



# Using word square and scramble methods to improve residential thematic learning outcomes in class IV students of SD negeri 104205 Tembung

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## ABSTRACT

This study described the increase in learning outcomes in the environment subject around me using the healthy square and scramble learning method for fourth grade students at SD Negeri 104205 Tembung. This two-period group study collected data through tests and observations. The study found that fourth graders at SD Negeri 104205 Tembung learned more about residential areas using quadratic and mixed methods. The study found that fourth graders at SD Negeri 104205 Tembung learned more about residential areas using quadratic and mixed methods. Cycle I's post-test results showed 15 students (42%) with perfect scores and 63 20 students (58%). In cycle II, 33 students (95%) had very good achievement and 2 (5%) had an average total achievement of 85. In addition, the results of observing learning implementation in cycle I averaged 77% (good) and cycle II increased to 92% (very good), and student activity in cycle I averaged 62 (enough) and cycle II increased to 93 (very good). The first cycle averaged 62 and the second 93. Thus, the researcher's word square and scramble learning methods improved my district's students' learning outcomes.

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## INTRODUCTION

Education plays a very important role in one's life. One of the most important reasons why education is important is that through education one can gain extensive knowledge about various things (McNaughton, 2006). In addition, education plays an important role in improving the quality and success of a nation. If the country's education system works well, the quality of the nation increases (Hanushek & Kimko, 2000).

(Nasution & Tarigan, 2021) explains that the purpose of education is to improve the quality of human resources and develop skills and form valuable national character and culture. The purpose

of education is also to educate people's lives, help students develop their potential to become human beings who believe in God Almighty and fear Him, who are noble, healthy, knowledgeable, tough, creative, independent and become citizens. country. democratic and responsible state.

Education plays a very important role and cannot be separated from one's life, both in the surrounding environment and in everyday life. Various efforts have been made to improve the quality of education at various levels of education, from elementary schools to tertiary institutions (Budiarto & Salsabila, 2022).

Education is a very important field and requires attention from all levels of society. The responsibility for the success and progress of education in Indonesia does not only belong to the government, but also involves all parties, both teachers, parents and students themselves (Chan et al., 2019). Fundamental changes are taking place in public education, which await solutions to various educational problems.

One of the biggest problems in the world of education in Indonesia is the low quality of education (Muttakin, 2018; Saragih & Novimariono, 2020). This can be seen from the low understanding of students towards these subjects. Today, the world of education faces many complex problems and needs joint attention between teachers and parents. The cause of the decline in the character of the Indonesian nation can be caused by a lack of character education in schools (Gray, 2010; Hermino & Arifin, 2020), the lack of implementation of character values in state institutions and society (Hastuti, 2018; Perry & Porter, 1982; Rusilowati & Wahyudi, 2020), as well as the strong influence of globalization which ignores cultural values. nation. that must be accepted (Buaton et al., 2021). Every school must think of ways to carry out character education so that students can accept their religious and cultural norms and values from an early age. One effort that can be done is to carry out character education and train students in ways and manners for social life (Agboola & Tsai, 2012; Lickona, 1996).

Character education does not only cover manners and school rules as currently applied. The way the teacher delivers the material also influences the learning process and students' motivation towards the material. Therefore, teachers must emphasize mastery of the concepts of the subjects being taught, because good mastery of concepts will affect student learning outcomes (Strike, 1990). On the other hand, student learning outcomes are strongly influenced by the quality of class activities and learning during educational programs, which cannot be separated from various potential problems (Sari, 2018). Previous findings which were conducted in Class IV of SDN 104205 Tembung found low learning outcomes, especially in the subject "Where I Live", because the teaching methods used by some teachers were still traditional, such as lecture and discussion methods, so they did not discourage students to participate actively in learning is not able to arouse the enthusiasm of students to study in class, which has an impact on the academic achievement of students in grade IV under SDN 104205 Tembung (Mustapha et al., 2010).

In previous research (Audina & Harahap, 2022; Fitriyah & Hayati, 2020; Utaminingsih et al., 2018), it was seen from the increase in learning RPP word squer. Student activities during the learning process took place in each cycle increased. In cycle I reached 68.05% and experienced the increase in cycle II reached 77.77% and increased again in the cycle III reached 88.88% which can be categorized as very good. whereas in the current research with different research locations using the word squer method the Sona ruut and Scramble learning methods effectively improve student learning outcomes in residential subjects, seen in the increase in word square learning lesson plans. method and mix. In integrated thematic learning in cycle I the result was 65%, each step of the learning implementation plan was still not implemented properly and increased to 95% in cycle II.

After observing the low learning outcomes of SD Negeri 104205 Tembang IV students in the Residential subject, the authors found a solution to improve their learning outcomes. The proposed solution is to maximize student performance in learning by selecting appropriate learning methods and according to student characteristics (Minaei-Bidgoli et al., 2003). To achieve this goal, the author proposes innovation in the application of learning methods, namely the use of the Word Square and

Scramble methods (Antoko, 2021; Salsabila et al., 2022). With the application of this method is expected to improve student learning outcomes in the thematic subjects of residential areas. To achieve better learning outcomes, researchers must be able to target, choose and combine different teaching methods in learning (Suripah & Susanti, 2022). This makes it easier for students to understand the material and avoid boredom among students.

Therefore, the use of the Word Square and Scramble learning methods in learning the Where I Live theme can improve the learning outcomes of fourth grade students at SD Negeri 104205 Tembung. The purpose of this study was to describe the increase in subject learning outcomes in my area by using the Word Square and Scramble learning methods for fourth grade students at SD Negeri 104205 Tembung and to find out how much the subject matter learning outcomes were increased in my area by using Word Square. and the Scramble learning method for fourth grade students at SD Negeri 104205 Tembung.

## RESEARCH METHODOLOGY

In order to improve the implementation of the proposed strategy, this research was conducted in two periods. Each cycle consists of four moments in the sequence of planning, action, observation and reflection described in the Kemm and McTaggart PTK model (Budiarto & Salsabila, 2022; Fritze et al., 2001), there is no need to follow this model exactly, because in practice these stages often overlap. Once the strategy is optimally reviewed, the review becomes a coherent plan for the next cycle, which is implemented, monitored and reviewed. (Prihantoro & Hidayat, 2019) explain that this cycle can be repeated several times according to the required achievements, can be repeated several times until all success criteria are met, but the number of cycles required cannot be predicted. If all success criteria were met after the first period, the study could be terminated. But if you don't get it, you have to do it again and again.

The survey will be conducted at SD Negeri 104205 Tembung which is located at JL. Tembung Gg Great Blacksmith, Tembung, Percut Sei Tuan District, Deli Serdang Administrative District, Province. North Sumatra class IV study destination as many as 35 students. Data collection technology

There are three techniques used in collecting Classroom Action Research (PTK) data, as explained by (Anjaniputra & Salsabila, 2018), namely: (1) documentary techniques in the form of information about classes, student and teacher teaching aids, (2) observation techniques used in evaluation. Processes and learning outcomes such as student behavior during learning and (3) test techniques are used as an indirect source of information. In this case, the test results are converted into qualitative data related to predetermined indicators. Data validation

Validation is a step that describes a process that can produce results that are in accordance with established and well-documented specifications. Validation is required when significant changes are made to a product, such as major changes, new or old products with new methods, or existing products. The concept of validity in this study refers to the reliability and level of confidence in the research findings. (Prihantoro & Hidayat, 2019) explain four stages of validity criteria, namely stages, efforts, improvement, maintenance. The data triangulation technique was used to complete the research criterion validity phase (Jentoft & Olsen, 2019). Data triangulation means matching data on different issues to ensure data accuracy. This is done to ensure the high reliability of the data used in the research.

## RESULTS AND DISCUSSIONS

### Cycle I Planning

At the planning stage, researchers prepare all research needs. Several things that must be prepared determine the courses related to where I live. Then the researcher determines the learning resources,

prepares a complete RPP with LKPD (Student Worksheets) that are in accordance with the core competencies and sets indicators. In addition, researchers also followed the steps of the Word Square and Scramble learning methods, provided a learning environment, prepared evaluation tools in the form of questions to be asked after the teaching and learning process, and answered the teacher's answer keys and observation sheets. activities and student activity journals. Application

The implementation of learning is aligned with the learning stages using the word quadratic and blended learning methods. The implementation of these actions is divided into three stages, namely initial activities, main activities, and final activities regulated in the RPP. perception

In Act I, the class IV teacher at SD Negeri 104205 Tembung observed the lesson, while the researcher acted as a practitioner who carried out the lesson. The results of the Cycle I Learning Implementation Plan (RPP) showed a score of 26 points out of a maximum of 40 and an achievement level of 65%, indicating a sufficient level of achievement.

In addition, the results of observing teacher performance in cycle I were also made. The score obtained was 27 out of a maximum of 40 scores and the passing percentage was 67%. These results indicate that the teacher's activity in the implementation of learning reaches a sufficient level of activity. Besides that, student learning outcomes were also measured in cycle I. The average obtained was 62, which indicates that learning outcomes were quite achieved.

Based on the results of these observations it can be concluded that even though the RPP, teacher activities and student activities have been sufficiently carried out in cycle I, learning products and learning outcomes still need to be improved to reach optimal levels. Reflection level

After observing the first cycle, I saw several things related to the implementation of education, teacher and student activities, and evaluation of learning outcomes. The results of these observations indicate that the learning implementation plan is implemented, teacher and student activities are observed, and learning outcomes are evaluated. However, it was alleged that the learning outcomes of cycle I had not reached the expected level, so improvements had to be made in cycle II.

In other words, even though all stages of lesson planning, teacher and student performance monitoring and evaluation of learning outcomes have been completed, the observation results show that cycle I learning has not achieved the desired objectives. Therefore, in the implementation of learning cycle II, additions and changes must be made so that learning outcomes are more optimal (Salsabila 2022)

## **Cycle II Planning**

Preparation of thematic lesson plans for residential areas using the word square method and blended learning for fourth grade students at SD Negeri 104205 Tembung as outlined in the form of lesson plans. Before compiling a lesson plan, the researcher first selects topics, subtopics, and studies to be used in grade IV using the quadratic and mixed word learning method. Application

During the implementation of learning, the learning stages are aligned with the word quadratic and mixed learning methods. The implementation of these steps is divided into three main stages, namely initial activities, main activities and final activities according to what has been prepared in the study implementation plan (ÖPP).

First, the initial action stage is carried out as the opening stage of the learning process. In this phase, the teacher or researcher communicates learning objectives to students, introduces new concepts to be learned, and generates student interest and motivation to learn. In addition, at this stage the previously learned material is also repeated if necessary, so that students can make better connections and understanding. After the preliminary work stage, it is continued with the main work stage. At this stage, students actively participate in teaching and learning activities that apply the concepts learned. Through the word square and mixed learning methods, students are given the

opportunity to participate in solving words or sentences related to learning material. It aims to increase students' understanding,

In addition, the decisive action phase is the end of the learning process. At this stage, the teacher or researcher summarizes what has been learned or draws conclusions. Students also have the opportunity to ask questions, discuss or provide feedback on learning materials. Prihantoro and Hidayat (2019) explain that the purpose of the summary activity stage is to ensure students understand the concepts being taught and provide opportunities to clarify understanding before learning is complete. All stages of operations, including initial operations, main operations, and closing operations, are carried out according to the RPP. RPP becomes a guide for teachers or researchers in planning and implementing each stage of learning in a systematic and structured manner. Therefore, the implementation of the study can be carried out effectively and under control in accordance with the plans made previously perception

During the second period, learning was guided by a class IV teacher at SD Negeri 104205 Tembung. Learning is carried out by researchers as practitioners. The observation results of the Learning Implementation Program (ÉPP) in cycle II showed 38 points out of a maximum of 40 points, with an achievement level of 95% which was a very good achievement. The RPP prepared by the researcher was carried out very well according to plan.

In addition, the results of observing teacher performance in cycle II showed very good results. Teachers receive 36 out of a maximum of 40 points and the achievement rate is 90%. The teacher's activeness in smooth and structured learning plays a very important role in the success of learning. Meanwhile, the results of observations on student performance in cycle II also showed very good results. The students were able to achieve 37 points out of a maximum of 40 points and the achievement rate was 93%. Student activity during learning seemed active, participating and reacting to the material being taught. This shows high student participation and good understanding of learning material, besides that student learning outcomes in cycle II show very good action. The average grade of the students is 93, which indicates a very high level of understanding and achievement. This reflects the success of researchers in designing and implementing effective learning so that students can achieve an optimal level of understanding.

Therefore, based on the observations of cycle II, it can be concluded that the results achieved were very good in the implementation of research practice learning. Well-organized lesson plans, active and participatory teacher and student activities, and learning outcomes that achieve a high level of understanding show a significant increase in the implementation of the previous cycle of learning. **Reflection**

Based on the results of observer observations in cycle II, it can be concluded that learning is going well and satisfying. This shows that the research cycle II has achieved the expected criteria and objectives that have been set. The researcher succeeded in applying the word square and mixed learning methods to the topic "My Neighborhood" in class IV SD Negeri 104205 Tembung. With satisfactory results in cycle II, this research was stopped at this point and not continued in the next cycle. This decision was taken based on the fact that the research objectives had been achieved and there was no need to continue for the next period. Thus, this research can be said to be successful and make a positive contribution to the learning of fourth grade students at SD Negeri 104205 Tembung.

## **Lecture**

### **Learning Implementation Plan (LPP)**

Learning planning is very important when trying to achieve maximum learning results, so as not to deviate from the goals that have been set (Basar, 2021). One of the planning tools used by the teacher is the Learning Implementation Plan (RPP). The RPP is prepared based on Core Competency (KI) and Core Competency (KD) related to the topic "My Living Area". In preparing the lesson plan, the teacher should make it first before carrying out learning activities. Rinjani (2021) explains that the

purpose of this is for learning to run in a controlled and effective manner. Tarigan (2021) explains that the RPP consists of several components that must be present:

1. People: The RPP must include the complete teacher, school, class and class date.
2. Indicators: RPP must formulate clear and precise indicators to measure student competency. These indicators provide clues about what behaviors or skills students should achieve after completing their studies.
3. Learning objectives: Specific and measurable learning objectives must be formulated in lesson plans. These objectives describe what students want to achieve at the end of their studies.
4. Learning model/method of RPP must include the learning model or method used in the learning process. This model or method can include the approaches, strategies, and learning techniques applied.
5. Media/Tools/Materials/Learning Materials RPP must include media, tools, materials, and teaching aids used in learning. This is important to support the learning process and facilitate student understanding.
6. The stages of lesson plan learning activities must include in detail the stages or stages of learning activities. This includes class organization, introduction to learning, core activities and main activities.
7. Assessment: RPP must include the assessment method or tool used to assess student achievement of learning objectives. Assessment can vary, such as assignments, tests, projects, or observations. Application of learning RPP must include the assessment method or tools used to assess student achievement of learning objectives. Assessment can vary, such as assignments, tests, projects or observations. Application of learning RPP must include the assessment method or tools used to assess student achievement of learning objectives. Assessment can vary, such as assignments, tests, projects, or observations. Application of learning

Based on the plan that had been prepared, "Implementation of the Study" with the theme "Owned Area" was carried out in two meeting periods, viz. cycle I and cycle II. The learning implementation study was carried out in class IV SD Negeri 104205 Tembung using the word square and scramble learning methods. The results showed that in the first cycle the teacher's performance was 67% in the sufficient category. However, in cycle II, teacher performance in the very good category rose to 90 percent. This shows a significant increase in teacher activity in the learning process. In addition, the results of observing student performance also showed positive growth. In cycle I, student achievement in the moderate category increased to 62 percent, while in cycle II it increased to 93 percent in the very good category.

Based on the results of cycle II, it can be concluded that the application of learning through the word quadratic method and mixed methods was successful. The performance of teachers and students has increased. Thus, this research can be completed after cycle II. This shows that the use of the word square and blended learning methods in thematic learning "My Living Area" in Class IV SD Negeri 104205 Tembang produced positive and effective results. Learning outcomes

The implementation of a well-managed learning process affects the assessment of student learning outcomes. Authentic assessment methods are used in the assessment of learning outcomes. Susanti (2022) explains that authentic assessment is a form of assessment that reflects actual learning outcomes and can use different methods or formats such as project assessments, portfolios, diaries, demonstrations, written reports, checklists, and observation guides. Attitudes, knowledge, and skills of students into consideration in the assessment of authentic learning. In cycle I there is 1 positive attitude and 1 negative attitude in the form of evaluation of mental attitudes. At the same time, the social attitude evaluation questionnaire had 1 positive attitude and 2 negative attitudes. In cycle II, 2 students had a positive attitude towards the mental attitude assessment questionnaire and no students had a negative attitude. The social attitude assessment questionnaire has 1 positive attitude and 1 negative attitude.

Regarding knowledge, the average cycle I was 62 in the sufficient category. However, the average cycle II rose to 93 in the very good category. This indicates a significant increase in students' knowledge attainment. In the same competency field, at the first meeting of cycle I, an average score of 65 was obtained with the appropriate category. But in cycle II the average score in the very good category rose to 89. This showed a positive increase in student abilities. Based on the results of the

evaluation of the second cycle, it can be concluded that the implementation of learning using the quadratic and mixed word method has a positive effect on the performance of students and teachers. In addition, attitudes, knowledge and skills regarding the assessment of student learning outcomes increased significantly. Thus this research can be completed after cycle II which shows that the learning method used succeeded in increasing student learning outcomes in the subject "Own District" in class IV SD Negeri 104205 Tembang. In addition, the Word Square and Scramble teaching methods have the potential to increase students' authentic scores. This is because this method allows students to learn by interacting with their environment and using their skills to observe and analyze (Sari, 2018). Thus, the use of learning methods that emphasize authentic values (such as Word Square and Scramble) can help students better understand and apply the concepts learned in everyday life. This is because this method allows students to learn by interacting with their environment and using their skills to observe and analyze (Sari, 2018). Thus, the use of learning methods that emphasize authentic values (such as Word Square and Scramble) can help students better understand and apply the concepts learned in everyday life. This is because this method allows students to learn by interacting with their environment and using their skills to observe and analyze (Sari, 2018). Thus, the use of learning methods that emphasize authentic values (such as Word Square and Scramble) can help students better understand and apply the concepts learned in everyday life.

In general, the application of the Word Square and Scramble learning methods can be considered effective in increasing authentic values and student learning outcomes in thematic subjects where I live. But keep in mind that student motivation is a determining factor for successful learning. Therefore, teachers must create an interesting learning environment and provide positive feedback to students to increase learning motivation.

## CONCLUSION

The results of the study explained that the learning outcomes of fourth grade students at SD Negeri 104205 Tembang increased with the residential area subject using the word quadratic and mixed methods. This explanation can be seen in the post-test results of cycle I, where 15 students (42%) achieved perfect achievement and the average result was 63 20 students (58%). In cycle II, 33 students (95%) achieved very good achievement and 2 students (5%) achieved an average total achievement of 85. In addition, the results of observing the implementation of learning in cycle I averaged 77% (good) and cycle II increased to 92% (very good), and the results of observations of student activity in the first cycle an average of 62 (enough) and the second cycle increased. to 93 (very good). This research is a group study conducted in two periods using data collection techniques in the form of tests and observations. For researchers, presumably the results of this study can motivate researchers in teaching when becoming a teacher later to be able to apply models in the learning process. For other researchers, who want to do the same research is recommended to conduct this research with different subjects and schools, in order to obtain broader research results and useful as information materials for education.

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