

How to Cite (APA Style):

Utomo, B., Ali, M., & Hamzah, G. (2025). Efforts to enhance madrasah students' academic achievement through the implementation of tus method. *Scientific Journal of Elementary Education*, 12 (2), 285-301. <http://dx.doi.org/10.30659/pendas.12.2.285-301>



Efforts to enhance madrasah students' academic achievement through the implementation of the tus method

Budi Utomo ¹, Mudzakkir Ali ², and Ghufroon Hamzah ³

^{1,2,3} Islamic Religious Education, Faculty of Islamic Religion, Universitas Wahid Hasyim, Semarang, Indonesia

Corresponding author's e-mail: budiutomobungtomo@gmail.com

Submitted: December 23 rd , 2024	DOI: 10.30659/pendas.12.2.285-301
Revised: July 30 th , 2025	
Accepted: July 31 st , 2025	

Keywords:	Abstract
performance; tutur uwur sembur; madrasah students' academic achievement	<i>This study investigates the implementation of the Tutar Uwur Sembur (TUS) instructional method in enhancing student academic achievement at MIS Unggulan Masjid Besar Jabalul Khoir, located in Grobogan Regency. Despite the madrasah's considerable institutional potential, student academic performance remains suboptimal. To address this issue, the study adopts a qualitative research approach employing a case study design. Data were collected through in-depth interviews with teachers, students, and parents; direct classroom observations; and analysis of academic records. Research instruments included structured interview protocols, observation checklists, and document analysis formats. The findings reveal that the application of the TUS method significantly contributes to increased student motivation, heightened classroom engagement, and overall improvement in academic outcomes. The study also underscores the critical role of institutional and parental support in facilitating the method's success, while highlighting the need for targeted strategies to address challenges associated with large class sizes to ensure optimal implementation.</i>

INTRODUCTION

Background of the Study

Education in madrasas has a very important role in shaping the character and competence of students, especially in the context of integrating religious values and general knowledge. Education in madrasas is expected to create balanced

Jurnal Ilmiah Pendidikan Dasar Vol. XII, No. 2, July, 2025, Page. 285-301

doi: 10.30659/pendas.12.2.285-301

© The Author(s). 2025



This work is licensed under a [Creative Commons - Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/)

individuals, have intellectual, emotional, and spiritual intelligence, and are able to face the challenges of the times wisely (Ridhokusumo Abdullah zaid, [2024](#)). In Indonesia, madrasas function as educational institutions that not only teach knowledge, but also shape students' morals and ethics (Firman et al., [2025](#)) (Nuraida & Berpikir, [2019](#)). However, although many madrasas are trying to improve the quality of education, the challenge of achieving optimal academic achievement is still a significant issue (Nuraida & Berpikir, [2019](#)). Despite these ideals, observations at *MIS Unggulan Masjid Besar Jabalul Khoir* in Grobogan Regency reveal a moderate reality: students' academic achievements are still below expectations, even though the institution is supported by good facilities, committed teachers, and strong community engagement. Some methods that are often used in madrasas to improve learning effectiveness include lecture methods, discussions, demonstrations, projects, cooperative learning, educational games (Ifadah et al., [2021](#)). In response to these challenges, the *Tutur Uwur Sembur* (TUS) method is proposed as a contextual, interactive approach that fosters engagement, enjoyment, and motivation in learning. One approach that can be used to improve student achievement is the application of the *Tutur Uwur Sembur* (TUS) method, which is designed to create an interactive and enjoyable learning atmosphere. With this method, it is hoped that students can feel more comfortable and motivated in the teaching and learning process, so that they can improve their academic achievement.

The Problem of The Study

The core issue addressed in this study is the low academic achievement of students at *MIS Unggulan Masjid Besar Jabalul Khoir* despite the institution's favorable learning environment and infrastructure. This gap between potential and performance suggests a misalignment between learning methods and student needs. Therefore, this study seeks to evaluate how the *Tutur Uwur Sembur* (TUS) method can improve students' academic performance and motivation. To ensure alignment, the research questions and objectives are as follows: Research Question 1: How does the application of the TUS method influence student academic achievement? Research Question 2: To what extent does the TUS method enhance student motivation and active participation in the learning process? Research Objective: To evaluate the use of the TUS method in improving academic achievement and student engagement at *MIS Unggulan Masjid Besar Jabalul Khoir*. This confirms that the research has an evaluative purpose, not merely exploratory.

Research's State of the Art

The current state of educational research shows that many studies have been conducted on various teaching methods, but there is still a gap in the application of specific methods in the madrasah environment. Several previous studies have shown that interactive learning methods can improve student motivation and achievement (Kahfi et al., [2021](#)). Students responded positively to the implementation of interactive learning models (Harsiwi & Arini, [2020](#)). Interactive models also improve student learning achievement (Samsiyah & Fajar, [2021](#)). Connectedness is also related to positive student responses in learning (Harsiwi & Arini, [2020](#)). Interactive multimedia can improve student learning outcomes better than handout media (Harsiwi & Arini, [2020](#)). These findings support the rationale for seeking more engaging alternatives in classroom instruction. However, there remains a significant research gap in studies focusing specifically on private madrasahs and the application of local-based and culturally rooted methods such as *Tutur Uwur Sembur* (TUS). This method has unique cultural relevance but lacks rigorous academic validation within the madrasah context. The existing literature does not sufficiently address how contextual, culturally responsive pedagogies like TUS affect student outcomes in Islamic educational settings.

Novelty, Research Gap, & Objective

The novelty of this study lies in the application of the TUS method in the context of education in madrasahs, which has not been widely studied before, thus providing a new contribution to the development of innovative teaching methods. Although many studies have discussed various interactive learning methods, the existing research gap shows that there are no studies that specifically explore the effectiveness of the TUS method in improving student achievement in madrasahs. Therefore, the main objective of this study is to evaluate the utilization of the TUS method in improving student achievement in *MIS Unggulan Masjid Besar Jabalul Khoir*, as well as to provide deeper insight into the impact of this method on student motivation and involvement in the teaching and learning process.

METHOD

Type and Design

This study uses a qualitative approach with a case study design to explore the application of the *Tutur Uwur Sembur* (TUS) method in the context of learning at *MIS Unggulan Masjid Besar Jabalul Khoir*. The qualitative approach was chosen

because it allows researchers to gain an in-depth understanding of the experiences and perceptions of teachers and students regarding the teaching methods applied (Firman et al., [2025](#)). Qualitative studies are research methods that aim to understand social phenomena through the collection and analysis of non-numerical data, such as interviews, observations, and text analysis, to explore deep meanings and perspectives of the subjects studied (Haki et al., [2024](#)). With a focus on interactions and dynamics in the classroom, this study aims to explore how the TUS method can affect student learning motivation and engagement, as well as how teachers adapt the method in the daily learning process.

The case study design provides an opportunity for researchers to analyze the specific context in which the TUS method is applied, including the factors that influence its effectiveness. Through direct observation, in-depth interviews, and document analysis, researchers can identify the challenges and successes faced in implementing this method (Assyakurrohim et al., [2022](#)). To ensure research credibility, the case study design also integrates instrument validation and methodological triangulation. Instruments such as interview protocols and observation sheets were developed based on existing literature and were subjected to expert judgment from education and qualitative research specialists. Feedback was used to revise item clarity, relevance, and construct alignment. Thus, this study focuses not only on academic outcomes, but also on the processes and experiences experienced by all parties involved, thus providing a comprehensive picture of the impact of the TUS method on student achievement at the madrasah.

Data and Data Sources

The data collected in this study consisted of two types, namely primary data and secondary data. Primary data was obtained directly from primary sources relevant to the study, including in-depth interviews with teachers, students, and parents (Hamonangan, [2021](#)). This interview aims to explore their views, experiences, and perceptions regarding the application of the *Tutur Uwur Sembur* (TUS) method in the learning process. In addition, direct observations in the classroom were also carried out to directly see the interaction between teachers and students and the application of the TUS method in the context of daily learning. By collecting primary data, researchers can obtain rich and in-depth information about the dynamics that occur in the field. The observation instruments were validated through peer-review by fellow researchers and pilot-tested in one preliminary classroom to ensure feasibility and consistency in capturing relevant behaviors.

Meanwhile, secondary data were obtained from related documents that can provide additional context for this study (Hamonangan, [2021](#)). These sources offered broader context for interpreting findings and allowed for historical comparison. Combining primary and secondary data also serves as a form of triangulation to strengthen data credibility and confirm findings from multiple perspectives.

Data Collection Technique

Data collection techniques used in this study include interviews, observations, and documentation (Adilah & Suryana, [2021](#)). Interviews were conducted with teachers, students, and parents to gain in-depth information about their experiences in implementing the *Tutur Uwur Sembur* (TUS) method and its impact on student achievement. Through these interviews, researchers can understand the perspectives of each party and gain valuable insights into how this method is accepted and implemented in the madrasah environment. In addition, researchers will also conduct direct observations in the classroom to see in real terms how the TUS method is applied in the learning process, including interactions between teachers and students, and the dynamics that occur during teaching and learning activities.

Furthermore, documentation techniques are used to collect and analyze related documents that can support this research (Susanto et al., [2023](#)). The documents collected include students' academic scores before and after the implementation of the TUS method, which will provide an overview of changes in student achievement. In addition, the learning materials used are also analyzed to understand their suitability and effectiveness in the context of the TUS method. By combining these three data collection techniques, the study is expected to provide a comprehensive and in-depth analysis of the implementation of the TUS method and its impact on student achievement at *MIS Unggulan Masjid Besar Jabalul Khoir*.

Data Analysis

In this study, data analysis was carried out through four main steps adapted from the Miles and Huberman model namely data collection, data condensation, data display, and drawing conclusions (Andayani et al., [2022](#)).

1. Data Collection

Data were collected through interviews with teachers, students, and parents, direct observations in class, and collection of related documents such as academic grades and learning materials.

2. Data Condensation

The collected data is then filtered and organized to identify key themes and emerging patterns, so that complex information can be simplified to be more focused and relevant.

3. Display Data

The condensed data is presented in a structured form, such as tables, graphs, or descriptive narratives, to facilitate understanding and further analysis of the relationship between the application of the *Tutor Uwur Sembur* (TUS) method and student achievement.

4. Drawing Conclusions

At this stage, the researcher analyzes the data that has been presented to identify key findings, evaluate support for the initial hypothesis, and ensure the accuracy and validity of the findings through data triangulation. With these steps, the analysis is expected to provide a comprehensive picture of the impact of the TUS method on student achievement at *MIS Unggulan Masjid Besar Jabalul Khoir*.

RESULTS

Based on the observation of the problems that have been explained, the following are the results of research on the application of the *Tutor Uwur Sembur* (TUS) method at the MIS Unggulan Jabalul Khoir Grand Mosque:

1. Findings from the Interview

In-depth interviews with teachers, students, and parents revealed several research findings.

Table 1. Research Findings from Interview Results

No.	Source person	Research Findings
1.	Teacher	1. The TUS method increases interaction in class and makes students more active participants in learning. They feel that this method helps in explaining the material in a more interesting way.

		<p>2. The implementation applied is first, all elements of the madrasah, including the Foundation, committee, head of the madrasah, teachers, and employees, plan the implementation of the <i>Tutur Uwur Sembur</i> (TUS) method systematically, supported by evidence such as EDM and RKAM, and scheduled in intra, co-curricular, and extracurricular learning. Second, the internal madrasah is organized by determining the decision of the head of the madrasah. Third, the TUS method is implemented massively by all parties with written regulations as a guideline. Fourth, monitoring and evaluation are carried out to assess the effectiveness of the implementation of the method.</p>
2.	Student	<p>Feeling more motivated and engaged in the learning process. Many students expressed that the TUS method made it easier for them to understand the lessons.</p>
3.	Parent	<p>Provided positive feedback regarding changes in their children's learning attitudes, with some reporting an increase in children's interest in lessons.</p>

This table shows that perceptions of the TUS method are consistently positive across the three informant groups. Teachers rated the method as helping the learning process more interesting, students felt the benefits directly, and parents saw the impact of changes in learning behavior at home. This shows the effectiveness of the TUS method not only academically but also in terms of affective and social aspects.

2. Observation Results

The findings from the interviews were reinforced by direct observation in the classroom. The observations show that the application of the TUS method creates a dynamic and interactive learning atmosphere. Students are more active in asking questions and discussing. Teachers utilize the TUS approach to encourage students to think critically and creatively. However, challenges were also found in the implementation, especially related to the time allocation needed for this method to run optimally, especially in classes with a large number of students.

3. Document Analysis

Furthermore, to support the findings from interviews and observations, document analysis was conducted in the form of academic scores, curriculum, and student achievement data. The results are presented in Table 2.

Table 2. Documentation Study Results

No.	Documentation Study	Research Findings
1.	Student Grade Results in Class Grade Recap	<ul style="list-style-type: none"> - There was an increase in students' academic scores after implementing the TUS method. - The average student scores increased significantly in the exams before and after the implementation of the method.
2.	The Curriculum of the Leading MIS of the Great Mosque of Jabalul Khoir	The curriculum used in madrasas supports the implementation of the TUS method, with relevant material and in accordance with the active learning approach.
3.	Student Achievement Data	After TUS was implemented, 16 student achievements were recorded on the websites of the Ministry of Religion, Emis, and DPDM.

This table provides empirical evidence of the success of the TUS method. The increase in grades and the number of officially recorded achievements show that this method has a positive impact not only on the learning process, but also on the objective results of student achievement.

1. Formulating the vision and mission collaboratively The initial step in implementing the *Tutor Uwur Sembur* (TUS) method involves collaboratively formulating the vision and mission of the madrasah. The foundation, head of the madrasah, teachers, committee, and community leaders work together to align the core educational values with the long-term goals of the institution. This process results in a shared vision and mission that guide all school activities.
2. Designing and agreeing on the content and form of "Tutor" Following the formulation of the vision and mission, the next step is to develop and agree on the content and delivery format of the Tutor. This is done jointly by the foundation, school leaders, teachers, and staff to ensure that the messages are aligned with students' characteristics and the school's culture. The Tutor is designed to instill educational values, discipline, and character development.
3. Implementing the TUS method on a large scale The TUS method is implemented in a structured and wide-reaching manner through several layers:



Figure 1. Giving Speeches from the Head of the Foundation to Teachers and Employees

The fundation delivers Tutor to all members of the madrasah as an initial step to ensure alignment with the school's vision and mission. This top-down communication serves to internalize the foundational goals and educational values among the entire school community, laying the groundwork for consistent implementation of the TUS method across all levels.



Figure 2. Giving Speeches from the Head of Madrasah to Teachers and Employees

The Head of the Madrasah gives Tutar to teachers and staff as part of their leadership responsibilities at the school level, ensuring that the educational vision is consistently translated into daily practices. This step reinforces coordination, builds a shared understanding among educators, and strengthens their role in modeling the values embedded in the TUS method.



Figure 3. The Head of Madrasah gives a speech to students and teachers at the event commemorating the Prophet's Birthday

The Head of the Madrasah and teachers deliver Tutar to students through educational events, such as the commemoration of the Prophet's birthday (Maulid Nabi), and regularly scheduled flag ceremonies, where teachers take turns serving as ceremony leaders.

DISCUSSIONS

The use of the *Tutur Uwur Sembur* (TUS) method at *MIS Unggulan Masjid Besar Jabalul Khoir* shows strong relevance to the constructivist learning theory, which emphasizes the importance of social interaction and collaboration in the learning process. This theory, developed by figures such as Jean Piaget and Lev Vygotsky, argues that knowledge is built through experience and interaction with others (Muzakki et al., [2021](#)). Learning occurs in a social context, where interaction with others and the use of language play an important role in building knowledge and skills, as well as developing more complex understandings. In the context of TUS, collaboration between the foundation, the head of the madrasah, teachers, and students creates a supportive learning environment, where students are not only recipients of information, but are also actively involved in the learning process.

The findings of this study are in line with some previous studies that emphasize the importance of active and collaborative learning approaches. For example, in a study by it was explained that constructivistic learning was able to increase student participation and motivation. The application of the *Tutur Uwur Sembur* (TUS) method which emphasizes interaction and communication also reinforces these results. The findings show that students are more active, motivated and demonstrate a deeper understanding of the subject matter (Cahyaningtyas et al., [2024](#)). In addition, the academic improvement results are also in line with previous studies that suggest that an active learning environment contributes to student achievement. Thus, this study suggests that the TUS method not only strengthens the active learning approach but also builds synergy between teachers, students, parents and madrasah management.

The provision of speech from various parties in the madrasah functions as a form of effective communication, conveying information and educational values clearly and directed. This is in line with Vygotsky's principle of the "zone of proximal development" (ZPD), where social interaction helps students achieve their potential with support from adults or peers (Amahorseya & Mardliyah, [2023](#)). Vygotsky's theory emphasizes the importance of social and cultural interactions in children's cognitive development, where learning occurs through collaboration with others and the use of cultural tools, such as language (Etnawati, [2022](#)). With open and collaborative communication, students can learn from the experiences and perspectives of others, which enriches their learning process.

In addition, the TUS method also creates intrinsic motivation through appreciation of student and teacher achievements. This recognition not only increases the enthusiasm for learning, but also encourages students to continue to excel, in line with Abraham Maslow's learning motivation theory which emphasizes the importance of recognition and appreciation in meeting individual psychological needs (Cahyono et al., [2022](#);(Rahmi et al., [2022](#)). Abraham Maslow's theory, known as the Hierarchy of Needs, states that humans have five levels of needs that must be met sequentially, starting from basic physiological needs to self-actualization needs, which influence individual motivation and behavior (Iqbal Chailani et al., [2024](#)). Thus, the implementation of the TUS method not only improves student achievement, but also builds a positive and sustainable learning culture in the madrasah environment, as well as strengthens public trust in the educational institution.

The use of the *Tutur Uwur Sembur* (TUS) method in *MIS Unggulan Masjid Besar Jabalul Khoir* reflects the principles of active learning, where students are encouraged to participate in discussions and reflections. In this context, students not only act as recipients of information, but also as active agents in the learning process. The theory of active learning, popularized by David Kolb, emphasizes that direct experience and reflection on that experience are key to building knowledge (Saipon & Sumantri, [2023](#)). David Kolb's theory states that learning occurs through a cycle of concrete experience, reflection, abstract concepts, and active testing (Fatkhyyah et al., [2019](#)). By participating in discussions, students can share ideas, question their understanding, and learn from the perspectives of their peers, thereby enriching the learning process.

The increase in academic grades and the number of achievements achieved by students shows that the *Tutur Uwur Sembur* (TUS) method has a significant impact on learning processes and outcomes. This success cannot be separated from the three main stages in its implementation. The first step, the collaborative formulation of the vision and mission, builds a shared commitment with all madrasah members, in accordance with Kasnadi ([2023](#)) view that emphasizes the importance of a shared vision in sustainable educational change. Furthermore, the preparation of the content and form of Tutur that is adapted to the character of students and school culture is in line with Fitri & Pramesti ([2025](#)) theory of Culturally Responsive Teaching, which states that culturally relevant material strengthens value internalization and learning motivation. Finally, the massive and

structured implementation of the TUS method by the foundation, madrasah head, and teachers reflects Beatrix Usmin (2024) learning organization principle, where all elements of the school move in unison to form a positive culture. In addition, the delivery of Tutar through routine activities such as ceremonies and commemoration of holidays also plays a role in strengthening students' affective values, as explained by Lili (2018) that the realm of attitudes and values is an important aspect in achieving complete learning outcomes.

In addition, the application of appreciation for student and teacher achievements in the TUS method plays an important role in creating intrinsic motivation. The theory of learning motivation, as proposed by Edward Deci and Richard Ryan in the basic needs theory, emphasizes that recognition and rewards can fulfill the need for competence and autonomy (Bujuri, 2024). The rewards given not only recognize efforts and achievements but also encourage students to continue to excel (Agustin & Zumrotun, 2024). With recognition, students feel appreciated and motivated to improve their performance, which in turn creates a positive learning environment.

Monitoring and evaluation carried out periodically also reflects a data-based learning approach, where decisions are made based on objective analysis of results. Monitoring and evaluation is a systematic process for collecting, analyzing, and assessing information about a program or project to ensure the achievement of goals, effectiveness, and efficiency, and to provide useful feedback for continuous improvement (Nur Afifah Maulidah et al., 2022). Thus, the TUS method not only contributes to improving student achievement but also creates a positive and sustainable learning culture in the madrasah environment. Through the application of this method, *MIS Unggulan Masjid Besar Jabalul Khoir* has succeeded in building synergy between all elements of the madrasah, which in turn increases public trust in the educational institution.

The strength of this research is the use of data triangulation through interviews, observations, and documentation studies that produce a comprehensive picture of the application of the TUS method (Susanto et al., 2023). The research also succeeded in revealing an increase in students' learning motivation and academic achievement, as well as strong support from all related parties.

However, the limitation of this study lies in its scope which is limited to only one educational institution, namely *MIS Unggulan Masjid Besar Jabalul Khoir*. In

addition, the relatively short implementation time of the study may not be sufficient to observe the long-term impact of the application of the TUS method.

For this reason, it is recommended that future researchers conduct follow-up studies in a longer period of time and with a wider scope, including several other schools or madrasah to obtain stronger generalizations. Researchers can also add quantitative instruments so that the results can be more statistically measurable. In addition, it is recommended that there be further training for teachers to deepen the implementation of the TUS method consistently and adaptively to various student characteristics.

CONCLUSION

The implementation of the *Tutur Uwur Sembur* (TUS) method at *MIS Unggulan Masjid Besar Jabalul Khoir* has demonstrated its efficacy as a strategic approach to enhancing student achievement in both academic and non-academic domains. This success is largely attributable to the cohesive collaboration among all components of the madrasah—namely the foundation, school committee, head of madrasah, teachers, and administrative staff—who collectively engage in the systematic planning and execution of the method. The deliberate integration of the TUS approach into intra-, co-, and extracurricular activities fosters a structured and supportive learning environment that encourages active student participation and the holistic development of learners. Beyond individual student outcomes, the TUS method has contributed to institutional advancement, as reflected in the growing trust and support from parents and educational stakeholders in *Grobogan* Regency. The method's emphasis on systematic documentation and transparent reporting of student progress has further enhanced the madrasah's public image and institutional credibility. Accordingly, the TUS method may be regarded not only as an innovative and contextually responsive pedagogical model but also as a scalable and transferable strategy for improving educational quality and strengthening community engagement within other Islamic educational institutions.

REFERENCES

- Adilah, H. G., & Suryana, Y. (2021). Manajemen Strategik Dalam Meningkatkan Mutu Pendidikan Madrasah Ibtidaiyah. *Jurnal Isema: Islamic Educational Management*, 6(1), 87–94. <https://doi.org/10.15575/isema.v6i1.11037>
- Agustin, I. S., & Zumrotun, E. (2024). The Role of Learning Communities as A Means

- of Teacher Professionality Development at SDN 1 Srobyong. *Jurnal Ilmiah Pendidikan Dasar*, 11(2), 166. <https://doi.org/10.30659/pendas.11.2.166-186>
- Amahorseya, M. Z. F. A., & Mardiyah, S. (2023). Implikasi Teori Konstruktivisme Vygotsky Dalam Penerapan Model Pembelajaran Kelompok Dengan Sudut Pengaman Di Tk Anak Mandiri Surabaya. *Jurnal Buah Hati*, 10(1), 16–28. <https://doi.org/10.46244/buahhati.v10i1.2024>
- Andayani, Monika Handayani, Ade Mardiana, & Purwanti Pahrudj. (2022). Penerapan Teknik Ecoprinting Dalam Gerakan Sekolah Bersih Menyenangkan Untuk Memperkuat Pendidikan Karakter Di Sekolah Dasar. *Jurnal Pendidikan Dasar*, 12(02), 160–172. <https://doi.org/10.21009/jpd.v12i02.26323>
- Assyakurrohim, D., Ikham, D., Sirodj, R. A., & Afgani, M. W. (2022). Metode Studi Kasus dalam Penelitian Kualitatif. *Jurnal Pendidikan Sains Dan Komputer*, 3(01), 1–9. <https://doi.org/10.47709/jpsk.v3i01.1951>
- Bujuri, D. A. (2024). Science-islam integration in islamic elementary school: a development of islam-based thematic teaching material. *Jurnal Ilmiah Pendidikan Dasar*, 11(1), 32. <https://doi.org/10.30659/pendas.11.1.32-49>
- Cahyaningtyas, A. P., Purwati, P. D., Sukasih, S., & Irvan, M. F. (2024). Literacy through literature for elementary school students in semarang city. *Jurnal Ilmiah Pendidikan Dasar*, 11(1), 69. <https://doi.org/10.30659/pendas.11.1.69-83>
- Cahyono, D. D., Hamda, M. K., & Prahastiw, E. D. (2022). Pimikiran Abraham Maslow Tentang Motivasi Dalam Belajar. *TAJDID: Jurnal Pemikiran Keislaman Dan Kemanusiaan*, 6(1), 37–48. <https://doi.org/10.52266/tadjid.v6i1.767>
- Etnawati, S. (2022). Implementasi Teori Vygotsky Terhadap Perkembangan Bahasa Anak Usia Dini. *Jurnal Pendidikan*, 22(2), 130–138. <https://doi.org/10.52850/jpn.v22i2.3824>
- Fatkhyyah, I., Winarso, W., & Manfaat, B. (2019). Kemampuan Komunikasi Matematika Siswa Ditinjau dari Perbedaan Gaya Belajar Menurut David Kolb. *Jurnal Elemen*, 5(2), 93–107. <https://doi.org/10.29408/jel.v5i2.928>
- Firman, R., Prijambodo, N., Punggeti, R. N., & Azizah, L. F. (2025). Strategi Pembelajaran Menyenangkan Berbasis Lingkungan Di Sekolah Dasar : Pendekatan Kualitatif Dalam Meningkatkan Motivasi Siswa. *Jurnal Riset Dan Pengabdian Interdisipliner*, 2(1), 121–126. <https://doi.org/10.37905/jrpi.v2i1.30324>
- Fitri, D., & Pramesti, N. (2025). *Lanskap Politik Lokal Jawa Pesisiran Pada Gurit Karya Atmo Tan Sidik : Kajian Semiotika*. 15(2), 432–441. <https://doi.org/10.23969/literasi.v15i2>
- Haki, U., Prahastiw, E. D., & Selatan, U. T. (2024). Strategi Pengumpulan dan Analisis Data dalam Penelitian Kualitatif Pendidikan. *Jurnal Inovasi Dan Teknologi Pendidikan*, 3(1), 1–19. <https://doi.org/10.46306/jurinotep.v3i1.67>

-
- Hamonangan, R. P. (2021). Daya Tarik Kampung Inggris Pare Sebagai Tujuan Pembelajaran Bahasa. *Jurnal Gama Societa*, 3(2), 7. <https://doi.org/10.22146/jgs.63893>
- Harsiwi, U. B., & Arini, L. D. D. (2020). Pengaruh Pembelajaran Menggunakan Media Pembelajaran Interaktif terhadap Hasil Belajar siswa di Sekolah Dasar. *Jurnal Basicedu*, 4(4), 1104–1113. <https://doi.org/10.31004/basicedu.v4i4.505>
- Ifadah, R., Rahmah, E. N., & Fatimah, F. S. N. (2021). Penerapan Metode Tasmi' dalam Meningkatkan Kualitas Hafalan Siswa MI. *IQ (Ilmu Al-Qur'an): Jurnal Pendidikan Islam*, 4(01), 101–120. <https://doi.org/10.37542/iq.v4i01.194>
- Iqbal Chailani, M., Fahrub, A. W., Fitri Rohmatilah, L. L., & Kurniawan, A. (2024). Teori Belajar Humanistik dan Implikasinya dalam Pembelajaran PAI. *Jurnal Pendidikan*, 33(2), 583–594. <https://doi.org/10.32585/jp.v33i2.5287>
- Kahfi, M., Nurparida, N., & Srirahayu, E. (2021). Penerapan Multimedia Interaktif Untuk Meningkatkan Motivasi Belajar Dan Hasil Belajar Siswa Pada Pembelajaran IPA. *Jurnal Petik*, 7(1), 63–70. <https://doi.org/10.31980/jpetik.v7i1.986>
- Kasnadi. (2023). Representasi Tuntunan Hidup dalam Ungkapan Tradisional Jawa. *Bahasa Dan Sastra*, 10(1), 48–58. <https://jurnal.stkipgriponorogo.ac.id/index.php/JBS/article/view/226>
- Lili, H. (2018). Tindak Tutur Guru dalam Pembelajaran Bahasa Indonesia. *Menara Ilmu*, 12(79), 166–173. <https://doi.org/10.31004/aulad.v5i3.385>
- Muzakki, H., Yulia Hidayatul Umah, R., & Mudawinun Nisa', K. (2021). Teori Belajar Konstruktivisme Maria Montessori Dan Penerapannya Di Masa Pandemi Covid-19. *Ibriez: Jurnal Kependidikan Dasar Islam Berbasis Sains*, 6(1). <https://doi.org/10.21154/ibriez.v6i2.164>
- Nur Afifah Maulidah, Diaman, & Nanang Kosim. (2022). Hakekat dan Misi Pendidikan Madrasah di Indonesia. *Jurnal Kolaboratif Sains*, 5(11), 772–779. <https://doi.org/10.56338/jks.v5i11.2977>
- Nuraida, D., & Berpikir, A. (2019). Peran Guru dalam Mengembangkan Keterampilan Berpikir Kritis Siswa dalam Proses Pembelajaran. *Jurnal Teladan*, 4(1), 51–59. <https://doi.org/10.31004/aulad.v5i3.385>
- Rahmi, A. A., Hizriyani, R., & Sopiah, C. (2022). Analisis Teori Hierarki of Needs Abraham Maslow Terhadap Perkembangan Sosial Emosional Anak Usia Dini. *Aulad: Journal on Early Childhood*, 5(3), 320–328. <https://doi.org/10.31004/aulad.v5i3.385>
- Ridhokusumo Abdullah zaid, M. Y. A. B. (2024). Rekonstruksi Falsafah Madrasah Sebagai Lembaga Pendidikan Islam Yang Unggul. *Jurnal Sains Student Research*, 2(6), 197–208. <https://doi.org/10.61722/jssr.v2i6.2957>

- Saipon, A., & Sumantri. (2023). Value experiential learning pada kisah Nabi Ibrahim a.s. dan Nabi Ismail a.s. dalam surat al-Shaffat ayat 100-111. *Tawazun: Jurnal Pendidikan Islam*, 16(3), 619–644. <https://doi.org/10.32832/tawazun.v16i3.15431>
- Samsiyah, N., & Fajar, A. (2021). Pengaruh Multimedia Interaktif Terhadap Prestasi Belajar Siswa Kelas IV Sekolah Dasar. *Journal of Integrated Elementary Education*, 1(1), 24–30. <https://doi.org/10.21580/jieed.v1i1.7607>
- Susanto, D., Risnita, & Jailani, M. S. (2023). Teknik Pemeriksaan Keabsahan Data Dalam Penelitian Ilmiah. *Jurnal QOSIM : Jurnal Pendidikan, Sosial & Humaniora*, 1(1), 53–61. <https://doi.org/10.61104/jq.v1i1.60>

Conflict of Interest Statement: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be constructed as a potential conflict of interest.