

Development of Memorizing Surah Al-Ma'un Learning for Seven Year Old Children

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Abstract

Quran education in early childhood is an integral part of an achievement that has the aim of developing potential in children. In an effort to increase the effectiveness of Quran learning, innovative game-based approaches have been introduced, one of which is through puzzle-based games. The author tries to analyze the strategies applied in integrating game technology into the context of Quran learning. Qualitative research seems sufficient to be able to identify the increase in children's participation and learning outcomes in memorizing the Quran. Hopefully, the existence of puzzle-based game learning technology can develop as well as increase children's motivation and concentration during the Quran memorization process.

Keywords: Puzzle game, Qualitative, Quran memorization.

Introduction

The Quran is the only book among all the books in the world, which is still maintained purity both in lafadz and content. As contained in Qs. Al-Hijr verse 9 which explains the promise of Allah swt who will always keep the Al-Quran until the last day by glorifying the memorizers of the Al-Quran.

إِنَّا نَحْنُ نَزَّلْنَا الذِّكْرَ وَإِنَّا لَهُ لَحَافِظُونَ

"Surely it is We who revealed the Qur'an, and surely it is We who preserve it." ¹Quranic education in early childhood is an integral aspect of an achievement with the aim of developing the potential for children to grow into individuals who believe and piety to God Almighty. It also serves as a means to introduce children to the verses of the Quran². Early childhood education is an adult effort to provide teaching to children, carried out in the pre-school phase (0-6 years).³

In this case, of course, it is very important to create innovative and effective solutions as an alternative to interesting and interactive learning. This does not escape the need for media in it as a support for the success of the Al-Quran learning process. Learning media is one of the things with the aim of channeling messages which can stimulate the motor mind as well as the ability of children so that later it can encourage the learning process.⁴

¹ Departemen Agama RI, Al-Qur'an dan Terjemahannya, (Surabaya: Duta Ilmu, 2006), h. 356.

² Baharudin, Pendidikan dan Psikologi Perkembangan, (Jogjakarta: Ar-Ruz Media, 2017), h. 158."

³ M. 'Atiyah al-Abasy, at-Tarbiyah al-Islāmiyah wa Falsafatuh, (Ttp: 'Isa al-Bāby al-Jalaby wa Syirkatuŷu, 1969), h.163."

⁴ Nopa Wilyanita, "Analisis Pemilihan Medi Pembelajaran Sentra IMTAQ di TK Negeri Pembina 3 Pekanbaru", Kindergarten Journal of Islamic Early Childhood Education Vol. 1, No. 2, November 2018, diakses pada 20 November 2023 pukul 16.00 WIB"

Puzzle is one of the educational game tools. Puzzle is a game that requires to arrange an image or object that has been broken down into several parts⁵. According to Dr. Mulkan Andika Situmorang, puzzles are games that can make learners or people who play them motivated to solve the messy puzzle pieces correctly.⁶

Puzzles combine aspects of games and tahfidz learning into an interesting concept again with the potential to provide optimal results. So that researchers are interested in developing discussions related to "Development of Learning Tahfidz Surah Al-Kautsar Based on Puzzle Games for Seven-Year-Old Children".

Research Methods

The research method employed here is the Research and Development (R&D) method. R&D is commonly used in the development of instructional media or curricula. It involves stages of planning, development, and evaluation of products or learning innovations. The researcher designs and develops puzzle-based instructional media to train children in memorizing Surah Al-Kautsar.

This research aims to develop Surah Al-Kautsar memorization learning for seven-year-old children using puzzle media. The study outlines steps for using puzzle media, such as lesson introduction, student instructions, group distribution, presentation of verse pieces, and puzzle assembly activities by students. These steps align with the development method approach.

The choice of puzzle-based instructional media is motivated by the cognitive and motor aspects of children, as well as enhancing their interest in learning. The selection of Surah Al-Ma'un is based on its significance within the Muhammadiyah context.

Discussion

A. Definition of Learning Media

The word "media" literally means "intermediary" or "introduction," and it originates from the Latin word "medium" in its plural form. According to the National Education Association, learning media can be understood as a communication tool that encompasses hardware technology and the roles that learning media positions, as well as print and visual-auditorial formats.⁷

As one can see, the Latin definition of media is quite inclusive, but it can also impose restrictions on the type of media that can be used in a lesson, such as media intended only as instructional materials or instruments⁸. Aristo Rahardi is quoted as saying that learning media is a tool for delivering the intended message.⁹ According to Dewi Saraswati's work, this learning medium serves as a conduit for information for learning activities, and its value must align with the lessons that need to be taught.¹⁰

Additionally, Kemas Mas'ud Ali asserts that everything that can be utilized to elicit a learner's ideas, feelings, attention, abilities, or skills is considered learning media in order to promote an efficient learning process.¹¹ According to Arsyad Azhar's essay, using educational media in the classroom might inspire pupils to pursue new interests and goals. Learning media may also offer stimuli that pique students' interests in learning activities and may even have a psychological impact on them.¹²

B. Learning Media Functions

The utilization of learning media can serve a number of purposes from which we can later infer the efficacy and efficiency of accomplishing learning objectives. McKown lists the following four purposes for learning media in his book "Audio Visual Aids to Instruction":

1. Changing the emphasis of formal education, meaning that with the existence of learning media that previously still looked abstract, it is now becoming more concrete, which was previously theoretical to be functionally practical.
2. Foster new motivation in learning.

⁵ Andang ismail, Education Games, (Jogjakarta: Pro U Media, 2011), hal. 199

⁶ Mulkam Andika Situmorang, "Meningkatkan Kemampuan Memahami Wacana Melalui Media Pembelajaran Puzzle", Jurnal Bahasa, Vol 1. Nomor 1 (2012)"

⁷ Wina Sanjaya. 2012. Media Komunikasi Pembelajaran. Jakarta: Kencana Prenada Media Group, Hal 60"

⁸ Daryanto, Media Pembelajaran: Peranannya Sangat Penting Dalam Mencapai Tujuan Pembelajaran Edisi ke-2 Revisi (Yogyakarta: Gava Media, 2016), 4-5

⁹ Ibid hal 79

¹⁰ Dewi Saraswati. 2018. The Developing Of Tematik Teaching Media Magic Puzzle Theme Of "Berbagi Pekerjaan" In Fourth Grade Of Primary School. Jurnal Pendidikan Dasar Nusantara, (4) 1 ISSN 2460-6324"

¹¹ Kemas Mas'ud Ali. 2020. Media Pembelajaran. Palembang: Rafa Press. Hal 1"

¹² Azhar, Arsyad. 2006. Media Pembelajaran. (Jakarta: Pt. Raja Grafindo Persada), Hal 15"

3. Provide Clarity, so that the knowledge and experience of the learner becomes clearer and easier to understand, the media can clarify related matters.

4. Provide learning stimulation, especially in the curiosity of learners.

This includes several objectives of learning media, one of which is to facilitate learning and teaching activities as well as increase the effectiveness of teaching and learning activities. Media also has a very effective function in the context of learning that takes place without having to demand the presence of a teacher. Learning media often comes in the form of "packaging" to achieve learning objectives.¹³

Lentz and Levie suggest that the function of learning media in visuals in particular is divided into four parts as well, as described below:

1. Attention function, focusing on the material presented as well as the visual form shown / with sentences that are poured as a form of material explanation.

2. Affective function, focuses on observing students who are interested when learning (reading) sentences that use pictures.

3. Cognitive function, focusing on previous discoveries about visual media or images which aim to make it easier to receive information and not forget the information / content contained in an image.

4. Compensatory function, focuses on its use as a form of overcoming students who are weak or slow in receiving lessons in the form of text alone.¹⁴

C. Considerations for Choosing Media

The next step is the selection of media that will be used as learning media that does not escape the learning objectives, teaching materials to be used, learning methods, infrastructure tools, educators' personalities, interests and also the ability of students to get learning and the situation and conditions of teaching and learning activities into consideration.¹⁵ The reason for choosing learning media is crucial in enhancing students' interest in learning didactically psychologically. Learning media plays an important role in the psychological development of children in the learning process.

This statement is based on the fact that psychologically, the use of learning media, such as teaching aids, provides convenience to students in learning. This is due to the media's ability to concretize abstract concepts, making them easier for children to understand.¹⁶ Designing effective and efficient learning media means that teaching aids need to be used carefully to achieve learning objectives in an optimal way.

A teacher must have a good understanding of the learning material to be taught and be able to choose the right media as a tool to convey the material. In addition, teachers are expected to be able to carefully select the types and forms of teaching aids that will be used during the learning process. Some effective strategies in designing quality learning media involve the following steps:

1. The media design should be simple, so that it can be understood clearly and practically by students.

2. The media design needs to be tailored to the subject matter to be taught.

3. Media complexity should be minimized to avoid confusion in children.

4. The materials used in making the media should be simple and easy to obtain, without sacrificing the significance and function of the media.

5. Media can be realized in various forms such as examples, pictures, or structured aids, etc., but still use economical and accessible materials to make it easier for teachers to design the media. (Supriyono, 2018)

Therefore, by considering all the aspects above, we chose puzzles as the media used in learning, especially in memorizing surah Al-Ma'un.

D. Learning Media Development

In his writing, Wasis Dwiyoogo said that research and development is a type of research that focuses on producing products that can then fill research gaps by testing theories and producing products that can be used directly by users.¹⁷ In Havelock's work, the development model consists of a series of orderly steps that begin with discovering a problem, making efforts to find or create a solution to the problem, and finally disseminating the solution to the target group.¹⁸

Within the notion of Educational Technology, there are several realms, one of which is development. The Association for Educational Communicatoins and Technology, or AECT, defines educational technology as "the theory and practice of

¹³ M. Miftah.2013. Fungsi dan Media Pembelajaran Sebagai Upaya Meningkatkan Kemampuan Belajar Siswa. Jurnal Kwangsan. 1(2)"

¹⁴ Azhar Arsyad, Media Pembelajaran (Jakarta: PT Raja Grafindo Persada, 2013), 20-21"

¹⁵ Hujair AH Sanaky, Media Pembelajaran Interaktif-Inovatif (Yogyakarta: Kaukaba Dipantara, 2015), 5-6"

¹⁶ Supriyono. (2018). PENTINGNYA MEDIA PEMBELAJARAN UNTUK MENINGKATKAN MINAT BELAJAR SISWA SD. Jurnal Pendidikan Dasar, 2(1), 43-48."

¹⁷ Wasis D. Dwiyoogo, Konsep penelitian dan pengembangan. Makalah Seminar pada Lokakarya Metodologi Penelitian Pengembangan Universitas Negeri Yogyakarta tanggal 19-20 Juli 2004 (Yogyakarta, 2004). hal. 4"

¹⁸ 5 Havelock, R. G., Planning for Innovation: *Through Dissemination and Utilization of Knowledge* (Ann Arbor, Michigan: The Institute for Social Research, 1976). hal. 10-39."

design, development, utilization, management, and evaluation of processes and resources for learning." ¹⁹It goes on to say that planning, development, utilization, management, and evaluation are all included in the domain structure of educational technology.

The emphasis on translating design specifications into physical form is what Seels and Richey mean when they define development as "the process of translating the design specifications into physical form." As a result, a product is created at the end of the development process, which starts with the design phase and ends with the production phase.²⁰

E. Benefits of Learning Media

The benefits of media in education typically lie in the increased interaction between students and instructors, which raises learning's efficacy and efficiency. More precisely, though, Kemp and Dayton (1985) noted a number of advantages of media, such as:

1. Content can be shown consistently
2. The process of learning gets engaging
3. Education is more participatory
4. Labor and time efficiency attained
5. Better learning results for students
6. Learning is possible at any time and from any place.
7. The learner's favorable attitude toward the subject matter and the process of learning can be shaped by media.
8. Points the learner's role in a more constructive and fruitful direction.
9. Media can make abstract educational resources more tangible.
10. The restrictions of time and distance can be overcome by media
11. The limitations of the human senses are lessened with the use of media.²¹

F. Quranic Verse Puzzle Learning Media

Puzzle is an educational game that can be used by every child as one of the learning media.²² Puzzle is a game where how to play it by separating the pieces first, then recombined into a perfect shape or picture. ²³ Puzzle game media is included in the visual media category because it can be understood through the sense of sight, especially through the images contained in the puzzle. ²⁴Of course, with the puzzle media, it can explore children's creativity in compiling, so that children can bring out ideas that can solve the puzzle puzzle.

So it is concluded that the application of puzzle-based learning media is a learning media that involves pieces such as pictures, letters, words, sentences and verses in the context of the Koran, which become a whole picture. Of course this involves children's psychomotor and reasoning in arranging puzzles and also as a means of supporting the success of the results of the learning process, increasing children's interest in learning, training motor skills, and also increasing concentration in capturing the lessons presented.²⁵

G. Benefits of Puzzle Media

There are several benefits of puzzle games, including:

1. Strengthening children's cognitive skills in learning to solve problems

Puzzle games are games that are popular with children because this game has colors and shapes that can increase children's interest in playing it, this can indirectly teach children to learn to solve problems, namely by arranging pieces of the puzzle picture. With the pieces or pieces of the picture can train concentration, creativity and order in children. ²⁶

2. Strengthening fine motor skills in children

Fine motor skills in children are related to the ability of the small muscle system in children such as the fingers and hands of children, with puzzle games, children must learn to move the agility of their fingers in arranging the pieces of the puzzle picture.

¹⁹ Seels, B. B. & Richey, R. C., *Instructional Technology: the Definition and Domains of the Field* (Washington, DC: AECT, 1994). hal. 1."

²⁰ Ibid., hal. 35

²¹ Junaidi, *Peran Media Pembelajaran Dalam Proses Belajar Mengajar*, Widyaiswara Badan Pengembangan Sumber Daya Manusia Provinsi Riau. *Jurnal Manajemen Pendidikan dan Pelatihan* 2019. Hal. 53-55"

²² Anggani Sudono, *Sumber Belajar dan Alat Permainan*, (Jakarta: PT Grasindo, 2000), hal. 28.

²³ Dina Indriana, *Ragam Alat Bantu Media Pengajaran*, (Yogyakarta: Diva Press Anggota IKAPI, 2011), hal. 23"

²⁴ Rista Dwi Permata. 2020. Pengaruh Permainan Puzzle Terhadap Kemampuan Pemecahan Masalah Anak Usia 4-5 Tahun. *Jurnal Penelitian Inovasi Pembelajaran*, 5 (2), 1-10"

²⁵ Esti Tambaru, dkk, "Analisis Penggunaan Media Puzzle Pada Tema Pahlawanku Subtema Pahlawanku Kebanggaanku Dalam Meningkatkan Minat Belajar Siswa Di Kelas IV B Sekolah Dasar Inpres Bertingkat Oebobo 2 Kupang." *Jurnal Mahasiswa Pendidikan Dasar*, Vol 2 No. 1(2021):57"

²⁶ Eva Ayu, *Penggunaan Media Puzzle Untuk Meningkatkan Keaktifan Belajar Siswa Kelas III Pembelajaran Tematik MI Muhajirin Kota Jambi*, (Jambi: UINTS, 2020), 16"

3. Strengthening social skills in children

Children's social skills can be improved through puzzle games, here children can have social interactions, this is because puzzle games can not only be used alone but can also be used with a team. In the group, children will discuss together to solve problems in arranging puzzles, train cooperation between groups, train mutual respect and help each other in completing the puzzle game.

4. Aligning eye and hand coordination

By playing puzzles can help children to coordinate their hands and eyes, the eyes function to see and look for the shape of the arrangement of the puzzle picture pieces to be arranged then the hands function to take pieces of puzzle pictures in the middle of the scrambled picture pieces.

5. Train the way of thinking or logic in children

Indirectly by playing puzzles, children will learn to review how to think or use their logic. For example, the puzzle used about the number picture pieces, the child will practice thinking using his logic to start arranging the number-shaped picture pieces in order from the smallest number to the large number.

6. Teaches patience to children

This puzzle game requires patience, perseverance and accuracy in arranging the puzzle pieces correctly. It usually takes enough time to think about completing the puzzle arrangement correctly and precisely.

7. Broaden horizons and increase knowledge in children

In this puzzle game, children will be introduced to large and small shapes, dark and light colors, plants, animals, numbers, letters, and there is a lot of new knowledge according to the puzzle material that children learn and play in a memorable way.

H. Types of Puzzle Media

Puzzle-based learning media has many types. Starting with colored images that have the form of sentences or the alphabet to colorless images and have two-dimensional or three-dimensional shapes. There are even puzzle learning media that are used as learning media or murojaah memorization of the Koran in children.

The following means that there are many types of puzzle games that can be used as learning media, as will be presented below.

1. Spelling Puzzle
2. Jigsaw puzzle
3. The thing puzzle
4. The letter(s) readiness puzzle
5. Crosswords puzzle²⁷

I. Pros and Cons of Puzzle Media

a. The advantages of Puzzle Media are:

1. Improve focus, accuracy and patience.
2. Improves good memory
3. Teaches children about systems and relationship concepts
4. Choosing the picture on the puzzle indirectly trains the child's left brain
5. Fosters children's enthusiasm for learning at school
6. Has a sense of cooperation among his group
7. Increase the sense of responsibility in team members.

b. The weaknesses of Puzzle Media include:

1. Takes a long time to complete the puzzle
2. Requires educators to be as creative as possible
3. The class may become uncontrollable because the children are engrossed in playing
4. The perfect puzzle media makes it difficult to share with many teams²⁸

J. Steps to Use Puzzle Media in Quranic Verses

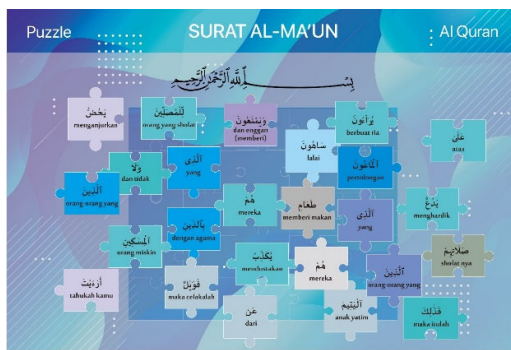
In using this puzzle media, there are steps to play the short surah puzzle to help you achieve these learning objectives. This makes it easier for students to memorize short surahs according to what is being taught at that time. Here's how to use the short surah puzzle game:

²⁷ Ratnasari Dwi Ade Chandra, "Pengaruh Media Puzzle Terhadap Kemampuan Anak Mengenal Angka 1-10 Pada Anak Usia 4-5 Tahun Di TK Nusa Indah Desa Gumuksari Kecamatan Kalisat Kabupaten Jember Tahun Pelajaran 2018/2019." *Jurnal Pendidikan Anak Usia Dini*, :36"

²⁸ Nita Zahara, *Penggunaan Media Puzzle Dengan Model Pembelajaran Picture And Picture Untuk Meningkatkan Kemampuan Menyusun Kata Pada Tema Kegemaranku Kelas I Min 5 Aceh Besar*, (Aceh Besar: UIN Ar-Raniry Darussalam, 2018-2019), 13"

1. The teacher begins the opening of the lesson by delivering greetings, reciting prayers, and checking student attendance.
2. The teacher gives instructions to students so that they are ready to receive learning.
3. The educator prepares teaching aids in the form of the short surah puzzle media.
4. Then the educator divides the group into two groups, because the success of each educational game depends on how creative the educator is in applying the learning media to the learning process so that students are interested and do not get bored quickly when capturing the material explained by the teacher and maintaining the focus of students in memorizing this short surah, including the educator's conditioning of the condition of students who are sometimes crowded is very important.
5. After dividing into groups, the educator instructs the learners to focus on listening to the explanation given by the educator. The educator shows the puzzle board and reads the pieces of verses from the short surah that have not been scrambled followed by students repeatedly so that students memorize all of the short surah verse pieces.
6. When it is felt that the learners have memorized all the pieces of short surah verses, the educator shuffles the pieces of verses that were previously intact. Then the educator gives the opportunity to students who want to come forward to rearrange the pieces of short surah verses or by pointing to students, the rules of the game here are that each child arranges one piece of verse only.
7. The next step is that each existing group gets pieces of short surah verses that have been scrambled earlier and then discusses and cooperates to arrange the pieces of short surah verses in order, correctly and precisely so that they become a complete short surah verse arrangement.
8. Final step: After each group has completed the puzzle by arranging the jumbled pieces of short surah verses, each group reads back the well-arranged short surah verses so that students can memorize them better.

K. Example of Puzzle Media



(a)



(b)

DRAWINGS: a. Random puzzle
b. Arranged puzzle

Conclusion

Through the analysis conducted by the author related to Al-Quran learning based on puzzle games, it can be concluded that this method is able to provide positive and effective results in the learning process. The application of the strategy not only aims to improve memorization skills, but also to rebuild children's potential.

With the hope of eliminating boredom in memorizing the Quran, this strategy is expected to encourage children's active involvement in learning. Nevertheless, a follow-up is needed in the development of a puzzle game-based Quran memorization method in order to obtain higher quality learning media. This is important to improve memorization skills in children effectively.

Gratefull

Thank you very much for the immense help and dedication of Mr. Ahmad Nurrohim in the process of creating this article. The contributions and insights provided have been invaluable to the progress and completeness of this writing. Hopefully, this good collaboration can continue in the future. Thank you once again for all the effort and time.

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