

The Role of Teachers In Developing Speech Skills in Speech Delay Childern at Orbit 2 Kindergarten Surakarta

Umi Nurhayati¹, Choiriyah Widyasari^{1,*}

¹ Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

* Corresponding author: cw272@ums.ac.id

Abstract

Purpose: The study discussed children who had speech delay at the age of 5 years. Where at this age children begin to develop and feel curious to know what they see and listen to. The purpose of this study is to find out how children who have a delay in speech learning.

Methodology: The method chosen by the researcher here, namely the qualitative method, is a type of research that explores and understands the meaning in a number of individuals or groups of people who come from social problems. This research method was chosen because it is considered to be able to provide a broader and deeper understanding of the problems raised in this study.

Results: From the results of interviews and observations conducted by the researcher to teachers and school principals, the researcher found that there are 5 types of strategies given by teachers to handle children's speech delay: (1) Setting aside a seat for the subject to focus more on learning, (2) teaching children to speak more clearly and correcting errors in pronunciation, (3) providing story books with interesting pictures to tell stories about the subject, (4) inviting children to tell stories, and (5) provide books for coloring.

Applications/Originality/Value: This study provides practical strategies for teachers to assist in the development of speech skills in children experiencing speech delay. The research highlights various methods, including seat isolation for better focus, corrective pronunciation practices, use of storybooks, storytelling activities, and coloring exercises. These strategies are directly applicable in early childhood education settings, especially for teachers working with children with special needs, and can help improve the learning environment for children experiencing speech delays.

Introduction Section

Good communication occurs when we relate to other people and the other person wants to be communicated. Communication is a very important thing and we do it every day. But humans have limitations, and these limitations are about vocabulary. These speech delay children have a weakness in speaking. His shortcomings in speaking can be from inside and outside the environment.

One of the potentials that children have is language. Language is an arbitrary system of sound symbols used by a society to cooperate, interact and identify themselves (KBBI). Language is also a good conversation, good manners and good manners.

Children get a good language, which is the mother tongue. The same is true of the interaction between parents and children, children can communicate well if they have good language skills. It is different with children with special needs who experience speech delays. (Prasetyoningsih, 2021) said that axiologically, language skills are motor active activities with the aim of expressing ideas, ideas, and feelings to others. Various types of children with special needs, one of which is children who experience speech delay, which is a child who cannot produce speech due to a lack of communication stimulation. Children's speech delay speech skills are different from normal children. Children's ability to stimulate conversation starts from the stage of listening, thinking process, and experience of recitation. Nurtjahyo (2015:2) said that experiance and thought process will shape the acquisition of his language.

Early childhood language skills consist of receptive language, namely the ability to listen and read, and expressive language, namely the ability to speak and write. The ability to listen and speak is a very important basic skill in supporting children's communication skills (Syamsuardi, Musi, Manggau, & Noviani, 2021). Developmental problems are natural and can occur in every child.

The problem of child growth and development is divided into two; problems based on growth such as problems with body size or shape and problems based on development such as gross and fine motor problems, social problems, and language problems (Fauzia, Meiliawati, & Ramanda, 2020). In Indonesia, it is reported that speech delay occurs in around 5% to 10% of preschool-age children. According to (Umah, 2021) That speech delay in children is an abnormality in speech ability when compared to the ability of their age, such as when their peers speak using words, while children use signs and talk like babies. Speech delay can be classified into functional and non-functional delays. Functional delays are usually mild and are caused by a lack of stimulation or inappropriate parenting, while non-functional delays are caused by language

comprehension difficulties or disorders such as autism disorder or ADHD (Attention Deficit Hyperactivity Disorder) (Budiarti, Kartini, H, Indrawati, & Daisiu, 2023). There are various factors that can affect a child's speech development, namely intelligence, gender, discipline, children's position in order, family size, socioeconomic status, race, bilingualism, noisy voice (noise), and speech style (Alfin & Pangastuti, 2020). Another factor that affects children's speech development is the lack of stimulants in the form of conversational activities in the early stages of their development (Syamsuardi, Rusmayadi, R, & Parwoto, 2022). Faudah (Dzulfadhilah Rusmayadi, Asti, H, & Lismayanti, 2003) said that one of the things parents can do is to build effective communication with their children. Parents must have the ability to establish effective communication with children. Based on an initial study at Orbit 2 Kindergarten Surakarta, information was obtained that there was 1 child who experienced speech delay in a certain class group. Early detection carried out by teachers to find out the development of children's language is to hold a meeting of parents of students and collaborate with the consultant bureau, namely psychologists.

According to Indah (2017), speech and language skills involve the development of cognitive, sensorimotor, psychological, emotional, and environmental around children. Language skills in general can be divided into 2 types, namely: (1) receptive ability (hearing and understanding), (2) expressive ability (speaking). Language proficiency and failure are influenced by internal (from the child) and external (environmental) factors. Internal factors are innate including the physiology of the organs involved in language and speech skills. Meanwhile, extrinsic or external factors in the form of stimuli carried out by parents because the closest environment is the family

Children's speech delay speech skills are different from normal children. Children's ability to stimulate conversation starts from the stage of listening, thinking process, and experience of recitation. Nurtjahyo (2015:2) said that experience and thought process will shape the acquisition of his language.

Children who experience speech delay disorder cannot use learning normally or acquire language as usual. for the way of learning also cannot be like other normal children. this child is more likely to not be able to focus on the material at hand and even what he likes, also learning with only 1 teacher because when used as one with other children, the subject does not interact well. So in each class, the teacher is 1, but for classes where there are speech delay children, plus 1 more teacher to handle the child like the subject.

There is previous research that can be used as a reference source in this study, research conducted by (Pramesta & Setiawan, 2023) with the title "The Role of Teachers in Helping the Language Development of Children Who Are Experiencing Speech Disorders"

The purpose of the above presentation, observation is carried out by looking at the child and interacting directly with the child in learning. From here, children who have deficiencies in speaking are made into a room with other normal children. It can be seen that the relationship between children in the same room respects each other and there is no seeing this, the researcher is interested, researching with the title "LANGUAGE DEVELOPMENT IN SPEECH DELAY CHILDREN IN KINDERGARTEN ORBIT 2 SURAKARTA".

Research Methods

The method used in this study is a qualitative method with a case study approach. According to Creswell (2014), a case study is a research strategy to carefully investigate something by collecting complete information using various data collection procedures. According to Creswell (2016), a qualitative research method is a type of research that explores and understands meaning in a number of individuals or groups of people who come from social problems. This research method was chosen because it is considered to be able to provide a broader and deeper understanding of the problems raised in this study, namely the role of teachers in developing speech skills in speech delay children in Kindergarten ORBIT 2 SURAKARTA.

Sugiyono (2019) said that data collection techniques are the most important step in research, because the main purpose of research is to obtain data.

According to him, in general, there are 4 types of research techniques, namely observation, interview, documentation and combined/triangulation (observation, interview, documentation). Here, the researcher chooses a data collection technique in the following way:

Observation

Observation is the activity of observing objects in the field. The first thing done in data collection is that the researcher conducted observations on teachers and children speech delay in the learning process at Orbit 2 Kindergarten Surakarta.

Interview

Esterberg in Sugiyono (2020:114) is a meeting of two people to exchange information and ideas through questions and answers, so that they can contribute meaning in a certain topic. The researcher in the second data collection used an interview technique with resource persons, namely classroom teachers, parents as guardians of students and school principals.

Documentation

according to Sugiyono (2018:476) documentation is a method used to obtain data and information in the form of books, archives, documents, writing numbers and pictures in the form of reports and information that can support the research. with the principal and parents of the children.

The first thing we can do with this research is using an interview technique which as a resource person is the class teacher and the principal. then the second technique we can observe the child speech delay while participating in learning in his class and the last we use documentation techniques to strengthen the research, because documentation in the form of photos can strengthen observation data.

Research Results

Research Results

This research was conducted by researchers at Orbit 2 Kindergarten Surakarta. The subjects used in this study are 5-year-old children who have problems with their speech development (Speech Delay). Speaking ability when compared to the ideal stage of speech development or with children of the same age, the subject experienced a delay in speech ability. The problem experienced by the subject was speech delay. The subject is a 5-year-old boy, when he first entered school the subject could only say "eek". What the child said was unclear and liked to scream

the subject is not able to control his gestures or actions, the thing he often does to his friends is to hit all his friends on the head with his hands and after that he runs to change seats also when I first make observations with the subject, when the teacher introduces pictorial words through letter cards, The letter card has a picture of a longan fruit and the teacher teaches the subject to guess what fruit this is?and the subject answers "uah caterpillar" which means a round fruit. Repeatedly, the teacher said the word, always answered with the same word.

Looking at the condition of children who have a delay in speaking, even not only one child but there are several children in several classes who have problems that have speech delays such as in one of the subjects, although in other classes there are also children like subjects, namely in the class starting from the play group, A1, A3 and B1 there are children with speech delay, one of which is the subject, Teachers at Orbit Kindergarten held a small meeting with the principal to discuss problems that exist in children who have a delay in speaking. We as teachers should not call children who lack speech skills as ABK, because those who have the right to say that the subject, including ABK children, are only experts or spiciologists. From the meeting, the Principal and teachers made a decision to hold a collaboration/partner, namely one of the Psychology Consulting Bureaus in the city of Solo. For the follow-up process of children being late in speaking, the consultant bureau sent 4 teams to observe children who have delays. And the results did not come out immediately because the team had to maximize the results of the test. And the results will later be given to the parents of the children.

The results of observations from the team of psychiatrists were conveyed to the parents of the subjects regarding their language development. The parents of the subject also realized that the language development of the subject was delayed and the factor causing it was a lack of communication with the parents and the influence of parenting such as the parenting style of the first subject because the subject was busy working so the subject was cared for by his father for one year and every day was only given a cellphone with the aim of not fussing the child. The subject was given a cellphone to make him calm.also after his father died, the child was taken care of by his elderly grandmother, in addition to the cellphone, he also lacked communication with other family members. Even though there is an older brother at home, there is also a lack of interaction because the age between those who are in kindergarten is quite long, his brother has been working while he is still in kindergarten. The strategies applied by teachers at Orbit 2 Surakarta Kindergarten in dealing with children's speech delay are (1) Isolate the subject's seat so that he can focus more on learning, (2) teach children to speak more clearly and correct mistakes in pronunciation, (3) provide storytelling books with interesting pictures to tell the subject, (4) invite children to tell stories, and(5) provide books for coloring.

Research conducted by researchers at Orbit 2 Kindergarten Surakarta obtained information that there is no special class to handle children with speech delays. The subject participates in the same learning activities as other children in the class, only it must be with 1 teacher. As for the teacher's strategy to handle children's speech delay, the first subject is sitting alone and handled by 1 teacher only, this is to make the child's condition calmer and more focused in learning and also with only 1 teacher to accompany him in the learning process.



Figure 1. Children are given activities according to their interests.

The second teacher's strategy is to correct pronunciation errors. Teachers at Orbit 2 Surakarta Kindergarten apply a strategy to correct pronunciation errors or articulation of children who experience speech delay, namely if there is a wrong word pronounced by the child, such as when the child pronounces the word "longan" with the word "longan", then the teacher corrects the pronunciation error pronounced by the child by repeating the correct pronunciation of the word, namely "longan" so that the child remembers the correct pronunciation of the word. In addition, the handling carried out by teachers to develop the speaking ability of subjects who experience speech delay is to speak clearly by showing clear mouth movements and articulation, paying attention to the grammar spoken, and correcting the child's wrong pronunciation. This strategy is one of the right strategies to train children to pronounce words clearly because improving word pronunciation by children has an important role in language development, namely helping children in effective communication and language understanding. Effective communication is where the pronunciation of clear words will help children communicate more effectively, this allows children to convey ideas and feelings more precisely. While language comprehension is the ability to read fairy tales, provide visual aids such as coloring books, encourage children to tell stories, correct pronunciation errors. This is the teacher's strategy in dealing with Speech Delay Children.



Figure 2. The teacher invites children to imitate the correct pronunciation of words.

The third teacher's strategy in dealing with subjects with speech delay is to provide reading books that attract pictures to tell the subject. In this storytelling practice, the teacher not only focuses on reading fairy tales but the teacher also gives questions and answers to children so that children are motivated to listen to stories and listen to the fairy tales that are listened to at that time. This is done by the teacher so that the child is able to express what he hears and what he remembers.



Figure 3. Children listen to stories read by the teacher.

The fourth strategy, which is to invite children to tell stories, can be concluded that this strategy is carried out with the aim that children are able to express their thoughts and feelings, provide opportunities for children to speak, and use the question and answer method on every opportunity to see the extent of language development that the child has. This strategy of inviting children aims to enable children to develop skills that experience speech delay in Orbit 2 Surakarta Kindergarten. This can be proven in the observations made by teachers to children such as subjects in the learning process in the classroom.

The fifth teacher's strategy in dealing with subjects who experience speech delay is to provide books to learn to color pictures. The provision of coloring books to children is with the aim that children are able to hone their creativity in recognizing colors and the beauty of colors according to the colors of real pictures, with this the child is directed to color first, after coloring the teacher will ask questions and answers to the child about the pictures that have been colored and the provision of this coloring picture book can also be used to strengthen children's memory.

Discussion

This research was conducted for one week in class B1 Tk Orbit 2 Surakarta. This B1 class research conducted observations on the subject and the class teacher as well as the accompanying teacher in the class, so in the class there were 2 teachers who handled 20 children and one of them was the subject. From the results of the interview with the class teacher who handled the subject, it was said that the subject first entered school and during the learning, the subject seemed unable to combine his seat with other friends. and it can be seen when the subject is self-sitting with the teacher forming a table in the shape of a box with three tables and providing game tools for learning for example puzzles. when the subject is provided with paper and pencils, the subject uses his pencil not like other friends, namely to write but to tear the paper that has been provided by the teacher. Teachers hold meetings with the principal with existing problems and need solutions. The teacher's job is to guide, direct, and stimulate the abilities, potential, and interests and talents that exist in children. This is in accordance with the explanation of Mulyasa (Kadir et al., 9) stated that teachers in helping children's development realize their life goals optimally both in guiding, teaching and directing, the interests, talents, abilities and potentials possessed by children will not develop optimally without the role of teachers.

Here the teacher guides the subject to learn well by teaching and directing the subject to learn in a comfortable and safe environment and position, of course with the teacher's assistance. (2) The teacher's strategy teaches the child to learn to speak clearly and correct mistakes in pronunciation when speaking. subjects who have speech delays are usually when saying what they will want or saying what they know in a loud but unclear voice. Because to understand it, the teacher has to repeat it again and ask what the subject really wants to say. but to find out what the subject wants to say or wants to say the teacher patiently justifies it when it already knows what the subject wants, the teacher confirms what the subject says. for example, when the subject says the word "tata" the subject says the word "kaka". hearing this, The teacher corrects the words with the correct pronunciation even though it is difficult for the subject to imitate them again. This is in accordance with the opinion of Hurlock (1976:185) saying that in order for children to know how to pronounce words correctly, and then combine them into the right sentences, then they must have a good speaking model to imitate. subjects imitate what they see, so the researcher here sees that the teacher tries to give examples of pronunciation of words properly and correctly so that the subject has the desire to imitate. another opinion about speaking was put forward by Suhartono (2005) that stimulating children's interest in speaking is intended to The teacher invites the children to speak with the right words according to what the subject wants, the researcher sees how the teacher invites the child to speak through good conversations with words that are easy for the child to understand. This will make it easier for subjects who experience speech delay to be able to try to speak with good and correct words.

The third teacher's strategy in inviting children to learn storytelling is to provide storybooks with pictures that attract the interest of the subject to speak. This is in accordance with his opinion (ADHANI, 2022) In his research, pictures are a medium that attracts the attention and is liked by children, because in pictures there are clear shapes of objects and colors so that children can easily describe real characters. Image media plays a very important role in the process of understanding the content of the story. We find a lot of picture media, one of which is in picture story books. Furthermore, according to

his opinion, "A picture story book is a story in the form of a book where there are pictures as representatives of interrelated stories. In addition to pictures, there are also writings that can represent the story displayed by the images, through the media of images can strengthen children's memory and make it easier for children to understand the content of the story. Children have different abilities in language (listening, speaking, reading and writing) included in understanding illustrated stories. Through proper reading, it can support the growth and development of various aspects of child development". Likewise, the teacher provides interesting reading materials so that children are encouraged to be interested in seeing pictures and are able to imitate simple words in the book.

The fourth strategy is to invite children to tell stories. This is done by the teacher so that the subject has an interest in increasing his vocabulary in speaking, because children with speech delay tend to be quiet even though there are some children who are active in their behavior but in speaking it is still not clear. (Husna & Eliza, 2021) Speaking is saying words to express thoughts, ideas and feelings verbally. This strategy is carried out with the aim that children are able to express their thoughts and feelings, provide opportunities for children to speak, and use the question and answer method on every occasion to see the extent of language development that the child has. According to Yulianti, Lubis, Jasmani & Eliza (2023) Using picture book media can also provide stimulation to children about the development of children's language in saying the words contained in the pictures in the book.

The fifth teacher's strategy in dealing with subjects who experience speech delay is to provide books to learn to color pictures. The provision of coloring books to children is with the aim that children are able to hone their creativity in recognizing colors and the beauty of colors according to the colors of real pictures, with this the child is directed to color first, after coloring the teacher will ask questions and answers to the child about the pictures that have been colored and the provision of this coloring picture book can also be used to strengthen children's memory.

Coloring media has steps in its use like other learning media (Desvia N P, 2020) According to Oemar Hamalik educational media is a tool, method and technique used in order to activate communication and interaction between teachers and students in the educational and teaching process. Crayons were invented in 1903 by Edwin Binney and his cousin Harold Smith of Easton Pennsylvania, United States.

Binney and Smith made a mixture of oil lime that was used to color the picture.

Relevant research that has been carried out is as follows: Similar research was also conducted by Mar'ah Rizkiyana (2019) entitled "Early Childhood Language Development Strategies Through Group A Picture Card Media at Aisiyah Bustanul Athfal Wates Gadingrejo Pringsewu Kindergarten". This research aims to improve children's language development through the media of picture cards. The differences of this research are: Language Development Early childhood. In this study, the method used is classroom action research and using media, while the research conducted by the author is qualitative descriptive research and does not use media.²⁴ Furthermore, similar research conducted by (Rahim et al., 2021) entitled "Teachers' Strategies in Developing the Speaking Skills of Children with Speech Delay at Kasya Ulee Kareng Early Childhood in Banda Aceh". This research aims to develop speech delay children's speaking skills. This research is a qualitative research that is a case study. Data collection was carried out by observation and interviews. The subjects of the study were the principal, the therapist teacher, two classroom teachers, and two parents. (Afnida, 2016) entitled "The Use of Picture Story Books in Children's Language Development in Kindergarten A in Banda Aceh". This study aims to determine the use of picture story books in children's language development in kindergarten A in Banda Aceh. Data collection was carried out by observation and interview techniques.

It can be concluded that there are several studies that are similar to the research conducted by researchers, namely the same research on children who have speech delays and the research methods use qualitative methods. the words he wanted.

Conclusion

Teachers' strategies in dealing with children with speech delay It can be concluded that the strategies applied by teachers at Orbit 2 Surakarta Kindergarten in dealing with subjects who experience speech delay are (1) segregating the seats in their classrooms and with the guidance of 1 teacher to focus more on learning, (2) teaching children to speak clearly and correct errors in pronunciation, (3) providing reading books that attract pictures for storytelling (4) inviting children to tell stories, 5) providing coloring books to increase children's creativity. This process is not easy for teachers to carry out, but because of the teacher's patience and determination in guiding and mentoring children. After the teacher implemented strategies to handle the subject, the subject experienced changes in his speech development. After the teacher applies strategies to deal with the subject, the subject undergoes a change in his speech development. The subject has started to say the words more clearly, although what he says slowly if he speaks too quickly sounds less clear again. It is hoped that the results of this study can add readers insight into teachers' strategies in dealing with children's speech delay.

References

- Abidin, N. S. (2020). *Kesantunan berbahasa siswa kelas 5 SD*.
- Afifah, A., Yulistio, D., & Kurniawan, R. (2020). Kemampuan menulis puisi siswa kelas X SMA Negeri 7 Kota Bengkulu. *Diksa: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 6(2), 72–82.

- Aini, Z. N., & Wathon, A. (2018). Membangun pembelajaran efisien melalui kegiatan bermain alat permainan edukatif. *Sistim Informasi Manajemen*, 1(2), 93–112.
- Argaruri, Y., Sulianto, J., Listyarini, I., & Rini, D. N. K. S. P. (2023). Penggunaan media pembelajaran konkret dalam meningkatkan minat belajar matematika peserta didik SDN Kalicari 01 Semarang. *INNOVATIVE: Journal of Social Science Research*, 3(2), 189–201.
- Audie, N. (2019). Peran media pembelajaran meningkatkan hasil belajar peserta didik. *Prosiding Seminar Nasional Pendidikan FKIP*, 2(1), 586–595.
- Cabrera, N. J., & Tamis-LeMonda, C. S. (Eds.). (2002). *Handbook of father involvement*. Routledge. <https://doi.org/10.4324/9781410603500>
- Chisara, C., Hakim, D. L., & Kartika, H. (2019). Implementasi pendekatan realistic mathematics education (RME) dalam pembelajaran matematika. *Prosiding Sesiomadika*, 1(1b).
- Dwike Zaira Nurmila, Nabila Audya Asmaranti, Nazalya Noer Fadhillah, & Zizzahra Nanderis Lameikasya. (2024). Implementasi artificial intelligence dalam proses pembelajaran mahasiswa pendidikan teknik bangunan. *Semantik: Jurnal Riset Ilmu Pendidikan, Bahasa Dan Budaya*, 2(2), 238–246. <https://doi.org/10.61132/semantik.v2i2.652>
- Effendi, I., & Fajri, K. (2024). Penerapan metode sugesti imajinasi menggunakan media video klip dalam pembelajaran menulis teks puisi pada siswa kelas X SMAN 1 Kedokanbunder tahun pelajaran 2023/2024. *Sindoro: Cendikia Pendidikan*, 3(9), 1–17.
- Fakhriah, L., Pramadi, R. A., & Listiawati, M. (2022). Pengembangan media interaktif berbasis Google Slide berbantu aplikasi Pear Deck pada materi sistem pertahanan tubuh. *Jurnal Educatio FKIP UNMA*, 8(1), 15–21.
- Fatmawati, Z., & Wathon, A. (2019). Pengembangan alat permainan edukatif melalui klasifikasi media pembelajaran. *Sistim Informasi Manajemen*, 2(1), 188–214.
- Fiantika, F. R. (2022). *Metodologi penelitian kualitatif-Feny Rita Fiantika*. Mohammad Wasil, Sri Jumiati, Leli Honesti, Sri Wahyuni, Erland Mouw, Jonata, Imam Mashudi, Nur Hasanah, Anita Maharani, Kusmayra Ambarwati, Resty Noflidaputri, Nuryami, Lukman Waris, Y. Novita (Ed.).
- Hasyim, D. M., Novelti, N., Hanim, S. A., Handayani, E. S., & Kusumarini, E. (2024). Pelatihan teknis penggunaan media pembelajaran interaktif dengan aplikasi Pear Deck dan Jamboard bagi guru-guru di pinggiran kota. *Journal of Human and Education (JAHE)*, 4(3), 149–157.
- Huljannah, M. (2021). Pentingnya proses evaluasi dalam pembelajaran di sekolah dasar. *Educator (Directory of Elementary Education Journal)*, 2(2), 164–180.
- Ianah, F. F., & Prayitno, H. J. (2023). Utilization of interactive platform "Quizizz" to develop competitive spirit and data literacy at SDN Sondakan 11. *Proceeding of The Progressive and Fun Education International Conference*, 8(1), 248–257.
- Jamaluddin, J., Judrah, M., Islamiah, D., & Mytra, P. (2022). Evaluasi proses pembelajaran PAI melalui model CIPP di UPT SMA Negeri 4 Sinjai. *Jurnal Al-Ilmi*, 3(1), 62–74.
- Kanti, F. Y., Suyadi, B., & Hartanto, W. (2018). Pengembangan media pembelajaran komik digital pada kompetensi dasar sistem pembayaran dan alat pembayaran untuk siswa kelas X IPS di MAN 1 Jember. *JURNAL PENDIDIKAN EKONOMI: Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi Dan Ilmu Sosial*, 12(1), 135–141.
- Komarudin, K., & Subekti, B. H. (2021). Tingkat kepuasan peserta didik terhadap pembelajaran PJOK daring. *Jambura Health and Sport Journal*, 3(1), 16–23.
- Palupi, A. S., Huda, M., & Pratiwi, D. R. (2023). Digital-based roundtable cooperative learning model on narrative text teaching materials. *International Conference on Learning and Advanced Education (ICOLAE 2022)*, 259–279.
- Pattiasina, P. J., Padli, A., Oci, M., Handayani, L., & Sanulita, H. (2024). Pengaplikasian model pembelajaran examples nonexamples dan efeknya terhadap keterampilan menulis puisi siswa sekolah dasar. *Literasi: Jurnal Ilmiah Pendidikan Bahasa, Sastra Indonesia Dan Daerah*, 14(1), 400–407.
- Prayitno, H. J., Huda, M., Inayah, N., Ermanto, E., Ardi, H., Giyoto, G., & Yusof, N. (2021). Politeness of directive speech acts on social media discourse and its implications for strengthening student character education in the era of global education. *Asian Journal of University Education*, 17(4), 179–200.
- Purnanto, A. W., Sukmarani, D., Rahmawati, L. E., Pradana, A. B. A., & Mardiana, T. (2018). Instrument validity of Indonesian language competency test in the elementary school based on information technology.

- Putri, C. K. (2022a). Media pembelajaran bahasa Indonesia interaktif pada aplikasi Pear Deck. *Gurindam: Jurnal Bahasa Dan Sastra*, 2(1), 39–52.
- Putri, C. K. (2022b). Media pembelajaran bahasa Indonesia interaktif pada aplikasi Pear Deck. *Gurindam: Jurnal Bahasa Dan Sastra*, 2(1), 39–52.
- RA, D. S., Hardianto, R., & Filtri, H. (2021). Analisa tingkat kepuasan mahasiswa terhadap perkuliahan daring pada era pandemi COVID-19. *ZONasi: Jurnal Sistem Informasi*, 3(2), 130–142.
- Radiusman, R. (2020). Studi literasi: Pemahaman konsep anak pada pembelajaran matematika. *FIBONACCI: Jurnal Pendidikan Matematika Dan Matematika*, 6(1), 1–8.
- Rafnis, R. (2019). Pemanfaatan platform Kahoot sebagai media pembelajaran interaktif. *E-Tech: Jurnal Ilmiah Teknologi Pendidikan*, 6(2).
- Rahmayani, A. L. (2019). Pengaruh model pembelajaran discovery learning dengan menggunakan media video terhadap hasil belajar siswa. *JP (Jurnal Pendidikan): Teori Dan Praktik*, 4(1), 59–62.
- Safitri, N. A., & Prayitno, H. J. (2023). Improving digital literacy with the multiple intelligences approach in SD Negeri Trobayan. *Proceeding of The Progressive and Fun Education International Conference*, 8(1), 93–106.
- Sukma, H. H., Martaningsih, S. T., & Purnomo, A. A. (2023). Analisis keterampilan berbicara bahasa Indonesia dalam proses pembelajaran siswa kelas II SD Negeri 09 Batur Banjarnegara. *Jurnal Fundadikdas (Fundamental Pendidikan Dasar)*, 6(1), 27–36.
- Sulastri, S. N. A., Jamin, H., & Agustina, M. (2021). Optimalisasi penggunaan proyektor dalam pembelajaran pada mata pelajaran IPA. *Al-Ihtirafiah J. Ilm. Pendidik. Guru Madrasah Ibtidaiyah*, 1(1), 67–77.
- Suwardi, I., & Farnisa, R. (2018). Hubungan peran guru dalam proses pembelajaran terhadap prestasi belajar siswa. *Jurnal Gentala Pendidikan Dasar*, 3(2), 181–202.
- Ulfah, U., & Arifudin, O. (2021). Pengaruh aspek kognitif, afektif, dan psikomotor terhadap hasil belajar peserta didik. *Jurnal Al-Amar: Ekonomi Syariah, Perbankan Syariah, Agama Islam, Manajemen Dan Pendidikan*, 2(1), 1–9.
- Wahyuni, S., Thahir, A., Karma, R., & Putriani, A. (2023). Pembelajaran berdiferensiasi pada mata pelajaran bahasa Indonesia materi menulis puisi di tingkat SMP. *Jurnal Review Pendidikan Dan Pengajaran (JRPP)*, 6(2), 264–269.
- Wardana, M. A., & Kurniawan, A. (2021). Survei tingkat kepuasan siswa dalam pembelajaran penjas berbasis e-learning di masa pandemi di SMA Negeri 1 Ngemplak. *Journal of Innovation Research and Knowledge*, 1(6), 975–984.
- Wardana, M. A. W., Indra, D. P., & Ulya, C. (2023). Problematika penerapan kurikulum merdeka pada pembelajaran bahasa Indonesia di SMP Surakarta. *PTK: Jurnal Tindakan Kelas*, 4(1), 95–114. <https://doi.org/10.53624/ptk.v4i1.286>
- Wardani, D. N., Toenlio, A. J. E., & Wedi, A. (2018). Daya tarik pembelajaran di era 21 dengan blended learning. *Jurnal Kajian Teknologi Pendidikan (JKTP)*, 1(1), 13–18.
- Wati, S., Asri, Y., & Nursaid, N. (2018). Pengaruh model discovery learning berbantuan media lagu terhadap keterampilan menulis teks puisi siswa kelas X SMA Negeri 3 Payakumbuh. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 7(3), 347–354.
- Yestiani, D. K., & Zahwa, N. (2020). Peran guru dalam pembelajaran pada siswa sekolah dasar. *Fondatia*, 4(1), 41–47.
- Yunitasari, I., & Hardini, A. T. A. (2021). Penerapan model PBL untuk meningkatkan keaktifan peserta didik dalam pembelajaran daring di sekolah dasar. *Jurnal Basicedu*, 5(4), 1700–1708.

