



Acclimatization of Learning Methods and Media in Study Groups

Mohammad Fathan Asyrofi^{1*}, Saiful Amar¹, Hidayatul Maslakha¹, Dwi Nur Istiqomah¹

¹Universitas Islam Tribakti Lirboyo, Kediri, Indonesia

*Co-email: asyrofi.fathan@gmail.com amarambyar3@gmail.com hdyhhilma@gmail.com dnur5965@gmail.com

ARTICLE INFO

Article History:

Received: 15-June-2024

Revised: 8-July-2024

Accepted: 25-Aug-2024

Available online: 30-Sep-2024

Keyword:

Educators;

Students;

Learning Methods;

Learning Media

ABSTRACT

In the era of technological development and globalization, it is hoped that educators will be able to apply appropriate learning methods. Students will feel bored quickly if the learning methods applied are not appropriate. This research is a qualitative type of research using the literature study method. This research uses sources from various literature in the form of books, journals and other sources relevant to the topic raised. The results of this research are that educators or teachers must create creative learning methods to support the achievement of educational goals in Indonesia. This is necessary to attract students' interest in learning and eliminate boredom in learning. Among the learning methods that can be applied by educators include demonstrations, lectures, sociodrama, discussions, games, drills, field trips and group work. Then, during the learning process, media is needed as a means to apply learning methods. Among the media that can be used can be human-based, print-based, audio-visual and computer-based.

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license



INTRODUCTION

In the era of technological development and the era of globalization, various efforts are needed to develop strategies and methods so that students do not lead to bad things (Bando & Ilhami, 2021). It is hoped that educators will have methods to be able to instill learning in students amidst the development of online games that are popular with students. Educators are also expected to be able to instill moral education so that there is a filter that continues to direct students to good morals and morals.

Education is an effort to make students become complete humans. Family is the first process in the world of education that flows naturally before formal education or school. An education that has good quality is education that is able to provide

students' self-development. The low number of teachers who have the ability to teach in education in Indonesia is also an obstacle to creating education that has good quality (Nugraheni et al., 2022).

Education in Indonesia still has very poor quality compared to neighboring countries, for example Singapore. There are several factors that become obstacles in achieving educational goals in Indonesia. Among the factors that hinder the achievement of educational goals in Indonesia is the lack of interest in learning by students in subjects that are considered difficult. Apart from that, there are problems in the application of learning methods carried out by educators. Existing educators tend to have less varied learning methods, and lecture methods are still widely applied and give lots of assignments so that they cannot increase student activity in learning. The lack of variety in applying learning methods also causes students to become passive and causes boredom (Nugraheni et al., 2022).

Based on the factors inhibiting the achievement of Indonesia's educational goals, it is necessary to discuss learning methods and media. The aim is that this article can be used as a guide for educators in implementing appropriate and creative learning methods so that learning is active and not boring. Different from previous studies, this research discusses several learning methods and media briefly so that educators can determine which learning methods and media are appropriate to use.

LITERATURE REVIEW

Acclimatization

According to the Big Indonesian Dictionary, acclimatization refers to the meaning of adjustment to a new environment, condition or atmosphere (BPPB, 2016). Acclimatization is the equivalent of "adjustment", where this definition can be operationalized regarding the use of learning methods and media and a study group. Of course, this will involve a teacher's professional attitude towards his learning group, how a teacher attempts to handle the diversity of his students.

There is an awareness that learning today must be representative. Poor learning processes are one of the challenges facing national education. One example of a problem in learning is that the learning process does not stimulate thinking abilities and places more emphasis on information input. In the end, many students understand theory but are weak in application. Therefore, a teacher is expected to be able to acclimatize learning methods and media according to the needs of the study group.

Learning Methods

In learning, the terms "method" and "strategy" are the two terms that most often raise doubts and questions. Many people identify the two terms, but there are

also those who differentiate between the two. Many people have tried to answer that question, but that doesn't mean the debate about the two terms stops.

The aim of this article is to provide an explanation and mapping of the use of these two terms by education experts. Therefore, to create a definition commonly used in logic, this paper uses the method of searching for substance and explaining its characteristics. This search was carried out through the works of figures who discussed these two terms. Next, the substance, unique properties, and relationship between the two terms are considered.

According to Omar Hamalik, a method is a way to convey learning material in an effort to achieve curriculum goals. This definition emphasizes that learning methods are a way, to convey, learning materials, and as an effort to achieve curriculum goals. He stated that methods have processes. However, he stated that the term method places too much emphasis on teacher activity, so it was replaced with the term strategy which places more emphasis on student activity.

In contrast, Hamalik provides a different definition of learning strategy than the one mentioned above. He said that learning strategies are the way students and teachers carry out lessons to achieve educational goals with certain teaching materials and with the help of certain supporting elements (Riyanto, 2014).

Hamalik states in this definition that the core of strategy is method. If this definition is arranged based on substance or class patterns and explained with differentiating properties, for example, if we say that humans are thinking animals or that bananas are oval fruits that taste sweet and slightly sour. Thus, Hamalik's previous definition shows that the strategy class included in the alias method category is broader than the method class.

If Hamalik relies on his statements and ignores his inconsistencies in explaining the relationship between methods and strategies, Methods and strategies have a procedural dimension because of their orientation towards student participation. Nevertheless, there are differences between the two. The method emphasizes a teacher-centered approach, while the strategy emphasizes a student-centered approach. To understand this statement, it can be illustrated through the following table.

Table 1. Substance, Elements, Approach of Methods and Strategies
According to Oemar Hamalik

	Substance	Elements	Approach	Object
Methods	The method	Procedure or Process	<i>Teacher-centered</i>	<ul style="list-style-type: none"> • Learning materials • Curriculum objectives
Strategies	The method	Procedure or Process	<i>Student-centered</i>	<ul style="list-style-type: none"> • Learning material • Curriculum objectives

In Hamalik's explanation above, not much is explained about the method and strategy components. Indirectly, he emphasized that the main components of both are the same, namely the learning method for conveying learning material and curriculum objectives.

To achieve learning objectives, the learning approach is adapted to activities that occur in the real world. Learning methods can help students develop in terms of cooperation, communication and tolerance. Lessons are given through methods such as lectures, discussions, questions and answers, practice, and other methods that are specifically discussed.

Instructional Media

During the learning process, communication occurs between teachers and students. The teacher acts as the sender of information, and the students act as recipients. This process is successful if both go smoothly: the teacher can convey information well to the students, and the students can receive it well. Communication tools or media are needed to improve communication between people who provide information and people who receive it. After the communicator sends a message via a channel, the communicant who receives the message determines whether the message is understood or not by the communicant. Positive feedback indicates that the message was understood well, while negative comments indicate that the message may not have been understood correctly. Channels, which are also known as learning media, are needed to help convey this message (Rohani, 2020).

The teaching and learning process is also referred to as the communication process. At this stage, information or messages are sent from various sources to recipients.

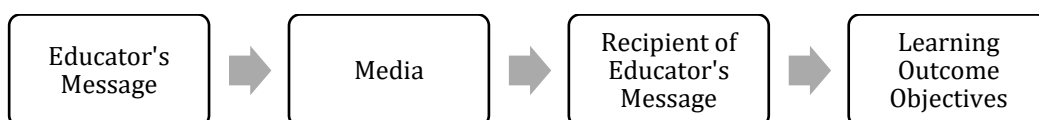


Figure 1. Communication Process in the Learning Context

In the learning process there are levels of activity processes that involve the existence of learning media, namely: level of information processing, level of information delivery, level of information reception, level of information processing, response level from students, level of diagnosis from educators, level of assessment, and level of delivery of results.

The position of media in the learning component is very important, even more important than learning methods, because the methods used usually determine what media can be used and adapted to the learning situation. Therefore, the position of

media in the learning process is very important and can influence the success of the learning process itself.

According to Ambrosini et al. (2018), there are several advantages to using learning media. Some of them are that the willingness to learn becomes more interesting, which motivates students to learn. Lesson material will become easier to understand, allowing students to control and achieve their own learning goals, and learning methods will be more varied due to the teacher's verbal communication of explanations. To make learning fun and exciting, the use of media is very important. Because media can combine words, writing and images in the learning process. Learning through media is more capable of being a fun learning activity than conventional learning because of that (Ambarini et al., 2018).

Study groups

Teachers are expected by students to act as examples and inspiration during learning activities. Because teachers and students interact to gain mutual understanding and achieve learning goals, "co-learning" occurs. Students' learning culture influences their success in learning. Koentjaraningrat (1990) said that cultural elements involve things such as views, habits and customs. Students who hang out with friends who have dropped out of school or are not in school will have an impact on them (Koentjaraningrat, 1990).

In this way, student learning culture will become a tradition that students follow in their daily lives at school, at home and in the community. For example, there is a habit of spending time effectively, discipline in studying, persistence or tenacity in studying, and consistency in using effective learning methods. An organized personality is an indicator of clarity of thinking, which is necessary for studying. A bad learning culture makes people lazy, acting as they please, and being disorganized. Therefore, teachers are expected to be able to create learning groups that are fun, cooperative and innovative.

A study group is a group of people in intensive learning activities who can understand and deepen the learning material if they undertake it seriously. Study groups can be categorized into large groups and small groups. An example of a study group with a large capacity is a study group in the form of a collective for class.

The formation of study groups is not intended to discriminate against other students, but to accommodate students in applying their abilities according to their interests and talents to be developed in study group units.

METHODS

This research uses the library study method, a qualitative research method commonly used in the fields of social sciences, religion and humanities. The library

study method was used to collect data and sources for this research. Data sources can come from related journals and books (Darmalaksana, 2020). In library research, references and references are used in data management using benchmarks from various literature. This research collects data from various literature, including books, journals and other relevant sources. The focus of this research is to examine and discuss theories that have been recognized in the scientific literature and are relevant to the research topic: "Acclimatization of Learning Methods and Media in Study Groups" (Muhammad & Amril, 2024).

FINDINGS

There are 2 sub-sections of data analysis that are in accordance with the research focus formulated by the researcher.

First, by making the teaching and learning process effective, efficient and enjoyable, learning objectives can be fully achieved. Several learning methods that can be applied are as demonstration, lecture, sociodrama, discussion, games, drill, study tours, and work in group. Secondly, classification or classification of learning media is as: human-based media, print-based media, audio-visual based media, and computer-based media.

DISCUSSION

By making the teaching and learning process effective, efficient and enjoyable, learning objectives can be fully achieved. Several learning methods that can be applied are as follows.

Various Learning Methods – Demonstration

The demonstration method is a teaching method that emphasizes demonstrations that aim to clarify an understanding or have a purpose for how to do something to students (Bando & Elilhami, 2021). By using this method, it is hoped that students can see a process being implemented. The purpose of using the demonstration method in education is to clarify the explanation of a concept and show how to do something or the process by which something occurs.

The advantages of this method are that it provides certain skills, makes explanations easier because it uses short language, helps children understand things so that learning looks more interesting (Bando & Elilhami, 2021). Despite its advantages, teachers face many obstacles in implementing the demonstration method. Firstly, there is a lack of ability to increase reading about social, economic, cultural and religious diversity, not preparing tools, not being able to provide explanations about topics, finding it difficult to carry out learning, not providing enough motivation to learn. Apart from that, time constraints also provide obstacles in implementing the demonstration learning method (Endayani et al., 2020).

Various Learning Methods – Lecture Method

The lecture method is a method that is often known as the conventional or traditional method (Lufri, 2020). Because this method has long been used by teachers to convey learning material to students. Until now, this method is still used in learning as a communication tool between teachers and students. Even though this method has many criticisms, this method is still needed because it has advantages in certain conditions.

The advantages of this lecture method are that it is easy to implement, teachers can easily master the class, saves time, educators can use their experience in learning, can be attended by large numbers of students, covers a large number of students' material, can raise the status of teachers in the eyes of students (Lufri, 2020). The disadvantages of the lecture method are that teaching activities become verbalism, do not cover most types of students, are boring, difficult to detect and control students' understanding, students are passive, less exciting, teachers tend to be authoritarian, making students dependent on the teacher. Each method definitely has advantages and disadvantages. The lecture method is very appropriate to apply to schools and madrasas which have many students but few educators (Lufri, 2020).

Various Learning Methods – Sociodrama Method

The sociodrama method is a method of teaching teachers by giving performances to students about social relations problems (Munawaroh et al., 2021). Teachers teach the relationship of behavior in social relationships, instilling the ability to analyze social situations. In this sociodrama, educators provide stories based on social life. The aim of this method is so that students can think actively and are able to solve problems in the learning process, can make decisions, hone students' talents, increase students' self-confidence (Munawaroh et al., 2021).

The advantages of using the sociodrama method are that it makes students practice vocabulary well, appreciate the lesson more, fosters student cooperation, trains students' spoken language, fosters students' courage, trains students to analyze problems and draw appropriate conclusions, enriches knowledge, attitudes, skills and talents. students in learning. The disadvantages of the sociodrama method include, (1) in general only those who play a role are active, (2) the recreational element tends to be dominant rather than work, because practicing sociodrama requires a lot of time and energy, (3) it requires quite a large space, (4) often disturbs the class next door (Munawaroh et al., 2021).

Various Learning Methods – Discussion Method

Discussion is a scientific conversation that contains the exchange of opinions, the emergence of ideas and testing of opinions carried out by several people who are members of a group to search for the truth. The discussion method is an activity of

exchanging information, opinions and elements of experience on a regular basis. The goal is to gain a clearer and more thorough mutual understanding of something. Apart from that, preparing and finalizing joint decisions can also motivate or stimulate students to think critically, express their opinions, contribute their thoughts and take an actual answer or a series of answers based on careful consideration (Hamdayama, 2019).

Therefore, discussion is different from debate which is nothing more than a war of words, where people compete with arguments, understandings and persuasion skills in order to win their own ideas. Discussions are also different from lectures. Discussion does not only involve teacher direction. Therefore, discussions contain democratic values by giving all students the opportunity to express and develop their ideas. The discussion method is a way of presenting lessons, where students are faced with a problem, which can be a problematic statement or question to be discussed and solved together (Hamdayama, 2019).

In order for learning using the discussion method to run effectively, it is necessary to take the following steps to implement the discussion method. First, preparatory steps can be carried out by determining the type of discussion and problems that will be discussed as well as preparing everything related to the technical implementation of the discussion, for example a classroom with all the facilities, discussion officers such as moderators, note takers and a drafting team when needed. Second, carrying out discussions is carrying out discussions in accordance with the rules of the game that have been established. It would be better if the discussions were carried out in a pleasant manner without being tense or pushing each other into corners. Last, closing the discussion means making discussion points as conclusions according to the results of the discussion.

Some of the advantages of using the discussion method include the following: make students aware that problems can be solved in various ways and not one way (only one answer); make students aware that by discussing they express opinions to each other constructively so that better decisions can be obtained; get students used to listening to other people's opinions, even if they differ from their own and getting used to being tolerant; and get students used to thinking critically and being willing to express their critical ideas.

With the advantages mentioned above, the discussion method also has disadvantages. These shortcomings include the following: cannot be used in large groups; discussion participants received limited information; if students do not understand the basic concept of the problem, then the discussion will not be effective; can only be mastered by people who like to talk; usually people want a more formal approach; and time allocation is difficult because it takes a lot of time.

Various Learning Methods – Games Method

Game method (games), popularly known as warm-up (ice-breaker). The literal meaning of ice-breaker is breaking ice. So, the meaning of warm-up in the learning process is to break the situation of students' mental or physical stiffness. Games are also intended to build a dynamic learning atmosphere, full of enthusiasm and enthusiasm. The characteristics of the game are that it creates a learning atmosphere that is fun and serious but relaxed. Games are used to create a learning atmosphere from passive to active, from stiffness to movement, and from boredom to enthusiasm.

The choice of game method is directed so that learning objectives can be achieved efficiently and effectively in a happy atmosphere even though discussing difficult or difficult matters. Games should be used as part of the learning process, not just to fill free time or just to play. Determining the type of play activity to choose really depends on the goals and themes that have been previously determined. Determining the type of play activity is followed by the number of participants in the play activity. Next, determine the place and play space that will be used. Whether inside or outside the classroom, it completely depends on the type of game chosen (Suryanto, 2013).

The game method has several advantages in implementing this method, namely as follows: train students to dramatize something and train courage; this method will attract students' attention so that the class atmosphere becomes lively; students can appreciate an event so that it is easy to draw conclusions based on their own appreciation; and students are trained to organize their thoughts in an orderly manner.

Apart from having several advantages, the game method also has several disadvantages, namely as follows: not all topics can be presented through games; requires a lot of time; determining win-lose and pay-out can have negative consequences; there may also be a fight; and disrupting the peace of learning in other classes (Muhammad, 2011).

Various Learning Methods – Drill Method

The drill method is a learning method in which students acquire certain skills through practicing what they have learned. The word "practice" means that skills become more perfect if learning situations change conditions so that they require different responses. Apart from that, the training method is usually used to acquire skills or dexterity from what one has learned. For example, mental abilities such as reading, memorizing, etc (Irfan, 2011).

The methods used by teachers to provide training to students so that the knowledge given by the teacher can be applied and fully owned by students. Repeated repetition is a characteristic of this method because the association of stimulus and

response becomes very strong and difficult to forget. Therefore, a skill, or knowledge, is formed that can be used by students (Tambak, 2016).

According to Kemenag RI (2014), the drill method includes: convey the learning objectives and competencies that must be learned; students must have confidence that practice is necessary to complement theoretical learning; exercise should be relatively short, but should be done frequently; exercises must be interesting, exciting, and not boring, so that they make students interested; each exercise must be done at a certain time; the training process must be adapted to individual differences, so that the level of proficiency received is the same; exercises can be given individually or in groups with constant attention to each individual; and drill together first before imitating the teacher one by one to ensure all students master it (Kemenag, 2014).

By following the steps above, educators will find it easier to teach and make the learning process effective, which will help achieve goals. Each learning method usually has advantages and disadvantages, as does the drill method. Some of the advantages of the drill method are: students can improve their motor skills, such as writing, pronouncing letters, words, or sentences and become proficient in using sports equipment; to learn mental skills such as addition, subtraction, division and symbolization; to learn associations such as reading a map, using symbols, and the relationship of spelling letters; forming doable habits that increase consistency and speed of implementation; and utilization of habits that do not require concentration to implement.

Meanwhile, the disadvantages of the drill method are: inhibits students' talents and desires because students are more directed towards adapting and not understanding; creates a non-moving adjustment to the environment; there are times when exercises done repeatedly become boring and tedious; it becomes a rigid habit that is automatic; and can give rise to verbalism (Djamarah & Zain, 2010).

Various Learning Methods – Field Trip Method

The field trip learning method is implemented by activating children's five senses by directly seeing everything in their environment (Trimuliana et al., 2022). This learning is referred to as out-of-class learning. Learning carried out outside the classroom makes children able to develop, respond, appreciate, understand flora and fauna, and have a good understanding of the environment. This method is also called a field trip. It is called that because the field trip learning method invites students to see and observe all events related to classroom learning (Trimuliana et al., 2022). For example, take children to a good mosque to observe how Muslim houses of worship look like. Children are invited to the zoo or botanical garden to observe animals and plants directly. When implementing field trips, educators are required to be more careful in protecting students so that undesirable things do not happen. Provision

also needs to be given to students to obey the rules given by the teacher and take good care of themselves.

The implementation of the field trip learning method must be preceded by careful planning because this method requires discussions related to costs, facilities, energy, time and careful management. After completion of implementation, discussions, preparation of reports and follow-up are required. The advantage of using this method is that students can participate in every activity carried out by officers at the object and experience and appreciate the work (Krissandi, 2017). Then students can make observations on each activity so as to increase their experience and knowledge. Students are able to solve problems with inspiration from the first person and students also gain integrated knowledge and experience.

Various Learning Methods – The Group Work Method

The Group Work Method is a learning method by placing students in a group or groups as a unit and then giving them assignments to discuss in the group (Nugraheni et al., 2022). Therefore, teachers are required to be able to provide learning materials that enable children to collaborate in groups. In this method, students are divided into small groups to achieve certain goals (Nugraheni et al., 2022). This method is very useful when there is a lack of learning tools at school, students' abilities vary, student participation and the difficulty of the material. The advantages of this method can be used to foster cooperation between students in class, develop interest in learning, build family, avoid individual emotions, and train students' mutual cooperation attitudes (Krissandi, 2017).

The disadvantages of this method are: it is likely that the discussion will be dominated by students who like to talk or want to assert themselves; it cannot be used in large groups, and; participants receive limited information; it takes up quite a lot of time; and not all teachers understand how students carry out discussions (Krissandi, 2017).

Classification of Learning Media

According to Arsyad in the book "Learning Media", the classification of learning media according to Leshin, Pollock & Reigeluth (Arsyad, 2006:36) are Human-based media, print-based media, audio-visual based media, and computer-based media.

Human-based media (teachers, instructors, tutors, role-playing, group activities, field-trap). This media is especially useful if our goal is to change attitudes or want to be directly involved in monitoring student learning. One important factor in learning with human-based media is interactive lesson design. Well-structured interactive lessons are not only more engaging but also provide opportunities for mental experimentation and creative problem solving. Interactive lessons encourage student

participation and if used well can enhance learning outcomes and transfer of knowledge.

Print-based media (books, guides, workbooks, work aids, and loose sheets) such as: textbooks, guidebooks, journals, magazines, and loose sheets; print-based text requires six elements that need to be considered when designing, namely consistency, format, organization, attractiveness, font size, and use of white space; some of the ways used to attract attention to text-based media are colors, letters, and boxes; some of the ways used to attract attention to text-based media are colors, letters, and boxes. Visual-based media (books, work aids, charts, graphs, maps, pictures, transparencies, slides); color is used as a guiding tool and draws attention to important information, for example keywords can be emphasized in red print; bold or italicized letters emphasize key words or titles; important information can also be emphasized using boxes.; and the use of underlining as a guiding device should be avoided wherever possible because it makes the word difficult to read.

Audio-visual based media (video, film, slide-tape programs, television) such as: visual media that incorporates the use of sound requires additional work to produce; one of the important jobs required in audio-visual media is writing scripts and storyboards which require a lot of preparation, design and research; the script that becomes the narrative material is filtered from the lesson content which is then synthesized into what you want to show and say; this narrative is a guide for the production team to think about how the video depicts or visualizes the subject matter; and at the beginning of the lesson the media must show something that can attract the attention of all students. This is followed by a logical interweaving of the entire program which can build a sense of continuity and then lead to a conclusion or summary. Program continuity can be developed through the use of stories or problems that require solving.

Computer-based media (computer-assisted teaching, interactive video, hypertext). First, computers act as managers in the learning process known as Computer Managed Instruction (CMI). Second, computers as additional aids in learning; Its use includes presenting information on the content of the lesson material, exercises, or both. This mode is known as Computer-Assisted Instruction (CAI). CAI supports learning and training but is not the primary transmitter of course material. Third, computers can present information and other learning stages delivered not by computer media.

Fourth, the format for presenting messages and information in CAI consists of programmed tutorials, intelligence tutorials, drill and practice, and simulations. Fifth, Programmed tutorials are a set of displays, both static and dynamic, that have been previously programmed. Sixth, sequentially, a small set of information is displayed followed by questions. Students' answers are analyzed by computer and based on the

results of that analysis appropriate feedback is provided. Seventh, both linear and branched sequences are used. Determining when to branch out is intended for the presentation of additional learning material based on the results of an analysis of student development after completing several exercises and assignments.

Eight, the more branch alternatives available, the more flexible the program is to adapt to individual differences. Ninth, Other additional media are usually combined for programmed tutorial formats, such as print-based reading assignments, group activities, laboratory experiments, practice activities, simulations, and interactive videodiscs. Tenth, the benefits of programmed tutorials will appear if they use the ability of computer technology to branch out and be interactive. The last, intelligence tutorials differ from programmed tutorials because the computer's answers to students' questions are generated by artificial intelligence, rather than programmed answers prepared in advance by the course designer.

CONCLUSION

To support the achievement of Indonesian education goals, educators or teachers must create creative learning methods. This is necessary to attract students' interest in learning and eliminate boredom in learning. Among the learning methods that can be applied by educators include demonstrations, lectures, sociodrama, discussions, games, drills, field trips and group work. Then, during the learning process, media is needed as a means to apply learning methods. Among the media that can be used can be human-based, print-based, audio-visual and computer-based.

REFERENCES

- Aji Nugraheni dkk., "Upaya Meningkatkan Hasil Belajar Siswa Menggunakan Metode Pembelajaran Kerja Kelompok," t.t., 1676.
- Ambarini, R., Setyaji, A., & Zahraini, D.A (2018). Interactive Media in English for Math at Kindergarten: Supporting Learning, Language and Literacy with ICT. Arab World English Journal (AWEJ) Special Issue on CALL (4), pp.227-241
- Apri Damai Sagita Krissandi, B. Widharyanto, dan Rishe Purnama Dewi, *Pembelajaran Bahasa Indonesia untuk SD* (Bekasi: Media Maxima, 2018), 30.
- Asep jihad, Suryanto. 2013. Menjadi Guru Profesional. Jakarta: Esensi Erlangga Group. Halaman 208
- Asmiati sebagaimana yang dikutip dalam Endayani, Rina, dan Agustina, 155.
- Badan Pengembangan dan Pembinaan Bahasa (BPPB), Kemendikbudristek. (2016), "Aklimatisasi". <https://kbbi.kemdikbud.go.id/entri/aklimatisasi> (Diakses pada Sabtu, 15 Juni 2024)
- Bando, U. D. M. A., & Elihami, E. (2021). Pengaruh metode demonstrasi terhadap pembelajaran fiqh di pesantren melalui konsep pendidikan nonformal. *Jurnal Edukasi Nonformal*, 2(1), 81-90.

- Darmalaksana, W. (2020). Metode Penelitian Kualitatif Studi Pustaka dan Studi Lapangan. *Pre-print Digital Library UIN Sunan Gunung Djati Bandung*. "Metode Penelitian Kualitatif.pdf," t.t.
- Djamarah, S.B., & Zain, Aswan. 2010. *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta. Diakses pada: 7 Maret 2024. <https://www.kajianpustaka.com/2022/03/metode-pembelajaran-drill.html>
- Endayani, T. B., Rina, C., & Agustina, M. (2020). Metode demonstrasi untuk meningkatkan hasil belajar siswa. *Al-Azkiya: Jurnal Ilmiah Pendidikan MI/SD*, 5(2), 150-158.
- Fika Hidayatul Munawaroh, Ulul Ilmiah Wardatul Janah, dan Asmelda Dwianti Suparno, *Model dan Media Pembelajaran Bahasa Indonesia SD* (Surabaya: Scopindo, 2021), 6.
- Hamdayama, J., Si, M., & Pd, S. (2019). Model dan metode pembelajaran kreatif dan berkarakter.
- Ilham Muhammad, Amril. M. (2024). *Pendidikan sebagai Transformasi Budaya Serta Implikasinya dalam Pembelajaran PAI*. NNOVATIVE: Journal Of Social Science Research Volume 4 Nomor 1 Tahun 2024 Page 10954-10961 E-ISSN 2807-4238 and P-ISSN 2807-4246 Website: <https://j-innovative.org/index.php/Innovative>
- Irfan, Skripsi: Peningkatan Hasil Belajar Siswa dengan Menggunakan Metode Drill Pada Mata Pelajaran Al-Quran Hadis Kelas IV Mi Miftahul Huda Banding Sukadana Kabupaten Lampung Timur "Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI) Fakultas : Tarbiyah dan Ilmu Keguruan." (2018), halaman 19
- Jumanta Hamdayama, Model dan Metode Pembelajaran Kreatif dan Berkarakter, Ghalia Indonesia, Bogor, 2015, hlm. 133
- Kementerian Agama RI, Panduan Model Pembelajaran Efektif Madrasah Diniyah Takmiliyah (Sidoarjo: Kantor Wilayah Kementerian Agama RI Provinsi Jawa Timur, 2014), halaman 42-43.
- Koentjaraningrat, pada tahun 1990. Bunga Rampai: Kelompok Belajar sebagai Modal... 14 Kebudayaan Mentalitas dan Pembangunan.
- Krissandi, A. D. S. (2017). THE DEVELOPMENT OF BOOK: APPROACHES, METHODS, AND LEARNING MODELS FOR LEARNING INDONESIAN IN PRIMARY SCHOOL. *Naturalistic: Jurnal Kajian dan Penelitian Pendidikan dan Pembelajaran*, 2(1), 62-76.
- Lufri, M. S. (2020). *Metodologi Pembelajaran: Strategi, Pendekatan, Model, metode pembelajaran*. CV. IRDH: Malang.
- Muhammad, I., & Amril, M. (2024). Pendidikan sebagai Transformasi Budaya Serta Implikasinya dalam Pembelajaran PAI. *Innovative: Journal Of Social Science Research*, 4(1), 10954-10961.

- Muhammad. A. 2011. Pengertian Metode Pembelajaran Permainan. [Http://www.idtesis.com/metode-pembelajaran-permainan/](http://www.idtesis.com/metode-pembelajaran-permainan/). Diakses tanggal 06 Maret 2024.
- Munawaroh, F. H., Janah, U. I. W., Suparno, A. D., Niswa, B. A., Mufidah, I., Sari, S. A., ... & Aisyah, S. N. (2021). *Model dan Media Pembelajaran Bahasa Indonesia SD*. Scopindo Media Pustaka.
- Nugraheni, A., Kafiliani, D., Karnia, F. T., & Hajron, K. H. (2022). Upaya Meningkatkan Hasil Belajar Siswa Menggunakan Metode Pembelajaran Kerja Kelompok. *Prosiding Konferensi Ilmiah Dasar*, 3, 1675-1684.
- Nyoman Karisa sebagaimana dikutip dalam Tb Endayani, Cut Rina, dan Maya Agustina, "Metode Demonstrasi Untuk Meningkatkan Hasil Belajar Siswa," *Al - Azkiya : Jurnal Ilmiah Pendidikan MI/SD* 5, no. 2 (1 Desember 2020): 155, <https://doi.org/10.32505/al-azkiya.v5i2.2155>.
- Oemar Hamalik sebagaimana dikutip oleh Yatim Riyanto, *Paradigma Baru Pembelajaran: Sebagai Referensi Bagi Guru/ Pendidik Dalam Implementasi Pembelajaran Yang Efektif Dan Berkualitas*, (Jakarta: Kencana, 2010), hlm. 140.
- Oemar Hamalik, *Kurikulum dalam Pembelajaran*, (Jakarta: Bumi Aksara, 2009), hlm. 26-27.
- Riyanto, H. Y. (2014). Paradigma Baru pembelajaran: Sebagai referensi bagi pendidik dalam Implementasi Pembelajaran yang Efektif dan berkualitas. Prenada Media.
- Rohani, 2020. *Diklat: Media Pembelajaran*. Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara.
- Suryanto, A. J. (2013). Menjadi Guru Profesional strategi Meningkatkan Kualifikasi dan Kualitas Guru di Era Globalisasi. *Jakarta, Essensi*.
- Tambak, S. (2016). Metode Drill dalam Pembelajaran Pendidikan Agama Islam. *Al-Hikmah: Jurnal Agama Dan Ilmu Pengetahuan*, 13(2), 110-127.
- Trimuliana, I., Zulfikar, M. P., & Permana, R. (2022). *Aktivitas Fisik Sebagai Model Pembelajaran Anak Usia Dini*. EDU PUBLISHER.
- Ulfah, Y. F., Alhasbi, F., & Bachtiar, F. (2024). The Language of Learning: Exploring How Family and Instructional Communication Drive English Education Context. *Utamax: Journal of Ultimate Research and Trends in Education*, 6(1), 44-54.