

## Development of Smart Lapbook Media to Improve Narrative Writing Skills in Grade V Elementary School

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### Abstract

This study aims to develop smart lapbook media as a learning tool to improve the ability to write narrative essays. The method used is research and development (R&D) with the ADDIE model. The subjects of the study were fifth grade students in Deli Serdang Regency, with development stages that included expert validation, limited trials, and effectiveness tests. The results showed that the smart lapbook media met the criteria of very valid based on expert assessments of media, materials and language; very practical based on teacher and student responses; and very effective in improving narrative writing skills as seen from the increase in pretest and posttest scores. This media helps students understand the structure of narrative texts through attractive visual displays, while encouraging student motivation and creativity in writing. These findings indicate that smart lapbook media is an effective alternative learning media in overcoming difficulties in learning to write at the Elementary School level. The implications of this study are expected to be used as an example and developed into a more useful media to create a meaningful learning process.

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## INTRODUCTION

Language learning is certainly inseparable from language skills. The four language skills in learning Indonesian are listening, speaking, reading, and writing skills. One of the skills that students must have is writing skills. Writing itself is a skill that can be trained and continuously developed (Putri & Devianty, 2024). Writing is not just about composing sentences, from writing activities students are expected to be able to express ideas or concepts, opinions, and knowledge in writing (Oktrifianty, 2021). Writing can be concluded as an activity or process of conveying information, ideas, notions, opinions, or knowledge in written form with the aim of conveying messages to others clearly and in a structured manner.

One type of writing that plays a big role in the development of writing skills is narrative writing. Narrative writing is defined as writing that tells an event or incident in sequence (Fadhillah, 2022). The material for writing narrative essays in Indonesian language subjects expects students to be able to write so that it appears as if the reader saw or experienced the event themselves (Aisah et al., 2024).

The results of initial observations conducted by researchers showed that the level of narrative writing skills of fifth grade students at SDN No. 105323 was still relatively low. Many students had difficulty in composing narrative essays, starting from determining themes, developing ideas, to composing clear sentences and paragraphs. Students also had difficulty in composing stories with a coherent plot, so that students used language that was not in accordance with the context of the narrative. This reflects a gap in the mastery of narrative writing skills, which can affect students' ability to express their ideas and experiences through writing.

### **Use of Learning Media**

Some teachers experience limitations in delivering narrative writing materials, such as conveying structure, storyline, characterization, and creative use of language. These limitations can be overcome by teachers using media in the learning process (Sopiah & Annur, 2024). With the existence of media, it will certainly overcome the limitations of teachers in delivering learning materials and increase students' learning motivation (Panduwinata & Az-Zahro, 2024).

Learning media is a very important factor in improving the quality of learning (Megawati, 2016). If seen from its meaning, learning media is a tool to help students gain significant learning experiences (Sapri et al., 2022). Learning media is also defined as a means or tool used by teachers to deliver material so that the learning process can achieve the desired goals, effectively, efficiently and attractively (Ananda, 2019). Learning media has a very important role in a learning system (Rambe et al., 2022). Media can connect teachers, students, learning resources, and learning materials (Mardianto et al., 2021). Learning media can be physical equipment that is designed in a planned way to convey information and build interactions that include real objects, printed materials, visuals, audio, audio-visuals, multimedia, and the web (Nasution et al., 2023). Media can not only be used to convey all learning materials, but can also provide reinforcement and motivation (Yusnaldi, 2018).

Teachers can use popular media to gain access to educational resources that they can then share with their students (Susanti et al., 2023). Integrating media into the learning process offers students a richer learning experience by engaging multiple senses and giving them the freedom to understand the material (Anas & Hartono, 2024). However, the use of media in learning also needs to be considered and adapted to the material to be taught (Wandini et al., 2020). The use and selection of learning media must be adapted to the characteristics of students in our contemporary era (Rosmiyyah et al., 2023). In addition, educators are also required to be skilled in using learning media, whatever the type of media, educators must be able to use it in teaching and learning activities to improve student learning outcomes (Ningrum & Dahlan, 2023).

The lack of media utilization at SDN No. 105323 is one of the significant challenges in improving the quality of education, especially in developing narrative writing skills. This problem not only occurs at SDN 105323, but also reflects the general conditions at SDN 104231 in similar areas, with limited resources and access to innovative learning media (Aurora & Simanuhuruk, 2024). The results of initial observations conducted by the author showed that students had difficulty in expressing ideas in writing, and most of their compositions were monotonous and had minimal language variation. The low creativity and quality of writing are

caused by the lack of media that can stimulate students' imagination and interest in writing.

In today's digital era, education is required to continue to innovate, including in the use of learning media that support active student involvement and the development of 21st century skills. Therefore, the author offer smart lapbook media so that the learning process can be more interactive and enjoyable. Smart lapbook media is a folding book or portfolio media that can replace worksheets (Latifa & Muryanti, 2022). Smart lapbook media is said to be a type of visual media that is made with images, text, and activity sheets with an attractive appearance in the form of open-close sheets that can be folded (Wulandari et al., 2021). Although smart lapbooks have been used in several previous studies, the development in this study has a novel value, namely it is specifically designed to improve the ability to write narrative essays at the Elementary School level, which is still rarely the focus of previous research. This smart lapbook media is designed so that students' communication skills and learning achievements, especially narrative essay writing skills, can improve (Septiani, 2024).

Based on several theories above, it can be concluded that smart lapbook media is one type of visual learning media in the form of a flip book or portfolio designed to replace worksheets. The advantage of smart lapbook media lies in its ability to present information in a more interesting and interactive form through images, text, and activity sheets that are arranged visually.

This study aims to determine the improvement of elementary school students' narrative writing skills after using smart lapbook media that has been tested for validity, practicality, and effectiveness. The results of this development are expected to help solve problems faced by teachers, so researchers are interested in conducting research entitled "Development of Smart Lapbook Media to Improve Narrative Writing Skills in Grade V Elementary School".

## RESEARCH METHOD

This study uses the Research and Development method with the aim of producing a product that has a high validity value which is carried out through a series of research. In this study, smart lapbook learning media will be developed using the ADDIE development model. The ADDIE development model consists of 5 stages, namely the Analysis, Design, Development, Implementation, and Evaluation stages (Sugiyono, 2017).

The first stage carried out in the ADDIE model is Analysis. At this stage, the researcher carries out the assessment process by collecting data and information related to the problems faced by teachers when teaching in class. At the analysis stage, the researcher found that the ability to write narrative essays in grade V of Elementary School is still relatively low.

The second stage is the Design stage. At this stage, the researcher offers a solution obtained through the analysis process. The solution that the researcher offers is by using smart lapbook media when the learning process takes place.

The third stage is Development. The Development stage is carried out to create effective and efficient learning media by seeking validation by expert media validators, material experts and language experts. This is done so that smart lapbook media can be used in delivering content or material in the learning process. Smart

lapbook media developed in accordance with learning theories and principles will be able to facilitate students in achieving educational goals.

The fourth stage is Implementation. After being validated, the researcher utilized the smart lapbook media that had been developed in the previous stage to be tested on students. This stage aims to determine the practicality and effectiveness of the learning media. This stage was carried out in class V of SDN 105323 which consisted of 22 students. This practicality was known from the questionnaire given to teachers and students after using the learning media, while the effectiveness was known through the pretest and posttest based on student learning outcomes.

The fifth stage is Evaluation. This Evaluation stage is the stage carried out by researchers to assess the effectiveness and success of smart lapbook media in improving narrative writing skills. This stage includes pre-test and post-test. Pre-test is conducted to collect data on student learning outcomes before using smart lapbook media. Post-test is conducted at the end of learning to determine the effect of smart lapbook media in improving narrative writing skills.

The subjects in the research development were fifth grade students at SDN No. 105323. The trial was conducted on 22 fifth grade students. The research location is located on Jln. Utomo, Bakaran Batu Village, Batang Kuis District, Deli Serdang Regency, North Sumatra. In this study, researchers collected research data as a support so that the results obtained were more accurate with the collected data. Some of the techniques used by researchers are observation, interviews, questionnaires, documentation.

Observations were conducted to directly observe the process and interactions between teachers and students during learning activities, with the aim of understanding the actual situation and needs that arise in learning to write narratives. The author also conducted interviews with class teachers to obtain in-depth information regarding obstacles, needs, responses, and input in improving the smart lapbook media. Then, a questionnaire was given to students after the smart lapbook media trial to measure the level of practicality, ease of use, and effectiveness of the media in improving the ability to write narrative essays. Furthermore, documentation was used to collect visual evidence such as photos and videos during the learning process using the smart lapbook media, which functioned as supporting data for product evaluation.

## **RESULTS AND DISCUSSION**

### ***Result***

The results of the development research that has been carried out by the author produced a learning media product, namely smart lapbook media on narrative essay material. Smart lapbook media as a learning media on narrative essay material that has been developed has been validated by experts and has been tested at SDN No. 105323. The results of the analysis and description that the author did were in accordance with the development research procedure, namely to see to what extent the product developed has met the criteria for validity, practicality, and effectiveness of the media which will be described below.

### Smart Lapbook Media Validity Results

The smart lapbook product has been validated by 3 lecturers who are media experts, material experts and language experts. The three lecturers are lecturers at the State Islamic University of North Sumatra Medan who are certainly experts in their fields. The three experts are from the Faculty of Tarbiyah and Teacher Training. In the validation of media experts, the aspects assessed are: Media size aspect, external media design and media content design.

In material validation, the aspects assessed are: aspects of content suitability, aspects of language suitability, aspects of material presentation, and aspects of independent learning.

Meanwhile, in the validation of language experts, the aspects assessed are: Linguistic aspects. The results of the product assessment from the validator in this study are as follows:

Table 1. Assessment of the Validity Level of Smart Lapbook

| Valuation     | Media Expert<br>Validator | Material Expert<br>Validator | Linguist Validator |
|---------------|---------------------------|------------------------------|--------------------|
| Total Score   | 61                        | 71                           | 44                 |
| Maximum Score | 65                        | 75                           | 45                 |
| Percentage    | 93%                       | 94%                          | 97%                |
| Criterion     | Highly Valid              | Highly Valid                 | Highly Valid       |

Referring to the assessment results carried out by the media expert validator, namely Mrs. Andina Halimsyah Rambe, M.Pd, there are several things that need to be improved, namely improving the font style and type of paper used in the smart lapbook media, as well as replacing the envelope on the smart lapbook media from paper to cloth.

The results of the assessment carried out by the material expert validator, namely Mrs. Juni Sahla Nasution, M.Pd, suggested several things that needed to be improved, namely improving the use of easy-to-understand language in explaining the structure of narrative essays and providing examples of each term.

The results of the assessment conducted by the language expert validator, namely Mrs. Tri Indah Kusumawati, SS, M.Hum, who provided an assessment through a questionnaire and provided suggestions to improve the language on the smart lapbook media. The results of the validator's assessment suggest several things that must be considered, namely the use of foreign terms by providing italicized writing.

### Practicality Level of Smart Lapbook Media

The practicality level of smart lapbook media as a learning medium for narrative essay material can be seen from the student response questionnaire containing responses to the developed smart lapbook media. Student responses consist of several aspects, namely material coverage, presentation, and media suitability, each aspect of which is assessed whether it is good and how easy it is to use.

Table 2. Results of Teacher and Student Response Questionnaire

| Valuation     | Student Response<br>(22 people) | Teacher's Response |
|---------------|---------------------------------|--------------------|
| Total Score   | 993                             | 49                 |
| Maximum Score | 1100                            | 50                 |
| Percentage    | 90%                             | 98%                |
| Criterion     | Very Practical                  | Very Practical     |

Based on the table, the results of the student response questionnaire were obtained with a total of 993 with a maximum score of 1100 and a percentage of 90% which had very practical criteria. While the results of the teacher's response obtained a score of 49 with a maximum score of 50 so that it got a percentage value of 98% and got very practical criteria.

Table 3. Comparison of Pretest and Posttest Values and N-Gain Test Scores

| Test Type    | Average        |
|--------------|----------------|
| Pretest      | 48,46          |
| Posttest     | 93,84          |
| N-Gain Score | 0,88           |
| Criterion    | Very Effective |

From the results of the effectiveness test shown in the table above, it can be seen that student scores have increased significantly. Before using smart lapbook media, the average pretest score of students was 25.68. After using the media, the average posttest score increased to 90.77. This increase shows an N-Gain value of 0.87, which is in the high category. So, it can be concluded that smart lapbook media is very effective in improving students' narrative writing skills.

The following is a smart lapbook media design that has been improved according to suggestions and input from the validator:



Figure 1. Outside of Media

Based on Figure 1 above, it can be observed that the exterior of the smart lapbook media is designed attractively and functionally to attract students' attention.

On the front there is the name of the media, the title of the material, and the name of the media maker. All of these elements are neatly arranged so that the media display becomes more informative. The title of the material is written clearly to make it easier for students to recognize the learning focus of the smart lapbook media. Meanwhile, the folds of the smart lapbook media are designed to resemble doors that can be opened to the side, giving an interactive impression and facilitating access to the contents of the inner smart lapbook media.

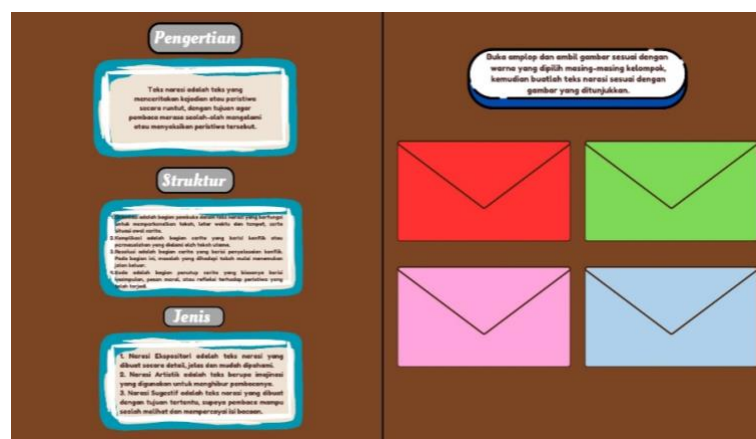


Figure 2. Inside of Media

Based on Figure 2 above, it can be observed that the inside of the smart lapbook media contains an explanation of the material regarding narrative compositions and envelopes of questions designed to train students' writing skills. The explanation of the material is presented concisely and attractively, covering the definition, purpose, structure and types of narrative compositions so that it is easier for students to understand the basic concepts before practicing them. In addition to the material, there are four colored envelopes containing a series of images that illustrate the flow of an event or story. This series of images functions as a trigger for ideas that encourage students to develop stories sequentially based on the sequence of images. Along with the images, worksheets are also included that students use to write down the results of their narrative compositions. Through the presentation of these materials and activities, smart lapbooks help students learn actively, creatively and enjoyably.



Figure 3. Inside of Media

Based on Figure 3 above, it can be observed that the inside of this smart lapbook media is equipped with Student Worksheets. Each group attaches pictures and worksheets from their discussions in the area provided. This media is designed so that each group can convey their work results in turns through presentations. This smart lapbook media also encourages collaboration, creativity, and students communication skills actively and in a structured manner.

### ***Discussion***

These findings support research (Oliviea et al., 2023) which shows that smart lapbook media is very effective in improving speaking skills. However, this study adds that smart lapbooks also support learning to write narrative essays, which has not been widely studied before. This study has quite significant differences with previous studies, especially in terms of language skills which are the focus of the research problem. If in previous studies smart lapbook media was used to improve speaking skills, in this study smart lapbook media was used to improve the ability to write narrative essays. Previous studies have emphasized more on developing students' skills in expressing ideas orally, such as pronunciation, fluency, and intonation. Meanwhile, this study focuses on improving students' ability to express ideas in writing, including aspects of sentence structure, vocabulary use, grammar, and paragraph coherence. Although different in the skills targeted, these two studies have similarities in terms of utilizing media as a tool to improve students' language skills. Both also show that the use of appropriate media can significantly increase students' interest in learning, active participation, and learning outcomes.

Theoretically, the results of this study are supported by a constructivist approach that emphasizes that learning is an active process for students in building their own knowledge based on experience and interaction with the environment. In this theory, knowledge is not seen as something that is transferred directly from the teacher to the students, but rather something that is built personally by the students through active involvement in the learning process (Ramadan et al., 2025). Smart lapbooks provide a forum for students to compose, reflect, and re-arrange ideas independently, thus supporting the development of students' abilities in writing narratives.

The findings of the study showed a significant increase in writing narrative essays, as measured by written tests before and after using the media. The increase was seen in the aspect of the ability to compose a coherent storyline, the use of more varied vocabulary, and the improvement of grammar and paragraph coherence. The average score of students increased from 25.68 in the pretest to 90.77 in the posttest, with an N-Gain value of 0.87 which is included in the very effective category. This indicates that the smart lapbook media not only has a statistical impact, but also has a real influence on improving students' writing skills in the context of learning Indonesian.

The subjects of this study were limited to fifth grade students at SDN 105323, which is a Public Elementary School in Medan City. The selection of this subject is based on the availability of access, the need to improve narrative writing, and the readiness of teachers to support the implementation of learning media. However, this limitation is a note that the results of the study do not reflect the general conditions in other Elementary Schools, both in the city of Medan and in other areas.



The main focus of this media development is for learning to write narrative essays. Other types of text such as descriptive, expository, or procedural are not part of the scope of this study. Thus, the effectiveness of smart lapbook media cannot be generalized for teaching writing other texts. This narrow focus not only provides clarity of purpose, but also suggests the need for further studies that test the flexibility of the media to other types of texts.

The media trial process was carried out in one semester, namely in the even semester of the 2024/2025 academic year. This duration includes the validation, revision, limited implementation, and evaluation stages of learning outcomes. This relatively short time provides an initial picture of the effectiveness of the media, but does not yet allow for measuring long-term impacts, such as consistent improvement in writing skills or the influence on interest in learning on an ongoing basis.

The development of smart lapbook media is motivated by the need to provide interactive, contextual, and interesting learning media for elementary school students in learning to write narrative essays. The limitations of existing learning media, especially those that do not integrate visual aspects and creative activities, are the main reasons for the need for this innovation. In addition, the ability to write narratives is an important basic skill in learning Indonesian and can support the development of literacy competencies in general.

## CONCLUSION

This research is a development research that aims to produce smart lapbook media to improve students' narrative writing skills in Elementary Schools. The development process was carried out systematically, starting from the needs analysis stage, product design, validation by experts, revision, practicality test, to effectiveness test. The validation results showed that the product has very good quality, both in terms of content, design, and language. The practicality test confirmed that the smart lapbook media is easy to use and liked by teachers and students, while the effectiveness test showed a significant increase in students in writing narrative essays covering aspects of content, structure, and language. These findings indicate that the smart lapbook media is a feasible and relevant media in overcoming the low narrative writing skills of students as identified in the initial observation results. Theoretically, this media strengthens the visual media literacy approach in Elementary Schools. Practically, the smart lapbook media has the potential to be applied in project-based learning models and developed for other types of texts or levels of education.

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