

The Implementation of the Know-Want-Learned (KWL) Learning Strategy Using Puzzle Media to Improve the Quality of Indonesian Language Learning for Grade VI Students at SD Negeri 30 Bilah Barat, Labuhan Batu Regency, Academic Year 2025-2026

Arika Ritonga^{1*}), Sutikno², Rahmat Kartolo³

^{1,2,3}Universitas Muslim Nusantara Al Washliyah, Medan, Indonesia

*Correspondence Authors: kartolo.arkaritonga1982@gmail.com¹, sutikno@umnaw.ac.id², rahmatkartolo@umnaw.ac.id³

Article history: Received November 24, 2025; revised December 18, 2025; accepted January 05, 2026

This article is licensed under a Creative Commons Attribution 4.0 International License



ABSTRACT

Implementation of Know Want Learned Learning Strategy in an Effort to Improve Learning Quality Indonesian Language through Puzzle Media on State Elementary School 30 West Bila Labuhan Batu Regency This study aims to determine the effectiveness of the application of the Know Want Learned (KWL) learning strategy to improve the quality of Indonesian language learning through puzzle media for sixth-grade students of SD Negeri 30 Bilah Barat, Labuhan Batu Regency, Academic Year 2025-2026. This type of research is Classroom Action Research (CAR), which is conducted in two cycles, each consisting of four stages: planning, implementation, observation, and reflection. The subjects of this study were sixth-grade students of SD Negeri 30 Bilah Barat. The objective of this research was to improve the quality of Indonesian language learning, especially in the ability to understand narrative texts. The instruments used to collect data were observation sheets and written tests were administered to the students. The results of this study showed that the application of the KWL strategy with puzzle media can improve the quality of Indonesian language learning. This can be seen from the increase in student learning activities recorded in Cycle I by 72.5% and increased to 85.3% in Cycle II. In addition, student learning outcomes also increased, which is reflected in test scores that showed classical completeness in cycle I by 70% and 88% in cycle II. Thus, the implementation of the KWL strategy with puzzle media is not only able to increase students' learning activities but also strengthen their understanding of the material being taught. Based on these findings, it can be concluded that the implementation of the KWL strategy with puzzle media is effective in improving the quality of Indonesian language learning for sixth-grade students of SD Negeri 30 Bilah Barat, Labuhan Batu Regency, in terms of both learning activities and learning outcomes.

Keywords: Learning Strategies, Know Want Learned, Puzzle Media, Indonesian Language Learning

I. INTRODUCTION

The background of this research found that the quality of Indonesian language learning is still low in grade VI of SD Negeri 30 Bilah Barat, Labuhan Batu Regency in the 2025-2026 Academic Year. Based on the reflection of teachers and collaborators, it has been shown that teachers have not brainstormed about reading, and teachers have not used strategies and media that support reading learning (Hartati et al., 2024). Students are less able to answer questions related to the content of reading, and they have difficulty digging up information related to reading. Supporting data are student learning outcomes; students obtain scores below the KKM 66. The formulation of the research problem is how to improve the quality of Indonesian language learning in Grade VI students of SD Negeri 30 Bilah Barat, Labuhan Batu Regency in the 2025-2026 Academic Year using the KWL Strategy with Puzzle Media. The purpose of this study is to improve the quality of Indonesian language learning using a learned strategy and puzzle media. This type of research is Classroom Action Research (CAR), which is carried out in three cycles, each cycle consisting of one meeting (Laoli et al., 2023). Law Number 20 of 2003 Article 33 Paragraph 1 concerning the National Education System states that Indonesian as the national language is the language of instruction in national education (Idawati & Febriyanti, 2025). Based on this law, we can conclude that Indonesians play an important role in basic education. Mastery of language is the first step in understanding all kinds of information. Law No. 20 of 2003 (Article 37) also states that elementary and secondary curricula must include language. In the Regulation of the Minister of

National Education Number 22 of 2006, which contains content standards for elementary and secondary education units, Indonesian language subject competency standards are the minimum ability qualifications for students that describe mastery of knowledge, language skills, and a positive attitude towards Indonesian language and literature. These competency standards form the basis for students to understand and respond to local, regional, national, and global situations (Emha Dzia'ul Haq, 2024).

The objectives of the Indonesian Language subject contained in the School Unit Level Curriculum include: (1) communicating effectively and efficiently in accordance with applicable ethics, both orally and in writing; (2) respecting and being proud to use Indonesian as the unifying language and national language; (3) understanding Indonesian and using it appropriately and creatively for various purposes; (4) using Indonesian to improve intellectual abilities, as well as emotional and social maturity; (5) enjoying and utilizing literary works to broaden horizons, refine character, and improve knowledge and language skills; and (6) respecting and being proud of Indonesian literature as a cultural and intellectual treasure of the Indonesian people.

A research institute named Progress in International Reading Literacy Study (PIRLS) In 2011, an international study on the reading ability of children worldwide stated that Indonesian children's reading ability was ranked 43rd out of 46 countries in the world. Program for International Student Assessment (PISA) In 2012, an international survey institute focusing on mathematics, reading, and science ranked Indonesia 64th out of 65 countries. In terms of reading, Indonesia ranked 60th, one level below Malaysia, which ranked 59th. These two survey results indicate that Indonesian children's reading ability remains very low, as evidenced by Indonesia's ranking among the bottom three (Kwan et al., 2024).

The problem regarding The lack of students' reading skills has not been in accordance with the objectives of the curriculum. Researchers and the collaboration team conducted a reflection through document data and found problems regarding reading skills in the Indonesian language subject, which are still low in class VI of SD Negeri 30 Bilah Barat, Labuhan Batu Regency in the 2025-2026 academic year. Teachers have not yet carried out brainstorming. Regarding reading comprehension, teachers have not used strategies and media that support reading learning, and teachers have not guided students in asking questions related to reading comprehension learning. Students' questioning activities are not good, students are less able to answer questions related to the content of the reading, and students have difficulty digging up information related to reading. These problems are also supported by the learning outcomes of sixth-grade students at SD Negeri 30 Bilah Barat, Labuhan Batu Regency, in the 2025-2026 academic year (Rusmaladewi et al., 2025).

Based on the results of the teacher interviews in Indonesian language learning, the value of students' reading comprehension skills is still below the Minimum Completion Criteria (KKM), namely 75. Student evaluation data showed that out of 28 students, 18 obtained scores above the KKM, while the other 20 students obtained scores below the KKM, namely, 66 (Mustakim & Rahim, 2024).

The problem regarding the quality of Indonesian language learning in terms of reading comprehension skills, which is not yet optimal, is a very important and urgent problem; therefore, it is necessary to find alternative solutions to improve and increase the quality of Indonesian language learning with regard to reading comprehension skills in class VI of SD Negeri 30 Bilah Barat, Labuhan Batu Regency in the 2025-2026 academic year.

Researchers took the initiative to establish alternative actions by implementing innovative learning strategies that were expected to improve the quality of learning, including teacher skills, student activities, and Indonesian language learning outcomes in terms of reading comprehension skills. The learning strategy that can solve this problem is to implement a scientific approach with a learning strategy, and it is hoped that through the application of a scientific approach with a strategy know want learned and mediapuzzles can improve students' reading comprehension skills, train students to learn independently, actively, creatively, and create a meaningful learning atmosphere.

The scientific approach is a learning process that aims for students to actively construct concepts they discover through the stages of observing, formulating problems, proposing or formulating hypotheses, collecting data using various techniques, analyzing data, drawing conclusions, and communicating the concepts, laws, or principles discovered. The scientific approach develops three domains in the learning process in an integrated manner: knowledge, attitudes, and skills. Majid's (2013) scientific approach to learning includes observing, asking, trying, processing, presenting, concluding, and creating all subjects.

According to Suyanta, the strategy know want learned(2009:41) combines three basic steps in the learning stage: (1)know (k)Students express the knowledge and experience they have regarding a reading topic; this knowledge is then poured into categories in class discussions; (2)what I want to learn (w); the teacher guides students to formulate specific reading objectives; this knowledge and experience is connected to what the students will learn by creating questions based on these categories; (3)what I have learned (l)After the students' reading goals are formulated, the students carry out reading activities to obtain the information they want to

know. Based on this description, research with a reading strategy...know want learned this is given an abbreviation KWL: Advantages of the strategy KWL including: (1) this strategy gives students an active role before, during, and after reading; (2) this strategy helps students think about the information they receive; and (3) this strategy also strengthens students' ability to develop questions about various topics (Suyanta, 2024). The implementation of a scientific approach with strategy KWL will be optimal if supported by appropriate learning media. According to Setiyawan and Rifai (2025), learning media is an intermediary that carries messages or information that have instructional purposes or contain teaching objectives. Learning media that is appropriate for the learning strategy of KWL One is an is puzzle. The puzzle was selected to support the success of the learning process, activate students, and provide them with a pleasant learning experience. According to Levie and Levie (in Setiyawan 2025), learning through visual stimuli produces better learning outcomes for tasks such as remembering, recognizing, recalling, and connecting facts and concepts. In contrast, verbal stimuli provide better learning outcomes when learning involves sequential recall. Application of the model KWL with media puzzle This is expected to improve student learning outcomes, student activities, and Indonesian language learning outcomes in terms of reading skills (Setiyawan & Rifai, 2025).

II. METHODS

A. Research Design

This study is classroom action research (CAR). Classroom Action Research, according to Arikunto et al. (2008:3), is an observation of learning activities in the form of an action that is deliberately brought up and occurs in a class together.

According to Arikunto (2017:16), classroom action research consists of four stages: (1) planning, (2) implementation, (3) observation, and (4) reflection. According to Arikunto (2017:17), in the planning stage, the things that are done compile an action plan that explains what, why, when, where, by whom, and how the action will be carried out.

The implementation of action is the implementation or application of the contents of the plan that has been formulated and is not made up (Arikunto, et al., 2017: 16). At this stage, the scenario, strategy design, and learning implementation scenario are determined in detail. The details of the action explain (1) the step-by-step activities that will be carried out, (2) activities that should be carried out by the teacher, (3) activities that are expected to be carried out by students, (4) details about the type of learning media that will be used and how to use it, and (5) the type of instrument that will be used for data collection/observation accompanied by a detailed explanation of how to use it (Arikunto, 2017).

The classroom action research was conducted over three cycles. Each cycle consisted of a single lesson. Each cycle consisted of one meeting, with a time allocation of 2×35 min. Cycles one through three examined the main sentence in each paragraph through an intensive reading.

Observations are implemented by the observers. Observations were performed simultaneously with the implementation of the action. (Arikunto, 2017: 139). Observing is an observation activity that captures the extent to which leadership is effective in achieving its objectives. It can be concluded that observation is an activity that captures the implementation of actions and assesses the extent of an action's effectiveness.

Observation activities in this classroom action research were conducted in collaboration with the observing teacher. Observations were conducted to observe student activities and teacher skills in teaching reading comprehension using strategies. Know Want Learned (KWL)with media puzzle in the Indonesian language subject, the aspect of reading skills. Observations were conducted using data-collection instruments in the form of observation sheets for student and teacher activities.

Reflection restates what has been done. Reflection is a reconsideration of what has been done to serve as a mirror or a guideline for improvement in subsequent activities. Reflection is an activity that critically reviews the changes that have occurred in students, the classroom atmosphere, and teachers. At this stage, the teacher as a researcher answers the questions of why, how, and to what extent the intervention has produced significant changes. Reflection is carried out to determine the extent to which action brings about change and to examine the strengths and weaknesses of each cycle.

The research subjects were 28 sixth-grade students, consisting of 12 males and 16 females. The research subjects were selected in sixth grade because this class failed to achieve the minimum competency criteria (KKM) in learning to improve the quality of Indonesian language learning. This classroom action research was conducted in the sixth grade. The observation of student activities focused on 28 students who were heterogeneously selected.

According to Sugiyono (2016), quantitative data are data in the form of numbers or qualitative data that are numbered. Quantitative data can be concluded as data expressed in the form of numbers. Quantitative data are

manifested in the learning outcomes of Grade VI students of SD Negeri 30 Bilah Barat in the Indonesian language subject in terms of reading skills. Student learning outcomes were obtained from evaluation activities carried out at the end of the meeting in cycles I and II (Sugiyono, 2016).

Qualitative data are in the form of sentences, words, or images. (Sugiyono, 2016) Qualitative data is obtained from the results of observations of teacher skills, student activities, and field notes in learning Indonesian in the aspect of reading skills by applying strategies. KWL with media puzzle.

B. Data Analysis Technique

Quantitative data in the form of cognitive learning outcomes were analyzed using descriptive statistical analysis techniques. Descriptive analysis was performed by calculating the mean, median, mode, and learning completion individually and classically, and presenting them as percentages.

Qualitative data in the form of data from observations of student activities, teacher skills results, interviews and field notes in learning Indonesian in the aspect of reading skills through the application of strategies. know want learned with media puzzle analyzed using qualitative descriptive analysis. Qualitative data were presented in the form of separate sentences to obtain conclusions.

Data from observations of teacher skills and student activities can be analyzed using a qualitative assessment criteria table classified into four categories.

III. RESULTS AND DISCUSSION

A. Result of Cycle I

The first meeting (cycle I) was held on January 23, 2019, which referred to learning tools in the form of a learning implementation plan in the form of RPP 1 (attachment A).

Based on the observations of student activities carried out by observers, this can be seen in the following table.

Table 1. Results of Observations of Student Activities in Cycle I

No.	Student Activities	Meeting I		Meeting II		Meeting III	
		Number of Students	%	Number of Students	%	Number of Students	%
1.	Listen	24	85	23	82	23	82
2.	Ask	22	78	23	82	24	85
3.	Answer	17	60	19	67	21	75
4.	Discuss	14	50	17	60	19	67
5.	Respond	20	71	22	78	22	78
Percentage		68.8%		73.8%		77.4%	
Classical Percentage				73.3%			

At the end of Cycle I, specifically at the fourth meeting, the students were given a learning achievement test. The Cycle I test consisted of five questions. The following data show the results of the student learning test at the end of Cycle I:

Table 2. Student Learning Outcomes Completeness Cycle I of Grade VI Students of SD Negeri 30 Bilah Barat, Labuhan Batu Regency

No.	Category	Number of Students	Classical Percentage
1	Students who have completed	20 people	71.42%
2	Students who do not complete	8 people	28.58%
Amount		28 people	100%

From the table, it can be seen that students' abilities in learning activities and solving questions were still low, not as expected. Of the 28 students who participated in learning activities, 73.3% participated in classical student learning activities. Meanwhile, of the 28 people who took the learning outcome test, there were 20 students (71.42%) who had reached the learning completion level and 8 students (28.58%) so the criteria had not reached the classical learning completion level. Thus, the learning process continued until cycle II.

Learning activities in cycle II on January 30, 2019. The material discussed was an understanding of narrative discourse. In accordance with RPP (Attachment A), the learning carried out was a learning model through the

Know Want Learned strategy using Puzzle Media. The activities carried out were as follows. Explain the material according to the prepared learning plan. The teacher connects the material to be studied with the material that has been studied previously and relates it to everyday life. Provide motivation to students to increase their activities in class. The teacher formed student discussion groups consisting of 4-5 students. Then, the teacher asks students to sit in their designated groups and prepare the materials and tools that will be used in learning. The students sat in the designated groups. The teacher distributed tests and asked students to understand the material to be studied and work on their assignments with their group members during the group discussion process. When students are working on the test, the teacher supervises, helps, and directs students if they encounter difficulties regarding the steps in solving the problem and guides them in concluding the answers they obtain. The teacher pays attention to students when they are working on their respective group assignments; group members think, discuss, and exchange knowledge to achieve their learning goals together. The teacher asked each group to discuss the results of their observations with the other groups. The teacher called one of the groups to the front of the class and presented the results of the discussion. Then, together with the students, conclude the material that has been studied and ask the students to collect the material that has been studied and ask the students to collect the results of the students' work. The teacher administered Evaluation Test II in the form of an essay test consisting of five questions to determine the level of student learning outcomes. Observers monitored student activities recorded on the activity observation sheet. At the end of the lesson, the teacher and the students summarized the material that had been studied and gave awards to the groups that came to the front of the class.

B. Cycle II Test Result

At the end of Cycle II, specifically at the eighth meeting, the students were given a learning achievement test. The Cycle II test consisted of five questions. The following data show the results of the student learning test at the end of Cycle II.

Table 3. Student Learning Outcomes Completion in Cycle II

No.	Category	Number of Students	Classical Percentage
1	Students who have completed	25 people	89.28%
2	Students who do not complete	3 people	10.72%
	Amount	30 people	100%

Based on the above table, it can be observed that the average student score. The lowest score obtained by students was from an ideal score of 100, and the highest score obtained by students was from an ideal score of 100.

The following shows the frequency distribution and percentage of students' poetry-writing ability scores:

Table 3. Frequency Distribution and Percentage of Students' Poetry Writing Skills in Cycle I

No.	Mark	Category	Frequency	Percentage (%)
1	85-100	Very good	0	0
2	70-84	Good	5	25
3	55-69	Enough	7	35
4	46-54	Not enough	3	15
5	0-45	Very less	5	25

Based on the results of the test data completed by students, researchers can conclude the following conclusions were drawn: Researchers have been able to maintain and improve the quality of learning implementation through the Know Want Learn strategy using Puzzle Media.

1. The student activities and learning outcomes in Indonesians have improved. This can be observed from the average percentage of activities and tests administered in Cycles I and II.

Thus, based on the research results, satisfactory results were obtained according to the level of completion of activities and student learning outcomes in a classical manner.

C. Discussion

The teacher was able to reduce the students' difficulties in completing the test questions. Of the 28 students who participated in the learning activities, 84.6 % participated in classical student learning activities. Meanwhile, of the 28 people who participated in the learning outcome test, 25 students (89.28%) achieved the learning completion level and three students (10.72%) did not achieve the classical learning completion level. Thus, based on the activities and learning outcome tests in this second cycle, this research can be stopped because the research on student activities has reached > 80% and classical student learning completion has reached > 85%.

When viewed from the results of observations and student learning test results through the Know Want Learned strategy, using Puzzle Media to understand narrative discourse experienced an increase. A classical percentage of 73.3% was obtained in observing student activities in Cycle I, with 68.8% meeting II, 73.8% meeting II, and 77.4% meeting III.

However, these results were unexpected, so the study continued to cycle II. Observations in cycle II showed a classical percentage of 84.6%, with a breakdown in the percentages for meeting V at 80.4%, meeting VI at 85.2%, and meeting VII at 88.2%.

This shows the success of the actions that have been carried out (Rayhan Krismansyah et al., 2025). Based on the results of the learning tests, it was concluded that learning through the Know Want Learn strategy using Puzzle Mediakan improves student learning activities (Awwaliyah & Siregar, 2024).

Table 4. Results of Observations of Student Activities in Cycle I and Cycle II
Sixth Grade Students of State Elementary School 30 Bilah Barat

Cycle	Meeting	Percentage	Classical Percentage
Cycle I	Meeting I	68.8%	73.3%
	Meeting II	73.8%	
	Meeting III	77.4%	
Cycle II	Meeting V	80.4%	84.6%
	Meeting VI	85.2%	
	Meeting VII	88.2%	

In Cycle I, an average score of 72.5 was obtained, with 20 students achieving a learning completion rate above 65% and a classical learning completion rate of 71.42%. However, these results were unexpected, so the study continued to cycle II.

After administering the interventions in Cycle II, an average score of 78.57 was obtained, with 25 students achieving a completion rate of above 65% and a classical completion rate of 89.28%. This demonstrated the success of the intervention.

Based on the results of the learning test, it was concluded that Know Want Learned learning using Puzzle Media for sixth-grade students of SD Negeri 30 Bilah Barat can improve student learning outcomes, meaning that students' understanding of solving narrative discourse problems has increased (Hikmawati et al., 2022). Because the success indicators in the research have been achieved, in this case at least 85% of students have achieved a score of ≥ 65 , it can be said that by using Know Want Learned learning using Puzzle Media for sixth grade students of SD Negeri 30 Bilah Barat on narrative discourse material for sixth grade students of SD Negeri 30 Bilah Barat in the 2025-2026 Academic Year, it has a good impact on student learning outcomes.

IV. CONCLUSIONS

The Know Want Learned learning model using Puzzle Media for sixth-grade students of SD Negeri 30 Bilah Barat in the 2025-2026 academic year can increase the learning activities of sixth-grade students of SD Negeri 30 Bilah Barat in the 2025-2026 academic year towards the ability to understand narrative discourse. This is illustrated by the average classical activity of students in Cycle I of 73.3% and an increase of 84.6% in Cycle II. The Know Want Learned learning model using Puzzle Media for sixth-grade students of SD Negeri 30 Bilah Barat in the 2025-2026 academic year can improve the learning outcomes of sixth-grade students of SD Negeri 30 Bilah Barat in the 2025-2026 academic year regarding the ability to understand narrative discourse. The increase in learning outcomes was obtained from the results of the action test for each cycle, where in cycle I, the classical percentage of the class reached 71.42%, and in cycle II, it increased by 89.28%. From the observation results, it can be seen that the implementation of learning with Know Want Learned Using Puzzle

Funding Statement

“No external funding was received for this study.”

Ethical Compliance

All procedures performed in this study involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

Data Access Statement

No datasets were generated or 202 analysed during the current study

Conflict of Interest Declaration

The authors declare that they have no affiliations with or involvement in any organization or entity with any financial interest in the subject matter or materials discussed in this manuscript.

ACKNOWLEDGEMENTS

The author thanks all the people in most cases and the sponsor and financial support acknowledgments.

REFERENCES

- [1] Arikunto, S. (2017). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta, 2017.
- [2] Awwaliyah, W., & Siregar, T. W. (2024). Problem Based Learning Model Assisted by Puzzle Media to Improve Learning Outcomes of Elementary School Students 102078 Block Zero Jangga in Islamic Education Learning. *Journal of Indonesian Primary School*, 1(3), 73–80. <https://doi.org/10.62945/jips.v1i3.350>
- [3] Emha Dzia’ul Haq. (2024). Minister of Education and Culture Regulation Number 65 of 2013 concerning Elementary and Secondary Education Process Standards. *Journal of Contemporary Gender and Child Studies*, 3(1), 178–188. <https://doi.org/10.61253/jcgcs.v3i1.279>
- [4] Hartati, W. O., Tohamba, C. P. P., & Faridawati, F. (2024). Reading Strategies Used by Teachers in Teaching Reading in EFL Class. *DEIKTIS: Jurnal Pendidikan Bahasa Dan Sastra*, 4(4), 709–719. <https://doi.org/10.53769/deiktis.v4i4.1019>
- [5] Hikmawati, H., Zulfan, Z., & Tangdliman, T. (2022). Application of the Problem-Based Learning Model to Improve Learning Outcomes of Class VI Students of SD Negeri Kedungwaru. *Unram Journal of Community Service*, 3(4), 127–133. <https://doi.org/10.29303/ujcs.v3i4.391>
- [6] Idawati, I., & Febriyanti, F. (2025). Indonesian Language and Culture as Pillars of National Identity in the Digital Education Era. *IJORER : International Journal of Recent Educational Research*, 6(6), 2112–2119. <https://doi.org/10.46245/ijorer.v6i6.1168>
- [7] Kwan, Y. M., Muhamad, F., & Chin, M. Y. (2024). Setting the Benchmark: A Comparative Analysis of Research Performance Indicators between Leading World Research Universities and Top-Ranked Research Universities in Malaysia. *Journal of Research Management and Governance*, 6(1), 3–21. <https://doi.org/10.22452/jrmg.vol6no1.2>
- [8] Laoli, Y., Maru’ao, N., Laoli, A., & Zega, R. (2023). An Analysis of Students Ability to Answer Reading Questions with Higher Order Thinking Skills. *Edumaspul: Jurnal Pendidikan*, 7(2), 3854–3865. <https://doi.org/10.33487/edumaspul.v7i2.6549>
- [9] Mustakim, & Rahim, A. (2024). Supervised Machine Learning for Prediction of Minimum Completeness Criteria (KKM) Scores for Elementary School Students. *Jurnal Penelitian Pendidikan IPA*, 10(11), 9216–9225. <https://doi.org/10.29303/jppipa.v10i11.9258>
- [10] Rayhan Krismansyah, Mobit, & Indah Purnama Dewi. (2025). Utilizing Know, Want, Learn (KWL) Strategy in Teaching Reading Comprehension of Narrative Text. *INTERACTION: Jurnal Pendidikan Bahasa*, 12(1), 13–25. <https://doi.org/10.36232/interactionjournal.v12i1.56>
- [11] Rusmaladewi, N. K. D., Dewi, N. P. A., & Suryantini, M. D. (2025). Designing Teaching Materials Based

on Students' Book to Improve Students' Reading Skill in the Merdeka Curriculum. *Riwayat: Educational Journal of History and Humanities*, 8(3), 3779–3784. <https://doi.org/10.24815/jr.v8i3.48144>

[12] Setiyawan, A. I., & Rifai, I. M. (2025). Developing Instructional Media Artificial Intelligence Of Arabic Language Teaching and Learning. *Ijaz Arabi Journal of Arabic Learning*, 8(3). <https://doi.org/10.18860/ijazarabi.v8i3.35367>

[13] Sugiyono. (2016). *Metode penelitian kuantitatif, kualitatif, dan R&D. Alfabeta*.

[14] Suyanta, S. (2024). Know, Want to Know, Learned Strategy: An Effort to Improve Student Learning Outcomes in Islamic Cultural History Learning. *Jurnal Pengembangan Profesi Guru Dan Dosen*, 1(2), 6–11. <https://doi.org/10.63228/jppgd.v1i2.9>