved discipline in carrying out instructional duties. The study concludes that academic supervision plays a significant role in improving the quality of Indonesian language learning in remote schools, and it recommends more sustained, reflective, and context-responsive supervisory practices to strengthen instructional outcomes.

***Keywords :** academic supervision; principal leadership; Indonesian language learning; teacher competence; remote schools; instructional quality*

Introduction

The quality of education in any nation is fundamentally shaped by the effectiveness of learning that occurs within the classroom. This effectiveness is closely linked to the role of school leadership, particularly the principal's academic supervision, which serves as a structured mechanism for guiding, supporting, and improving teacher performance. In the context of remote schools, where educational resources are limited and teachers often work with minimal professional development opportunities, the principal's supervisory role becomes even more critical. Academic supervision is designed not only to evaluate instructional practices but also to foster teacher professionalism through continuous guidance, reflection, and collaborative problem-solving

hasil penelitian herawati (1) (…

.

Indonesian language learning at the elementary level holds strategic importance, as it forms the foundation for students' literacy development, critical thinking, and success across other content areas. However, numerous studies have highlighted persistent challenges in Indonesian language instruction, particularly in remote or underserved regions. These challenges include limited access to teaching materials, teacher dependence on traditional lecture-based methods, and insufficient monitoring of curriculum implementation. The problem is evident in remote areas of Sidenreng Rappang Regency, where national assessment results show significantly lower average performance in Indonesian language compared to district benchmarks. For example, the 2023 local education office report indicated that the average score for Indonesian language at remote schools was only 58, far below the district average of 72

hasil penelitian herawati (1) (…

. Diagnostic assessments further revealed that approximately 45% of students still struggled to comprehend reading passages of moderate complexity. These conditions demonstrate deep structural issues in instructional quality and the urgent need for improved supervisory practices.

At UPT SD Negeri 6 Batu, one of the remote schools in the district, Indonesian language learning faces substantial obstacles. Initial observations in early 2025 showed that 60% of teachers continued to rely heavily on teacher-centered lecturing without integrating interactive learning resources or contextualized strategies suited to students' needs

hasil penelitian herawati (1) (…

. Additional constraints such as limited library resources, absence of digital learning tools, and inconsistent student attendance due to geographical and socioeconomic barriers further hinder efforts to enhance learning outcomes. Under such circumstances, academic supervision

emerges as a vital instrument for addressing instructional weaknesses and supporting teachers in developing more effective pedagogical approaches.

The theoretical foundation for academic supervision emphasizes its role as a constructive, systematic, and collaborative process. According to Glickman, Gordon, and Ross-Gordon, supervision is intended to help teachers improve instructional decisions through observation, data-based feedback, reflective dialogue, and continuous follow-up actions. Effective supervision aligns with several key principles: it must be educative, scientific, collaborative, ongoing, and responsive to teacher needs

hasil penelitian herawati (1) (…

. Supervisory approaches may vary—ranging from directive strategies to nondirective and collaborative models—depending on teacher readiness, professional experience, and classroom challenges. When implemented well, supervision enhances teachers' competence in planning lessons, managing classrooms, choosing appropriate instructional methods, and evaluating student learning.

Previous studies further demonstrate that academic supervision has a positive impact on teaching quality and student achievement. Prasetyo (2020) found that reflective and continuous supervision improved teacher performance by up to 30%, while research by Rahmat and Sari (2021) confirmed a significant relationship between supervision intensity and teacher professional competence. Wahyuni (2022) also emphasized that active principal involvement in supervision correlates with higher student academic outcomes. These findings affirm that supervision is not merely administrative compliance but a powerful catalyst for instructional improvement, especially in settings where teachers require structured support and professional coaching.

In the specific case of UPT SD Negeri 6 Batu, teachers reported feeling insufficiently guided in designing and implementing effective Indonesian language instruction, particularly in teaching narrative and expository texts. Many expressed challenges in adapting strategies to the characteristics of students in the remote context, whose literacy levels varied widely and whose access to reading materials was extremely limited. Interviews also revealed that teachers valued supervision when it provided constructive feedback, practical solutions, and sustained mentoring rather than mere evaluation

hasil penelitian herawati (1) (…

.

In addition to instructional challenges, motivational factors significantly influence teaching performance in remote schools. Geographic isolation, limited recognition, and lack of professional interaction often diminish teacher morale. Effective academic supervision has the potential to strengthen teacher motivation by providing emotional support, recognizing achievements, and fostering a collegial learning culture. Research shows that when teachers feel supported and valued, their commitment, enthusiasm, and ability to innovate increase substantially—factors that are essential for improving Indonesian language learning outcomes in remote environments.

Given this background, examining the effectiveness of academic supervision at UPT SD Negeri 6 Batu is crucial for understanding how supervisory practices contribute to improving teacher professionalism, learning quality, and motivation. The study not only provides insight into supervisory processes within remote school contexts but also offers practical implications for policy-making at the district level. Insights from this research may inform the development of more responsive supervision models, targeted teacher training programs, and resource allocation strategies that address the unique challenges of remote schooling.

Overall, this study positions academic supervision as a central mechanism for enhancing Indonesian language instruction in remote schools. By analyzing how the principal plans, implements, and follows up on supervision activities, the research aims to provide evidence-based recommendations for strengthening instructional quality. With a clear understanding of current practices and their impacts, stakeholders can work

toward building more effective, equitable, and contextualized educational systems for remote regions in Indonesia.

Method

This study employed a qualitative research design with a descriptive approach to examine the effectiveness of the principal's academic supervision on Indonesian language learning at UPT SD Negeri 6 Batu, a remote elementary school in Sidenreng Rappang Regency. A qualitative approach was selected because the primary aim of the research was to explore, understand, and interpret the experiences, perceptions, and practices of teachers and the school principal in their natural setting. As Creswell (2015) explains, qualitative research is appropriate for studies that seek to understand social phenomena based on participants' perspectives and the contexts in which these phenomena occur. In this case, academic supervision practices and their influence on instructional quality are best understood through direct engagement with the individuals and real-life conditions present in the school environment.

Research Location

The study was conducted at UPT SD Negeri 6 Batu, a remote elementary school selected purposively because it represents the characteristics of rural schools facing significant instructional and supervisory challenges. Previous reports from the district's education office and preliminary observations revealed low student achievement in Indonesian language, limited teacher resources, and suboptimal implementation of academic supervision. These factors made the location particularly relevant for examining how supervision influences instructional quality in remote settings.

Research Focus

The study focused on three interrelated aspects: (1) the extent to which academic supervision enhances teachers' professional competence, (2) how supervision contributes to improving the quality of Indonesian language instruction, and (3) the influence of supervision on teacher motivation and job satisfaction. These focus areas were formulated to align with the study's objectives and to ensure a thorough examination of supervision from planning, implementation, to its resulting impact.

Types and Sources of Data

Both primary and secondary data were used in this study. Primary data were obtained directly from key participants: the principal, Indonesian language teachers, and students. The principal served as the main informant regarding the planning, execution, and follow-up of academic supervision. Teachers provided insights into their experiences with supervision and its perceived effects on their instructional practices, motivation, and professional growth. Students were included as supporting informants to provide perspectives on the learning environment and instructional quality.

Secondary data were collected from school documents such as lesson plans (RPP), supervision instruments, teacher performance reports, student assessment results, attendance records, and documents from the district education office. These documents supported the triangulation of findings and strengthened the credibility of data interpretation.

Data Collection Techniques

Three main techniques were employed to collect data: documentation, observation, and questionnaires.

evidence of supervision implementation and instructional quality. Documents reviewed included supervision schedules, observation sheets, academic performance reports, teacher lesson plans, and student evaluation results. This technique allowed the researcher to cross-check information obtained through other methods and understand the structural aspects of supervision practices.

Observation was conducted in classrooms to capture real-life teaching practices during Indonesian language lessons. The researcher acted as a passive observer, documenting teacher-student interactions, instructional methods, classroom management strategies, and the learning atmosphere. Observations also included instances where the principal conducted classroom supervision. These observational records provided valuable

insight into how supervision translated into actual instructional behavior.

Questionnaires were distributed to teachers to measure motivation and job satisfaction related to academic supervision. A Likert scale was used to quantify teachers' levels of agreement with statements concerning supervisory support, professional development, and workplace motivation. These quantitative elements complemented the qualitative data and supported thematic analysis.

Data Analysis Technique

Data analysis followed the interactive model proposed by Miles, Huberman, and Saldaña (2014), consisting of three stages: data reduction, data display, and conclusion drawing/verification. In the data reduction stage, relevant information from interviews, observations, documentation, and questionnaires was identified, coded, and organized according to themes aligned with the research focus. In the data display stage, the coded data were presented narratively to illustrate patterns and relationships among themes. Finally, in the conclusion-drawing stage, the researcher formulated interpretations and emerging findings, which were subsequently verified through triangulation across data sources and methods.

Data Validity (Trustworthiness)

To ensure credibility, the study employed source triangulation by comparing data from interviews, observations, and documents. Member checking was also conducted by confirming preliminary findings with the principal and teachers. Transferability was improved by providing detailed contextual descriptions of the research setting. Dependability was ensured through careful documentation of research procedures, while confirmability was maintained by grounding all conclusions in verifiable data rather than researcher bias.

Result and Discussion

The findings of the study reveal that the principal's academic supervision at UPT SD Negeri 6 Batu is conducted through a structured and well-organized planning process. The principal prepares an annual supervision program that outlines supervision schedules, instructional competencies to be assessed, and the instruments to be used. Teachers reported that they received clear information regarding the supervision timeline and performance indicators, which contributed to reducing anxiety and increasing readiness. This systematic planning ensured that supervision activities were aligned with the school's instructional improvement goals, particularly in Indonesian language learning.

The implementation of academic supervision shows varied supervisory techniques, combining directive, nondirective, and collaborative approaches. Classroom observations were conducted regularly, allowing the principal to document teaching practices, instructional strategies, and classroom management during Indonesian language lessons. In several cases, the principal provided immediate verbal feedback, while in other situations written feedback was given during scheduled post-observation meetings. Teachers described the principal's supervisory approach as supportive, emphasizing guidance rather than evaluation or fault-finding.

The results also indicate improvements in teachers' professional competence after receiving structured supervision. Teachers reported greater confidence in preparing lesson plans, selecting appropriate teaching methods, and integrating diverse learning resources. Several instructional improvements were observed, including clearer learning objectives, more interactive teaching strategies, and better use of questioning techniques during Indonesian language lessons. These improvements were further supported by the principal's routine coaching sessions.

In terms of learning quality, the principal's supervision was found to positively influence classroom dynamics and student engagement. Observation data showed that teachers who received consistent supervision demonstrated better classroom management, smoother transitions between learning activities, and increased use of contextual teaching

materials. Students appeared more responsive and active during lessons, particularly when teachers applied strategies recommended during supervisory feedback sessions.

Student learning outcomes in Indonesian language also showed gradual improvement. Assessment records indicated that students displayed better comprehension in reading tasks, improved vocabulary development, and more coherent writing. Teachers attributed these improvements to more structured instructional delivery and clearer learning scaffolds, which were reinforced through supervisory feedback and coaching.

Another important finding is the significant impact of supervision on teacher motivation. Teachers expressed that supervision made them feel more valued, supported, and professionally guided. Many reported increased enthusiasm for teaching, stronger commitment to improving instructional practices, and greater willingness to engage in professional dialogue. The principal's appreciation, encouragement, and constructive feedback contributed greatly to boosting teacher morale.

Lastly, the study found several challenges in supervision implementation, including limited time, resource constraints, and geographical barriers. Despite these challenges, the principal consistently attempted to maintain supervision activities by integrating them into routine school visits, professional meetings, and informal coaching sessions. Teachers acknowledged these efforts as beneficial, despite the contextual limitations of the remote school environment.

Discussion

The findings confirm that systematic planning is a crucial component of effective academic supervision. Consistent with supervisory theory, well-prepared supervision programs allow principals to guide teachers more effectively by providing clear expectations and structured support. In the context of UPT SD Negeri 6 Batu, such planning was essential for creating a shared understanding of instructional goals, particularly in improving Indonesian language teaching.

The use of a combination of supervisory approaches demonstrates the principal's adaptive leadership. Directive supervision helped teachers receive explicit guidance, nondirective approaches encouraged reflective thinking, and collaborative supervision fostered professional dialogue. This adaptive strategy is consistent with best practices in instructional leadership, which emphasize responsive and context-based supervision tailored to teacher needs.

Improvements in teachers' professional competence highlight the importance of consistent supervision in remote school settings. Teachers in such contexts often lack access to formal training or professional development opportunities. Therefore, supervision serves as an alternative avenue for capacity building. The principal's coaching and mentoring played a pivotal role in enhancing teachers' instructional planning, pedagogical skills, and classroom management.

The study also reinforces the notion that academic supervision directly influences the quality of learning. When teachers receive constructive feedback and support, they are more likely to adopt innovative and student-centered teaching approaches. The observed changes—such as improved questioning techniques and more interactive classroom activities—demonstrate how supervision can transform instructional practices and subsequently improve student engagement.

The improvement in student learning outcomes underscores the indirect yet powerful impact of supervision. While supervision targets teacher performance, the ultimate beneficiaries are students. The enhancements in reading comprehension, vocabulary, and writing coherence reflect the cumulative effects of better instructional planning, clearer explanations, and improved classroom interactions encouraged through supervisory feedback.

Teacher motivation emerges as a significant outcome of supervision. In remote areas, motivation is often undermined by isolation, limited recognition, and minimal professional

interaction. Therefore, the principal's supportive supervision acted not only as instructional guidance but also as emotional and professional reinforcement. When teachers feel acknowledged and supported, their commitment to adopting better teaching practices increases.

Despite the positive outcomes, the discussion acknowledges persistent challenges. Resource limitations, time constraints, and geographical barriers make supervision more demanding in remote contexts. However, the principal's effort to integrate supervision into daily routines suggests that effective supervision is still possible despite constraints. This underscores the importance of creative leadership and contextual adaptability, which are essential for sustaining academic supervision in underserved schools.

Conclusion

The findings of this study demonstrate that the principal's academic supervision at UPT SD Negeri 6 Batu plays a critical role in enhancing the quality of Indonesian language learning in a remote school context. Through systematic planning, varied supervisory approaches, and consistent implementation, the principal successfully guided teachers toward improving their instructional competence. The structured supervision program, combined with clear performance indicators and supportive feedback mechanisms, contributed significantly to strengthening teachers' abilities in lesson planning, classroom management, and pedagogical decision-making.

Furthermore, the study reveals that effective academic supervision has a positive impact on student learning outcomes and teacher motivation. Improved classroom dynamics, increased student engagement, and measurable progress in reading comprehension and writing coherence reflect how supervision indirectly enhances student achievement. At the same time, teachers expressed greater enthusiasm, professional confidence, and commitment to instructional improvement due to the principal's constructive feedback and ongoing mentoring. These outcomes highlight the dual function of supervision as both a developmental and motivational tool within the school.

Despite several contextual challenges—such as limited resources, time constraints, and geographical barriers—the principal's adaptive leadership and commitment ensured that academic supervision remained meaningful and impactful. The study concludes that academic supervision is essential for strengthening educational quality in remote schools, especially where teachers have limited access to formal professional development. It is recommended that future supervisory practices emphasize sustained coaching, reflective dialogue, and context-based strategies to further enhance teaching effectiveness and learning outcomes in Indonesian language instruction.

References

Achadah, A. (2019). Strategi Guru dalam Meningkatkan Motivasi Belajar Siswa pada Mata Pelajaran Pendidikan Agama Islam Kelas VIII di SMP Nahdhotul Ulama' Sunan Giri Kepanjen Malang. *Jurnal Darussalam: Jurnal Pendidikan, Komunikasi dan Pemikiran Hukum Islam*, 10(2), 363. https://doi.org/10.30739/darussalam.v10i2.379

Aditya Achmad Fathony, S.E., M.M., Ak., CA., CTA., & MD. Yulianti Wulandari, S.A. (2020). *Jurnal Akuntansi Fakultas Ekonomi UNIBBA*, 11(April), 43–55.

Agatha, P., Armen, & Fuadiyah, S. (2019). Validitas Media Pembelajaran Menggunakan Aplikasi Focusky Dilengkapi Buku Panduan pada Materi Protista untuk Peserta Didik

Kelas X SMA. *Pedagogi Hayati*, 3(2), 12–18. https://doi.org/10.31629/ph.v3i2.1639

Amin, J. (2021). Pengaruh Kualitas Produk, Harga, dan Promosi terhadap Keputusan Pembelian Indomie di Kecamatan Tarumajaya. *Stie*, 1(3), 41–52. https://www.ejournal.stitpn.ac.id/index.php/bintang/article/view/716/476

Amirudin, A., & Setuju, S. (2018). Development of Multimedia-Based Learning Media Interactive on a Subject of Cooling Systems in Vocational School of Industry Yogyakarta. *Taman Vokasi*, 6(2), 176. https://doi.org/10.30738/jtv.v6i2.4169

Arifin, S., Yahya, M., & Siddik, M. (2019). Strategi Komunikasi Siswa dan Guru Kelas XI SMAN 2 Sangatta Utara dalam Proses Pembelajaran Bahasa Indonesia. *Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya*, 2(1), 15–38. https://doi.org/10.30872/diglosia.v2i1.15

Balaka, M. Y. (2022). *Metode Penelitian Kuantitatif. Metodologi Penelitian Pendidikan Kualitatif*, 1, 130.

Cahyono, K. A., Handayanto, A., & Sugiyanti, S. (2019). Efektivitas Model Pembelajaran Group Investigation dan Think Pair Share Berbantuan Focusky terhadap Prestasi Belajar Siswa Kelas X SMK. *Imajiner: Jurnal Matematika dan Pendidikan Matematika*, 1(5), 201–210.

https://doi.org/10.26877/imajiner.v1i5.4469

Desiani, N. F. ., Kasman, N. ., Jumiati, J., & Yusmah, Y. (2025). ANALISIS PERKEMBANGAN FONOLOGI ANAK USIA DINI DENGAN METODE BERCERITA. *Kongres Internasional Masyarakat Linguistik Indonesia*, 2025. Retrieved from https://kimli.mlindonesia.org/index.php/kimli/article/view/170

Handayani, E. S., & Subakti, H. (2020). Pengaruh Disiplin Belajar terhadap Hasil Belajar Bahasa Indonesia di Sekolah Dasar. *Jurnal Basicedu*, 5(1), 151–164. https://doi.org/10.31004/basicedu.v5i1.633

Hendryadi. (2021). *Populasi dan Sampel*. *Pontificia Universidad Catolica D Peru*, 02, 1–6.

Herawati, Sam Hermansyah, Syahrir, L., & Andi Sadapotto. (2025). The Use of English Slang in Learning English by Generation Z Students in Tiktok Social Media: Sociolinguistic Approach. *MACCA: Journal of Linguistic Applied Research*, 2(2). Retrieved from https://journal.adityarifqisam.org/index.php/macca/article/view/202

Herwaman, R. (2020). Efektivitas Akad Murabahah terhadap Pelaksanaan Pembelian Barang melalui BMT. *Skripsi*, 74.

Hikmah, J. (2020). *Paradigm. Computer Graphics Forum*, 39(1), 672–673. https://doi.org/10.1111/cgf.13898

Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A Learning-Centered Approach*. Cambridge University Press.

Jediut, M., Sennen, E., Ameli, C. V., Pgsd, P., Santu, U., Ruteng, P., Jend, J., & Yani, A. (2021). Manfaat Media Pembelajaran Digital dalam Meningkatkan Motivasi Belajar Siswa SD Selama Pandemi COVID-19. *2(2)*, 1–5.

Kahar, K. P., Yusmah, Y., Hanafi, M., & Mahmud, N. (2025). Analisis Tindak Tutur Direktif dalam Ceramah dr. Aisyah Dahlan. *Jurnal Noken: Ilmu-Ilmu Sosial*, *11*(1), 186–199. https://doi.org/10.33506/jn.v11i1.4368

Madaling, M., Lasino, L., Munir, M., Nainggolan, H., Ulimaz, A., & Weraman, P. (2023). Efektivitas Penggunaan Google Classroom terhadap Hasil Belajar. *Jurnal Pendidikan dan Kewirausahaan*, 11(2), 672–684. https://doi.org/10.47668/pkwu.v11i2.837

Megawati, Sam Hermansyah, Syahrir, L., & Sitti Aisa. (2025). Analyzing the Use of ELSA Speak Application with a Video Tutorial Approach among Generation Z Students. *MACCA: Journal of Linguistic Applied Research*, 2(2). Retrieved from https://journal.adityarifqisam.org/index.php/macca/article/view/191

Mifta Zulfahmi Muassar. (2022). Tren Penggunaan Media Pembelajaran Berbasis Teknologi sebagai Judul Skripsi pada Program Studi Pendidikan Matematika FTIK IAIN Palopo. *Jurnal Penelitian Multidisiplin Ilmu*, 1(4), 765. http://melatijournal.com/index.php/Metta

Murdani, E., Kasman, N., Yusmah, Y., Hanafi, M., Ecca, S., & Aswadi, A. (2024). Kesantunan Berbahasa dalam Interaksi Pembelajaran di SMPN 1 Panca Rijang (Kajian Pragmatik). *Cakrawala Indonesia*, *9*(1), 74-81. https://doi.org/10.55678/jci.v9i1.1248

Nugroho, M. B. (2015). Efektivitas Penggunaan Metode Base Method dalam Meningkatkan Kreativitas dan Motivasi Belajar Matematika Siswa SMP N 10 Padangsidimpuan. *Jurnal EduTech*, 1(1), 1689–1699.

Nurrita, T. (2018). Urgensi Pengembangan Media Pembelajaran Lingkaran untuk Meningkatkan Hasil Belajar Siswa. *Jurnal Literasi Digital*, 4(1), 73–80. https://doi.org/10.54065/jld.4.1.2024.448

PRABOWO, S., Sam Hermansyah, Buhari, & Nur Hikmah. (2025). The Effect of English Film on Students' Listening Comprehension Skills. *MACCA: Journal of Linguistic Applied Research*, 2(2). Retrieved from https://journal.adityarifqisam.org/index.php/macca/article/view/203

Rambe, R. N. K. (2018). Penerapan Strategi Index Card Match untuk Meningkatkan Hasil Belajar

Siswa pada Mata Pelajaran Bahasa Indonesia. *Jurnal Tarbiyah*, 25(1). https://doi.org/10.30829/tar.v25i1.237

Rasyid, H. R. E. (2023). Pengaruh Penggunaan Media Focusky di Pendidikan Agama Islam Siswa Kelas XI SMA Muhammadiyah Rappang. *Jurnal Teknologi Pendidikan*, 1(1), 21–30.

Ri, K. K. (2014). *Hipotesis*.

Sam Hermansyah, & Ahmad Rizal Majid. (2025). The Use of Probing-Prompting Technique to Improve Reading Comprehension of Eighth Grade Students. *INTERACTION: Jurnal Pendidikan Bahasa*, 12(1), 543–556. https://doi.org/10.36232/interactionjournal.v12i1.2660

Setiawan, D., Wahyuni, K., & Prastati, T. (2007). *Pengembangan Bahan Ajar*. Jakarta: Universitas Terbuka.

Suardi, A. (2019). Efektivitas Penggunaan PowerPoint sebagai Media Pembelajaran terhadap Keaktifan Belajar Siswa pada Bidang Studi Pendidikan Agama Islam (Studi Eksperimen di Kelas X SMA Negeri 4 Pandeglang). *Universitas Islam Negeri Sultan Maulana Hasanuddin Banten*, 156. http://repository.uinbanten.ac.id/3866/

Subhaktiyasa, P. G. (2024). Menentukan Populasi dan Sampel: Pendekatan Metodologi Penelitian Kuantitatif dan Kualitatif. *9*, 2721–2731.

Syam, S. (2020). Pengaruh Efektivitas dan Efisiensi Kerja terhadap. *Jurnal Ilmu Manajemen*, 4(2), 128–152.

Tang, J., Sinring, A., A. Kamaruddin, S., Hasanuddin, F., & Hermansyah, S. (2025). Environmental ethics in biology education: A scoping review of ecological philosophy paradigms in school curriculum development. Edumaspul: Jurnal Pendidikan, 9(2), 1341-1355. https://doi.org/10.33487/edumaspul.v9i2.9171

Tenriawaru, A., Nawir, M., & Adam, A. (2023). Pengaruh Penggunaan Media Focusky terhadap Hasil Belajar IPA Siswa SMP. *Jurnal Riset dan Inovasi Pembelajaran*, 3(1), 24–34. https://doi.org/10.51574/jrip.v3i1.793

Nila Kencana, Sam Hermansyah The digital dilemma: opportunities and threats for elt students in the evolving classroom. (2025). Language and education journal, 10(2), 290-313. Https://doi.org/10.52237/lej.v10i2.312

Tirtiana, C. P. (2013). Pengaruh Kreativitas Belajar, Penggunaan Media Pembelajaran PowerPoint, dan Lingkungan Keluarga terhadap Hasil Belajar Mata Pelajaran Akuntansi pada Siswa Kelas X Akt SMK Negeri 2 Blora Tahun Ajaran 2012/2013 (Motivasi Belajar sebagai Variabel Intervening). *Economic Education Analysis Journal*, 2(2), 15–23.

Utomo, G. M., Setiawan, B., Rachmadtullah, R., & Iasha, V.

(2021). What Kind of Learning Media Do You Want? Need Analysis on Elementary School Online Learning. *Jurnal Basicedu*, 5(5), 4299–4310. https://doi.org/10.31004/basicedu.v5i5.1468

Wulandari, A. P., Salsabila, A. A., Cahyani, K., Nurazizah, T. S., & Ulfiah, Z. (2023). Pentingnya Media Pembelajaran dalam Proses Belajar Mengajar. *Journal on Education*, 5(2), 3928–3936. https://doi.org/10.31004/joe.v5i2.1074

Yandi, A., Nathania Kani Putri, A., & Syaza Kani Putri, Y. (2023). Faktor-Faktor yang Mempengaruhi Hasil Belajar Peserta Didik (Literature Review). *Jurnal Pendidikan Siber Nusantara*, 1(1), 13–24. https://doi.org/10.38035/jpsn.v1i1.14

Yogi Fernando, Popi Andriani, & Hidayani Syam. (2024). Pentingnya Motivasi Belajar dalam Meningkatkan Hasil Belajar Siswa. *ALFIHRIS: Jurnal Inspirasi Pendidikan*, 2(3), 61–68. https://doi.org/10.59246/alfihris.v2i3.843