

INQUIRY LEARNING MODEL FOR INDONESIAN LANGUAGE SUBJECTS GRADE 5 ADVERTISING MATERIALS

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Abstract. This study aims to describe inquiry learning in advertising learning carried out by class V MI Miftahul Falah Karanganyar Gandrungmangu Cilacap class researcher for the 2022/2023 academic year. The method used in this study is the descriptive method. This form of research is qualitative. Data collection techniques used in this study were observation, documentary studies, interviews, tests, and questionnaires. The data collection tools used in this study were observation guidesheets, recording devices, interview guidesheets, test sheets, student activity observation sheets, and questionnaire sheets. Based on the results of data analysis that has been carried out by researchers, it can be concluded that the planning and implementation of inquiry learning in advertising learning for grade V students of MI Miftahul Falah Karanganyar is in accordance with the 2013 curriculum. The results achieved by students in inquiry learning on advertising learning are also satisfactory.

Keywords: Inquiry Learning Model, Mapel Indonesian, Ads.

INTRODUCTION

The application of the 2013 curriculum emphasizes learning that uses a scientific approach, so that students can explore their knowledge. The scientific approach contains five stages commonly known as 5M, namely observing, questioning, gathering information, associating, and communicating (Dharmayanti, 2022). The stages contained in the scientific approach are learning stages that accustom each student to be active in teaching and learning activities and can learn through various resources around him. In practice, the scientific approach will be implemented into several learning models based on scientific processes (Dwijora & Simanjuntak, 2020). Some of these models include inquiry, experimentation, problem-based learning, project-based learning, and discovery learning. The learning model that is believed to be appropriate to be applied in advertising learning is inquiry. This is based on the task of teaching researchers as class V researchers MI Miftahul Falah Karanganyar. Researchers offer an inquiry learning model because based on some literature that researchers read, this model is relevant to be taught on advertising materials that emphasize students to actively seek and find problems. The inquiry learning model encourages learners to be active in learning (Anisah, 2020).

The inquiry learning model emphasizes more on the process of searching and finding from the answer to the problem in question. Through this inquiry process, it will generate interest for students to learn the subject matter. This is very important, so that students learn in conditions that are not forced. Researchers chose MI Miftahul Falah Karanganyar as the object of research because the school has implemented the 2013 curriculum since the 2014/2015 academic year. This helps researchers in collecting data related to scientific approaches and inquiry learning models

because it is believed that the school is quite experienced in matters related to the 2013 curriculum (Choirunisa dkk., 2020). The class observed is class V. The reason the researcher chose the class is because the students in this class have quite good abilities. Class V also meets good class standards, with a total of 28 students. In addition, researchers who are willing to observe their teaching practice, teach Indonesian subjects in this class. This research focused on KD 3.4 and KD 4.4. Sound KD 3.4 analyzes information conveyed by advertising exposure from print or electronic media. Sound KD 4.4. Re-enact the information conveyed by advertising exposure from print or electronic media with oral, written, and visual assistance. The basic competencies (KD) are taught in class V in Semester II. Based on the description of the problem, researchers are interested in researching and providing an overview of inquiry learning by researchers in advertising learning for class V MI Miftahul Falah Karanganyar students.

RESEARCH METHOD

The research method used in this study is descriptive qualitative research (Setiawan, 2018). Descriptive research is intended to obtain a clear, objective, systematic, and careful picture of the facts obtained. This descriptive research design was chosen by the researcher to provide a clear description of the application of the inquiry learning model by researchers in advertising learning for grade V students of MI Miftahul Falah Karanganyar Gandrungmangu Cilacap. The form of research used in this study is qualitative. This is because the data used is in the form of words obtained from direct observations in the field in describing the application of inquiry learning models for advertising learning in class V students of MI Miftahul Falah Karanganyar Gandrungmangu Cilacap. This research was carried out in class V MI Miftahul Falah Karanganyar Gandrungmangu Cilacap on Indonesian language subjects for two meetings in May 2023. The source of data in this study is Indonesian researchers and class V students totaling 28 students at MI Miftahul Falah Karanganyar Gandrungmangu Cilacap. The data used in this study is descriptive data, namely data in the form of words and actions of researchers and students in the implementation of the inquiry learning model in class V MI Miftahul Falah Karanganyar Gandrungmangu Cilacap.

In this study, the techniques used were as follows. 1) Observation. The observation technique used is a non-participant observation technique. This non-participant observation technique researchers choose in order to obtain a natural learning situation carried out by researchers and students without interference from other parties. 2) Documentary Studies. Documentation techniques were used to collect data on Inquiry Learning in Advertising Learning for Class V MI Miftahul Falah Karanganyar Gandrungmangu Cilacap students. 3) Interview. The interview conducted in this study was in the form of a free interview. This interview technique will be used by researchers to obtain answers to the problems studied, namely about Inquiry Learning in Advertising Learning for Class V Students MI Miftahul Falah Karanganyar Gandrungmangu Cilacap. 4) Test. Test techniques are used to measure basic abilities and achievement of an achievement, in this case knowing the achievement of students in advertising learning after the application of the inquiry learning model. 5) Questionnaire. The questionnaire in this study was direct and closed. The questionnaire in this study was used as a tool to determine the attitude of students after carrying out inquiry learning in advertising learning in class. The key instrument in this study is the researcher himself. That is, in data collection, researchers play more of a role. In addition to themselves, researchers also use the tools used in this study in the form of observation guidelines (attached), recording devices, tests, interview guideline sheets (attached), student activity observation sheets (attached) and questionnaire / questionnaire sheets (attached).

Data collection steps are the stages that researchers do in collecting research data. The stages are as follows. 1) 4 Researchers made observations at MI Miftahul Falah Karanganyar Gandrungmangu Cilacap. 2) Researchers observe researchers teaching in the classroom guided by observation sheets and RPP document data. 3) Researchers also observe the tools used by researchers in the form of learning resources and learning media. 4) Researchers distribute questionnaire sheets for students when learning is over. 5) Researchers conduct interviews with researchers in the field of study Indonesian related to inquiry learning in advertising learning that has been applied. Data analysis is carried out after data collection is carried out in accordance with the objectives to be achieved. The steps of data analysis of this study are as follows. 1) Data reduction. The amount of data obtained from the field is quite a lot, so it needs to be recorded

carefully and in detail. In this study, researchers will make a categorization of the results of the data collected. Learning planning data is grouped separately, as well as implementation data and learning outcomes. 2) Data Presentation. Once the data is reduced, then the next step is to present it. At this stage, data on inquiry learning are collected and presented with the type of description discourse that is in accordance with the research design. 3) Drawing Conclusions. The final step after data reduction and data presentation is the drawing of conclusions. In conclusion, the results of the researcher's observations on the planning, process, and learning outcomes of inquiry were presented on learning materials about advertising in class V MI Miftahul Falah Karanganyar Gandrungmangu Cilacap for the 2022/2023 learning year.

RESULT AND ANALYSIS

This research was conducted at MI Miftahul Falah Karanganyar Gandrungmangu Cilacap. This school is one of the private madrasahs in Cilacap Regency. The purpose of researchers conducting research in this school is to find out the planning, implementation of advertising learning, and the results achieved by students when researchers use inquiry learning models. The researcher deliberately conducted research in class V. The reason is because the researcher teaches Indonesian in the class and meets the requirements of good class standards. The implementation of learning is carried out in stages, namely in two meetings. The first meeting was held on May 20, 2023 and the second meeting was held on April 22, 23. Before teaching, researchers make a learning plan that is realized in the form of RPP (Learning Implementation Plan). In making RPP, researchers are guided by the 2013 Curriculum Syllabus.

The implementation of learning is carried out in stages, namely in two meetings. The first meeting will be held on May 20, 2023 and the second meeting will be held on May 22, 2023. Meeting I begins on April 20, 2023. The implementation of learning begins after students finish reading the morning habituation, which is at 07.30-09.00 WIB. Researchers began to carry out learning activities. There are several steps of learning implementation consisting of introduction, core, and closing activities. The preliminary activity is carried out for 10 minutes. The steps include the following: 1) Physical and psychological preparation of learners; 2) Perception; 3) Motivation, and; 4) Delivery of Learning Objectives.

In the core activity of the first meeting, the time allocated by the researcher was 70 minutes. In its implementation, there are several components of learning activities that researchers must carry out: 1) Use of learning materials; 2) Application of Inquiry Learning Models; 3) Application of Scientific Approaches; 4) Utilization of Learning Resources / Media in Learning; 5) Implementation of Authentic Assessment; 6) Involvement of Students in Learning.

Use of Appropriate Language in Learning. The closing activity also went through several stages, namely as follows: 1) Researchers facilitate and guide students to summarize advertising materials; 2) Researchers provide some oral or written questions to test the memory of learners; 3) Learners identify the barriers experienced when understanding the text structure of advertising results. Then, researchers and students summarize the material well. After that, researchers invite students to reflect on the advertising learning that has been learned into everyday life; 4) The researcher submits the lesson plan at the next meeting; 5) The researcher closes the learning by greeting. Meeting II will be held on May 22, 2023. The implementation of learning starts at the 4th hour, namely 09.30-11.00 WIB. Just like the first meeting, researchers begin to carry out the learning process. Learning activities are carried out in three stages, namely opening, core, and closing. The composition of learning activities carried out by researchers at the first and second meetings is not much different.

The preliminary activity is carried out for 10 minutes. The steps include the following Physical and psychological preparation of learners, Perception, Motivation, and Delivery of Learning Objectives.

In the core activity of the first meeting, the time allocated by the researcher was 70 minutes. In its implementation, there are several components of learning activities that researchers must carry out: Use of learning materials, Application of Inquiry Learning Models, Application of Scientific Approaches, Utilization of Learning Resources / Media in Learning, Implementation of Authentic Assessment, Involvement of Students in Learning, and Use of Appropriate Language in Learning.

The closing activity also went through several stages, namely as follows: 1) Researchers facilitate and guide students to summarize advertising materials; 2) Researchers provide some oral or

written questions to test the memory of learners; 3) Students identify obstacles experienced when understanding the structure of ad text. Then, researchers and students summarize the material well. After that, researchers invite students to reflect on the advertising learning that has been learned into everyday life; 4) The researcher submits the lesson plan at the next meeting; 5) The researcher closes the learning by greeting.

This research will be conducted from May 20, 2023, to May 22, 2023. The problems discussed in this study include the planning and implementation of inquiry learning models made by researchers, as well as the learning outcomes achieved by students. Researchers make lesson plans that already include the identity of subjects completely. Researchers also include complete core competencies. In addition, it has also listed complete basic competencies and according to the syllabus. The KD is KD 3.4 and KD 4.4. Sound KD 3.4 analyzes information conveyed by advertising exposure from print or electronic media. Sound KD 4.4. Re-enact the information conveyed by advertising exposure from print or electronic media with oral, written, and visual assistance. Based on the results of RPP data made by researchers, researchers have listed complete indicators of competency achievement. The indicators of competency achievement in the researcher's RPP are in accordance with KD 3.4 and KD 4.4. Based on the researcher's observations, the learning objectives that will be used by the researcher are made in two meetings. Based on the formula for creating learning objectives, namely the ABCD format, the learning objectives made by researchers are good and complete. Based on the selection of teaching materials to be carried out by researchers, it can be concluded that the material to be taught by researchers is in accordance with the learning objectives. Based on the book that will be used as a source of learning by researchers, it can be concluded that researchers have been innovative and varied in providing learning. The methods that will be used by researchers at the two meetings are inquiry, group discussion, question and answer, and assignment (Hamidah dkk., 2018).

Through the inquiry method, students are expected to be able to find problems and find solutions. The learning media that researchers will use at the first and second meetings is not much different, namely in the form of LCD projectors, especially in the form of Microsoft Office Power Point. Researchers will use the Microsoft Office Power Point program to be expected to attract the interest and attention of students when given an explanation. Thus, learning objectives will be easily achieved. In the lesson plans of the first and second meetings, researchers will list six important things in the initial activities (Pulu dkk., 2020). The six things are that the researcher will prepare the condition of the students along with the learning media to be used, then the researcher will invite students to pray together according to their respective beliefs. This is followed by researchers will ask about the absence of students, will provide perception, motivation, and will convey learning objectives. In the core activity plan of the first meeting, the learning objective is to be able to understand the structure of the advertising text and the intrinsic elements of the advertisement. Researchers will implement an inquiry learning model using a scientific approach known as the 5 M's (observing, questioning, exploring, associating, and communicating).

Furthermore, the closing activity plan of the first and second meetings is also almost the same, namely students will identify the obstacles experienced, then researchers will provide reinforcement and feedback (Rahmatiah & Ilham, 2022). After that, the researcher invites students to conclude together the material discussed and tells students to learn the material to be discussed at the next meeting. Based on the results of the researcher's observations related to the evaluation written by the researcher in the RPP, it can be said that it is appropriate because the researcher lists assessment techniques and instruments with several aspects of assessment. The form of assessment is as follows.

Table 1. Learning Outcomes Assessment

1.1 Knowledge Assessment

Written test	Multiple choice, filling, short answer, true-false, matchmaking, and blurb
Oral test	Questionnaire
Assignment	Homework and/or tasks done individually or in groups according to the characteristics of the task.

1.2 Skill Assessment

No	Competency	Assessment	Form of	Assessment Instruments
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	Achievement Indicators	Techniques	Assessment Instrument	
1.	Structure your ad text	Written test	Description	Based on the ad text presented, write down the structure and intrinsic elements of the ad text!
2.	Write down the intrinsic elements of your ad text	Written test	Description	Based on the ad text presented, write down the intrinsic elements!
3.	Explain the meaning of words/terms contained in ad text	Written test	Description	Explain the meaning of the word/term in the ad text!

1.3 Attitude Assessment

No	Name	Personal Attitude								Scientific Attitude								Score	Value
		Religious				Polite				Responsive				Tolerance					
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		

Information:

Attitude rating scales are made with ranges between 1 ± 4

1 = if learners never behave in activities

2 = if learners sometimes behave in activities

3 = if learners often behave in activities

4 = if learners always behave in activities

The implementation of learning is carried out in stages, namely in two meetings. The first meeting will be held on May 20, 2023 and the second meeting will be held on May 22, 2023. According to the results of discussions with researchers, the class chosen in this study is class V. Meeting I begins on April 20, 2023. The implementation of learning began after carrying out the flag ceremony, which was at 07.40-09.00 WIB. The preliminary activity is carried out for 10 minutes. Based on the observations of researchers, researchers prepare the physical and psychic students in advance. Physical preparation is shown by researchers by greeting students first. Then invite students to tidy up their seats and prepare learning equipment. Researchers also prepare learning media to be used. After seeing the physical students in a state of readiness, to prepare the Shiva psychic, the researcher invited the students to pray together. Then, researchers recorded the attendance of students. At the first meeting, all students were present following the lesson.

The next step that researchers take is to provide perception. Then, researchers provide motivation to encourage students by inviting them to sing songs together so that the atmosphere does not feel stiff (Nur Fadilah, 2020). The song sung is in the form of a song that evokes the movement of students such as clapping. Shiva was very enthusiastic when singing along. The next step that researchers take based on the researcher's observations is to convey the learning objectives to be achieved. Researchers convey it orally. Students seem to pay close attention to the delivery of learning objectives that researchers provide.

In the core activity of the first meeting, the time allocated by the researcher was 70 minutes. Researchers have implemented an inquiry learning model in advertising learning. This starts from researchers fostering a responsive atmosphere among students, by inviting students to actively argue. Then, the researcher raises the problem to be investigated (found), in this case through a theoretical chart of the structure and intrinsic elements of advertising. Researchers also ask questions to students in the direction of finding, formulating, and clarifying problems from the chart displayed.

Furthermore, on the material of the intrinsic element of advertising, initially researchers also asked students. After that, researchers assigned students to analyze the structure and intrinsic elements in milk advertisements. When students discussed in their respective groups, researchers observed the

process by walking around each group. At the time of observing the process, some groups seized the opportunity to ask the researcher. After the discussion was carried out, researchers and students discussed the results of the work. It's just that, in these steps, there is still no visible process of formulating hypotheses by learners. The learning methods used by researchers in inquiry learning in advertising learning in class V include question and answer methods, group work, discussion, and assignment of learning assignments. Researchers carry out inquiry learning models using a scientific approach known as 5 M. The process includes observing, questioning, exploring, associating, and communicating.

The implementation can be seen from the start of the researcher inviting students to observe chart images, structures and intrinsic elements of advertising text to be analyzed together. Then, researchers ask students about the material displayed in the form of power points. The learning material at the first meeting includes the structure of the advertising text and the intrinsic elements of advertising. The next step, the researcher divided the learners into several groups to discuss. Based on the observations of researchers, the association process is also carried out during discussions. In the process of associating, students have obtained data which is then processed or analyzed into the results of their work. The closing activity also went through several stages, namely as follows: 1) Researchers facilitate and guide students to summarize advertising materials; 2) The researcher provides some oral or written questions to test the memory of the learners; 3) Learners identify the barriers experienced when understanding the text structure of advertising results. Then, researchers and students summarize the material well. After that, researchers invite students to reflect on the advertising learning that has been learned into everyday life; 4) The researcher submits the lesson plan at the next meeting; 5) The researcher closes the learning by greeting.

Meeting II will be held on May 22, 2023. The implementation of learning starts at the 4th hour, namely 09.30-11.00 WIB. The preliminary activity is carried out for 10 minutes. First, researchers make physical preparations by greeting students first. Then invite students to tidy up their seats and prepare learning equipment. After seeing the physical students in a state of readiness, to prepare the Shiva psychic, the researcher invited the students to pray together. Then, researchers recorded the attendance of students. In the second meeting, all students were present following the learning. The next step taken by researchers is to provide perception, which is to ask questions about the material that has been learned and related to the material to be studied. Then, researchers provide motivation to encourage students by inviting them to sing songs together. Since Wednesday has just commemorated Kartini Day, researchers invite students to grow their sense of nationalism by singing Kartini songs together. All the students seemed enthusiastic about singing the song. The next step that researchers take based on the researcher's observations is to convey the learning objectives to be achieved. Researchers convey it orally. Students seem to listen carefully to the delivery of learning objectives that researchers provide.

In the core activity of the first meeting, the time allocated by the researcher was 70 minutes. Researchers provide material in the form of the meaning of advertising text. Similarly, at the first meeting, researchers also implemented an inquiry learning model. At this second meeting, the process of student hypothesis has begun to be seen. The learning methods used by researchers at the second meeting included question and answer methods, group work, discussion, and assignment of learning assignments. Researchers also use a scientific approach in the learning process. The implementation can be seen from the start of the researcher inviting students to observe excerpts of advertising text to be analyzed together. The next step that researchers take is to ask students about the material displayed in the form of Power Point. After the learners answered several questions, the researcher divided the learners into groups for discussion. When analyzing ad text, learners reason with the knowledge they have.

Each group collects information to solve the problems it finds. In addition to the information collection process, the association process is also carried out during discussions. In the process of associating, students have obtained data which is then processed or analyzed into the results of their work (Basri dkk., 2023). The last step that learners take is to communicate the results of their discussion. The results of this discussion are discussed with researchers so that conclusions can be drawn together as well. Researchers have also been creative in utilizing learning resources / media in learning. This can be seen from several things, including researchers showing skills in the use of varied learning resource. Based on the observations of researchers in the classroom, during the process of core learning activities, researchers have begun to make observations for the assessment

process. In providing assessments, researchers are objective and open. The closing activity must also go through several stages, which are as follows (Azis, 2018): 1) Researchers facilitate and guide students to summarize advertising materials; 2) Researchers provide some oral or written questions to test the memory of learners; 3) Learners identify the barriers experienced when understanding the text structure of advertising results. Then, researchers and students summarize the material well. After that, researchers invite students to reflect on the advertising learning that has been learned into everyday life; 4) The researcher submits the lesson plan at the next meeting; 5) The researcher closes the learning by greeting.

Almost all of these stages have been carried out by researchers well. It's just that, there are things that are also of concern to researchers, namely researchers do not plan follow-up activities in the form of homework assignments, both individual and group assignments according to the learning outcomes of students. Based on the results of the students' work, the scores obtained at the first meeting were very good. This is because all students are able to achieve or even exceed the KKM (Minimum Completeness Criteria) determined by the school, which is 75. The grades that learners have achieved are on average above 90. This shows that the application of the inquiry learning model carried out by researchers was successful at the first meeting.

Thus, it can be concluded that the use of inquiry learning models is very helpful for students because it makes it easier for students to receive learning materials and solve problems. In the second meeting, the results obtained by students were no less satisfactory than the grades at the first meeting. Almost all students get a score of 100. There are only a few learners who score below 100. However, the range of values obtained is not too far and it is still classified as a very good category. This means that all students are complete in Indonesian subjects. In addition to providing knowledge value and skill value, researchers also provide attitude value.

CONCLUSION

Based on the results of research and discussion, it is concluded that, 1) In preparing a learning plan, researchers first determine learning objectives. Based on predetermined goals, researchers choose learning models that are believed to be appropriate to achieve these learning objectives. An inquiry learning model with all its advantages was chosen. 2) When carrying out learning, researchers are guided by the learning implementation design (RPP) that has been made. In carrying out inquiry learning in advertising learning, researchers and students carry out several learning steps. 3) In inquiry learning in advertising learning, the test used is a written test. The selection of the written test is done because the allocation of time used does not allow for the oral test. Researchers have also used authentic assessments in accordance with the 2013 curriculum, namely by paying attention to aspects of attitudes, knowledge, and skills.

Based on the conclusions above, there are several suggestions that researchers want to convey in this study, namely as follows. 1). We recommend that the use of inquiry learning models be used by researchers as a superior learning model because the principles are in line with the 2013 curriculum. 2). Students should be more active in learning and always active in the learning process. Students must also pay attention to the researcher when providing material and doing all the tasks given by the researcher. 3). We recommend conducting further research on this research so that it can be useful for improving the quality of reading learning. This can improve reading skills in general and understanding ad text specifically as part of the reading aspect.

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