



## Increasing Interest in English Teaching through “Picture Cards” in Class X IPS MA Al-Djufri Pamekasan

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### Abstract

This study aims to increase students' interest in learning English by using picture card media through Classroom Action Research (PTK) method. The subjects of the study were students of class X IPS MA Al-Djufri Pamekasan who experienced low interest in learning English. This research was conducted in two cycles, where each cycle consisted of planning, implementation, observation, and reflection stages. Data collected through observation and questionnaires were analyzed to determine the development of students' interest in learning. The results showed that the use of picture cards could significantly increase students' interest in learning. In cycle I, the level of students' interest in learning was recorded at 60%, which indicated a lack of active involvement and motivation in learning English. After the implementation of picture cards in cycle II, students' interest in learning increased to 83%. This increase can be seen from the increased participation of students in teaching and learning activities, enthusiasm in discussions, and better ability to understand the material. The application of picture cards proved to be effective in attracting students' attention and facilitating the understanding of English materials, especially vocabulary and sentence structure. This study is in line with visual learning theory which states that the use of visual media can improve students' memory and engagement. Thus, the use of picture cards as learning media is recommended for English teachers to improve students' interest and learning outcomes. Further research is expected to explore the use of other media in foreign language learning.

**Keywords:** English; Learning Interest; Picture Cards.

### Abstrak

Penelitian ini bertujuan untuk meningkatkan minat belajar bahasa Inggris siswa dengan menggunakan media kartu bergambar melalui metode Penelitian Tindakan Kelas (PTK). Subjek penelitian adalah siswa kelas X IPS MA Al-Djufri Pamekasan yang mengalami rendahnya minat dalam pembelajaran bahasa Inggris. Penelitian ini dilaksanakan dalam dua siklus, di mana setiap siklus terdiri dari tahap perencanaan, pelaksanaan, observasi, dan refleksi. Data yang dikumpulkan melalui observasi dan angket dianalisis untuk mengetahui perkembangan minat belajar siswa. Hasil penelitian menunjukkan bahwa penggunaan kartu bergambar dapat meningkatkan minat belajar siswa secara signifikan. Pada siklus I, tingkat minat belajar siswa tercatat sebesar 60%, yang mengindikasikan kurangnya keterlibatan aktif dan motivasi siswa dalam belajar bahasa Inggris. Setelah penerapan kartu bergambar di siklus II, minat belajar siswa meningkat menjadi 83%.

*Peningkatan ini terlihat dari meningkatnya partisipasi siswa dalam kegiatan belajar mengajar, antusiasme dalam berdiskusi, serta kemampuan memahami materi yang lebih baik. Penerapan kartu bergambar terbukti efektif dalam menarik perhatian siswa dan mempermudah pemahaman materi bahasa Inggris, terutama kosakata dan struktur kalimat. Penelitian ini sejalan dengan teori pembelajaran visual yang menyatakan bahwa penggunaan media visual dapat meningkatkan daya ingat dan keterlibatan siswa. Dengan demikian, penggunaan kartu bergambar sebagai media pembelajaran direkomendasikan bagi guru bahasa Inggris untuk meningkatkan minat dan hasil belajar siswa. Penelitian lebih lanjut diharapkan dapat mengeksplorasi penggunaan media lain dalam pembelajaran bahasa asing.*

**Kata-kata Kunci:** Bahasa Inggris; Kartu Bergambar; Minat Belajar.

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## **INTRODUCTION**

Education is an important means of creating quality human resources. Quality human resources can be formed if education is applied as the main key to the development of science and technology. Education is a communication process which contains the transformation of knowledge, values and skills, inside and outside school, which lasts throughout life (life long education), from generation to generation. Suryati sidharto said that education has been going on since the past until now. The education in question is what adults or parents do in teaching their children how to live every day, so that in the future the children can live well without any difficulties. Education is not only obtained in the family environment, education can be obtained from the social environment of society.<sup>1</sup>

Education is very important for every human being, from the young to the elderly. Education is all the efforts of adults in association with children to lead their physical and spiritual development towards maturity.<sup>2</sup> Education is a human effort to develop and shape human personality in living a life that is in accordance with the values of society or what is referred to as an effort to help students to develop and improve knowledge, public speaking and also ethical values that are useful in life. The role of education here is to humanize the young and foster morals in the older. Education does not eliminate dignity as a human being, but rather grows and enhances the quality and nature and dignity of humans.

According to Ki Hadjar Dewantara, education should liberate people, meaning that education should not only focus on mastering knowledge, but should also develop individual character, creativity and morality. Dewantara emphasized that education should give students the freedom to grow according to their potential. "Education is a guide in the life of

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<sup>1</sup> Dwi Siswoyo, *Ilmu Pendidikan* (Yogyakarta: UNY Press, 2008).

<sup>2</sup> M. Ngalm Purwanto, *Ilmu Pendidikan Teoretis dan Praktis* (Bandung: PT. Remaja Rosdakarya, 2014).

growing children, which means guiding all the forces of nature that exist in children, so that they as human beings and as members of society can achieve the highest possible safety and happiness.”<sup>3</sup> Therefore, students are positioned as learning subjects, not just as objects. So education in indonesia existed in ancient times, whether religious education or general education, as in one example of education that existed in ancient times here. According to Baharuddin believes that islamic education holds that basically human basic potential is both good and bad.<sup>4</sup> Human potential in the view of islamic education has various types, in the form of nature, spirit and heart, which are good. Meanwhile, the potential in the form of reason is neutral and the potential in the form of lust and the body is bad. Meanwhile, with general education that existed in ancient times. According to Nugroho, modern education in indonesia began at the end of the 18<sup>th</sup> century, when the dutch colonialists ended the policy of forced cultivation into ethical politics, as a result of criticism from socialist groups in the country.<sup>5</sup> The netherlands condemned the practice of forced cultivation which caused enormous misery in the dutch east indies. So even though they are on the verge of suffering, the native population has been introduced to what is called education to be able to free themselves from the shackles of colonialism.

For the process itself, education also requires techniques to help deliver material that is easier for students to understand. that students need to be trained and develop their skills to do manual work.<sup>6</sup> Craft activities are a significant part of educational activities. The priyayi attitude which tends to devalue manual labor as manual work is an attitude which still exists in our society today, and must be challenged again. However, this does not always focus on what is being discussed, but you must also be able to take positive things from every learning activity carried out. Not because it is just its nature to influence things that are not good in a good direction and develop positive potential to the maximum according to its potential. Also explained by the education service in law no. 20 of 2003, explains the purpose of education, namely to be able to develop the potential of students to become human beings who believe in and are devoted to god almighty, have noble character, are healthy, knowledgeable, creative, capable, independent and become democratic and

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<sup>3</sup> Ki Hajar Dewantara, *Karya Ki Hadjar Dewantara (bagian pertama): Pendidikan* (Yogyakarta: Majelis Luhur Persatuan Taman Siswa, 2004), 14.

<sup>4</sup> Baharuddin, *Aktualisasi Psikologi Islam* (Yogyakarta: Pustaka Pelajar, 2005), 78.

<sup>5</sup> Riant Nugroho, *Pendidikan Indonesia: Harapan, Visi, Misi, dan Strategi* (Yogyakarta: Pustaka Pelajar, 2008), 45.

<sup>6</sup> Ismail Thoib, *Wacana Baru Pendidikan: Meretas Filsafat Pendidikan Islam* (Yogyakarta: Genta Press, 2008), 45.

responsible citizens. So with the law that was made, someone who was currently studying was given freedom in education but remained within normal limits.

One of the types of education that exists in this country is english language education, where currently english language education has become a second language, which coincides with its position, namely that it is used for learning, not to be used as a communication tool in daily activities, so education english is also studied in indonesia as a second language.

Learning english the emphasis is on four language skills, namely listening, speaking, reading and writing. First. Listening skills listening skills are a form of receptive language skills.<sup>7</sup> Selection of information indirectly occurs in the listening process. The process of transferring knowledge occurs in listening activities. Second. Speaking skills speaking skills are essentially skills in reproducing the flow of articulatory sound systems to convey desires, needs, feelings and desires to other people. Speaking skills are very necessary in mastering understanding english. Speaking skills emphasize the information obtained in the listening process. Third. Reading skills reading skills as a communication tool in human life. Reading skills can help students understand what the teacher teaches. Reading helps students understand more than just listening to the teacher's explanation. Reading helps students absorb more knowledge. Reading can also expand knowledge and not only depend on informants. Writing skills writing skills are a development of reading skills. Writing skills are acquired after reading skills can be mastered. A language user has the opportunity to organize and prepare himself in writing. Messages that need to be expressed can be chosen carefully and arranged regularly so that they are easy to understand.

As stated by Elliott, the curriculum reform process is not theoretically neutral. Therefore, this process will be influenced by interconnected ideas regarding the nature of education, knowledge and teaching.<sup>8</sup> At some times when learning activities are taking place, many people sometimes don't pay attention to the teacher, either because they don't hear or because they are distracted by other things, so here the researcher would make an innovation to increase students' interest in learning, which in the research that would be carried out, the researcher would use media. Learning that is believed to increase and increase students' interest in learning.

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<sup>7</sup> Iskandarwassid dan Dadang Sunendar, *Strategi Pembelajaran Bahasa* (Bandung: Remaja Rosdakarya, 2009), 44.

<sup>8</sup> John Elliott, *Developing Hypotheses About Classrooms from Teachers Practical Constructs: An Account of the Work of the Ford Teaching Project* (Geelong, Victoria: Deakin University, 1982), 19.

Understanding will influence the creation of sentences, conversations, grammar and tenses in English. Mastery of understanding is the basis of the concept of understanding in English.<sup>9</sup> Mastery of English vocabulary which is still an obstacle for class X IPS students is the students' ability to read and remember English skills. Teachers need more time to teach vocabulary. The teacher gives the meaning of words regarding understanding taught orally, and students are randomly asked to answer questions from the teacher regarding the meaning of words from understanding orally as well. Students pronounce the vocabulary according to the teacher's examples listed in the textbook. Apart from the forms and types of media in education, and related to The problem of choosing media will all depend on the teacher, in the sense of how the teacher does it choose the right media based on careful consideration to ensure the learning process can achieve its goals effectively and efficiently. It all came back to him teacher skills in selecting and designing appropriate and correct media. So, way designing effective and efficient media in achieving learning objectives apart from depending on the teacher's abilities, here can also be put forward several effective ways to designing good learning media. Among other things, (1) the media must be designed to be as simple as possible possible so that it is clear and easy for students to understand; (2) the media should be designed accordingly with the subject matter to be taught; (3) the media should not be designed too complicated and not make children confused; (4) media should be designed using simple and easily available materials, but not reducing the function of the media itself; (5) media can be designed in the form of models, images, structured charts, etc., however with materials that are cheap and easy to obtain so that it does not make things difficult for teachers designing the media in question.<sup>10</sup> Therefore, the mastery of English vocabulary for class X IPS MA Al-Djufri needs to be improved by using learning media that attracts students' interest in learning English.

One medium that can be used to teach learning vocabulary is picture cards. According to Gondo, card media can include: (1) letter or alphabet cards, (2) word cards, (3) sentence cards, and (4) picture cards. Picture cards are one of the alternative media used in the learning process. It is hoped that this card can motivate students in learning, so that it will influence learning outcomes. The benefit of using picture card media is the delivery and explanation of information, messages, ideas and so on without using a lot of verbal language

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<sup>9</sup> Pora Yusran, *Enrich Our Vocabulary Through: Reading and Idioms* (Yogyakarta: Pustaka Pelajar, 2003), 45.

<sup>10</sup> Silvina Novianti et al., "The Importance of Learning Media to Increase Students Interest in Learning in Studyprimary School IPAS Learning," *Jurnal Scientia* 12, no. 4 (2023): 1889–1893, <https://infor.seaninstitute.org/index.php/pendidikan/article/view/2078>.

but can make more of an impression.<sup>11</sup> Meanwhile, Sadiman explained that card media is media that contains images that can attract students' attention in learning. So, in learning, children are very interested in card media if it is adapted to their basic needs. Application of word card media in learning. Word cards are a medium used as a learning medium for early childhood children in recognizing words. Word cards are a medium that is easy to find and is cheap and has colors that can attract children's attention and is easy to use. Besides children being able to learn to read and recognizing words, children can also recognize colors and recognize vocabulary.<sup>12</sup> Card media is not only a medium, but also part of the learning material because it contains information and messages from the subject matter.<sup>13</sup> It is hoped that the picture cards can help students master vocabulary and assist teachers in providing english vocabulary material to class x ips students. Each student would got a picture card so that it is hoped that students can learn to read and understand english independently.

Based on the description above, research regarding increasing mastery of english vocabulary through the use of picture card media is deemed necessary. It is hoped that the picture cards can help students in the process of mastering english vocabulary.

Improved student learning outcomes actually very related to the student's own desire to learn. Therefore the teacher will be able to determine the media or learning aids that will used. This will affect student's skill level after ends the learning in one subjects.

## **RESEARCH METHOD**

Often we hear the term research, which is the english translation of research. Research is the culminating activity for students to complete their undergraduate program. Students are required to carry out a search for the problem being studied. The steps in conducting research include formulating a problem, proposing a hypothesis, verifying data and drawing conclusions. Classroom action research comes from the english term classroom action research, which means research carried out in a class to determine the consequences of actions applied to a research subject in that class.<sup>14</sup> Class action research was first introduced by kurt lewin in 1946. Based on the description above, car is also research that

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<sup>11</sup> Buana et al., "Application of Picture Card Media to Improve the Ability to Recognize the Concept of Numbers 1-10," *Jurnal Amal Pendidikan* 4, no. 3 (2023): 190–199, <https://japend.uho.ac.id/index.php/journal/article/view/65>.

<sup>12</sup> Arief S. Sadiman et al., *Media Pendidikan*, Cetakan 14. (Jakarta: Rajawali Press, 2018), 45.

<sup>13</sup> Sumardjan, *Media Kartu Sekolah Dasar* (Semarang: Formaci, 2017), 45.

<sup>14</sup> Mualimin dan Cahyadi, *Penelitian Tindakan Kelas: Teori dan Praktik* (Yogyakarta: Ganding Pustaka, 2014), 45.

has its own rules and procedures. Classroom action research is a translation of classroom action research.<sup>15</sup>

The main aim of classroom action research is the development of teacher skills based on the learning problems faced by teachers in their classes, and not aimed at achieving general knowledge in the field of education. That is why a teaching staff must prioritize creativity in order to obtain good quality and have a positive influence on the learning sequence.<sup>16</sup> This will also influence the speed of comprehension of knowledge that is digested by students during the learning process. In this research, the media used use picture cards that are used during the learning process, which are educational tools, namely anything that can be used to achieve educational goals which serves to facilitate or speed up the achievement of educational goals.<sup>17</sup>

The research that will be carried out in this research is a type of classroom action research. This research was carried out at MA Al-Djufri odd semester in November 2023. The number of students was 22 students consisting of 15 male students and 7 female students with the level of student ability in english subjects, some had more ability and some had more ability. Medium average. So when the learning process is carried out or taking place, teachers usually only rely on handbooks, but sometimes there are also those who use other media for their learning. In the research that will be carried out, the researcher will use media as a variation in English language learning, namely in the form of picture cards, which in this media are expected to change the classroom atmosphere to be conducive and more enjoyable in teaching and learning activities.

This research was conducted in two cycles. In cycle i, the first meeting the researcher did not use picture cards as media. At this meeting the teacher gives assignments to be done in groups. At the second meeting, the teacher introduced and used picture card media. Researchers will observe students' motivation after using picture card media. The learning outcome data listed in this ptk was obtained using measuring test instruments and to measure student learning motivation. The types of instruments that can be used in research are test questions, checklists, interview guides, observation sheets, and field note sheets.

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<sup>15</sup> Wilfred Carr dan Stephen Kemmis, *Becoming Critical: Education Knowledge, and Action Research* (London: Routledge, 2003), 115.

<sup>16</sup> Ari Saptono, "Pengaruh Kreativitas Guru dalam Pembelajaran dan Kecerdasan Emosional Siswa terhadap Prestasi Belajar Ekonomi pada Siswa Kelas X di SMA Negeri 89 Jakarta," *Jurnal Ilmiah Econosains* 14, no. 1 (2016): 105–112, <https://journal.unj.ac.id/unj/index.php/econosains/article/view/2788>.

<sup>17</sup> Hasbullah, *Dasar-dasar Ilmu Kependidikan* (Jakarta: Raja Grafindo Persada, 2003), 58.

## RESULTS AND DISCUSSION

### RESULTS

This study was conducted in two cycles to increase interest in learning English using the media “picture cards.” Data was collected through observation and questionnaires distributed to students before and after the application of this method.

#### *Cycle I*

The observation results in cycle I showed that students’ interest in learning was at 60%. This figure reflects the initial condition before the application of picture card media. In the observation, there were several aspects that indicated the low interest of students, such as lack of active participation during learning, confusion in understanding the material, and lack of motivation to learn English. This finding is in line with the results of research conducted by Aulia, who found that students tend to be unenthusiastic about learning when the teaching methods used are not varied.<sup>18</sup>

#### *Cycle II*

After applying picture card media and reflecting on cycle I, cycle II showed a significant improvement with data on student interest in learning reaching 83%. This improvement was indicated by increased student participation in learning activities, higher enthusiasm in discussions, and students’ ability to understand the material better. Picture cards used as learning media provide visual stimulus that helps students remember English vocabulary and concepts more effectively.<sup>19</sup> This finding is in line with research conducted by Lisa, which shows that the use of visual media, such as pictures and videos, can significantly increase students’ learning motivation.<sup>20</sup>

### DISCUSSION

The increase in interest in learning English from cycle I to cycle II shows that the use of picture card media is very effective in increasing student engagement. According to visual learning theory, students tend to remember information presented in the form of pictures more easily than text alone.<sup>21</sup> Picture cards not only attract students’ attention, but also make

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<sup>18</sup> Muhammad Aulia Rahman, *Pengantar Ilmu dan Metodologi Pendidikan Islam* (Jakarta: PT. Intermedia, 2002).

<sup>19</sup> Baharuddin, *Aktualisasi Psikologi Islam*, 78.

<sup>20</sup> Lisa Fitri Meidipa, Nursaima Harahap, dan Dina Syahfitri, “Efektivitas Penggunaan Media Gambar pada Pembelajaran Vocabulary Bahasa Inggris di Institut Teknologi dan Kesehatan Sumatera Utara Kota Padangsidimpuan,” *Kalandra: Jurnal Pengabdian kepada Masyarakat* 1, no. 1 (2022): 39–42, <https://jurnal.radisi.or.id/index.php/JurnalKALANDRA/article/view/112/61>.

<sup>21</sup> Carr dan Stephen Kemmis, *Becoming Critical: Education Knowledge, and Action Research*, 100.



it easier for them to understand and remember vocabulary and sentence structure. Previous research by Hanifah also confirmed that visual media contribute to increased information retention among students.<sup>22</sup>

Observations during cycle II showed that students were more active in asking and answering questions, and more courageous in practicing speaking in English. This is in line with the concept of active learning, where students are directly involved in the learning process.<sup>23</sup> Through the use of picture cards, students not only learn English, but also have a fun learning experience.

The results of this study can also be related to previous research which shows that varied learning media can increase student interest and motivation.<sup>24</sup> Research by Thasya shows that the use of various types of media, including picture cards, not only increases interest in learning but also improves overall academic learning outcomes.<sup>25</sup>

Based on the results and discussion, it can be concluded that the application of picture card media significantly contributes to increasing students' interest in learning English. Therefore, it is recommended for teachers to continue using this method in English language teaching in order to further attract students' attention and improve their learning outcomes. Further research can explore the use of other types of media to understand its impact on students' interest and learning outcomes in more depth.

## CONCLUSION

Based on the results of the research conducted in two cycles, it can be concluded that the use of picture card media significantly increases students' interest in learning English, as evidenced by the increase from 60% in cycle I to 83% in cycle II. The application of picture cards not only attracts students' attention, but also increases active participation and understanding of the material, thus creating an enjoyable learning experience. The findings demonstrate the importance of media variation in learning to improve students' motivation

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<sup>22</sup> Hanifah Diah Indriyaningrum, Muth-Hir Qolby Tobba, dan Lunna Wuryandari, "Efektivitas Penggunaan Media Visual dalam Pembelajaran Bahasa Inggris di Sekolah Menengah Pertama," *Pustaka: Jurnal Bahasa dan Pendidikan* 2, no. 2 (2022): 56–64, <https://jurnal-stiepari.ac.id/index.php/pustaka/article/view/1712>.

<sup>23</sup> Muallimin dan Cahyadi, *Penelitian Tindakan Kelas: Teori dan Praktik*, 45.

<sup>24</sup> Dewantara, *Karya Ki Hadjar Dewantara (bagian pertama): Pendidikan*, 14.

<sup>25</sup> Thasya Maleno, Bedriati Ibrahim, dan Asril, "Pengaruh Variasi Media terhadap Motivasi Belajar Siswa pada Mata Pelajaran Sejarah Kelas XI IPS SMA Negeri 8 Pekanbaru," *Sindang: Jurnal Pendidikan Sejarah dan Kajian Sejarah* 4, no. 2 (2022): 79–87, <https://ojs.stkipgri-lubuklinggau.ac.id/index.php/JS/article/view/1368>.

and learning outcomes, as well as making a positive contribution to the practice of English language teaching.

## **ACKNOWLEDGEMENTS**

Thanks to the almighty because we have given health and mature thinking in completing this research article, don't forget also the campus for allowing us researches to take part in this program, we also express our thanks to the field supervisors and also the teachers at MA Al-Djufri who have contributed to this practical field experience activity. Hoprefully the researches will gain knowledge that is blessed and also useful for the homeland and the nation.

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