

USE OF PICTURE STORIES WITH THE THEME OF FEMINISM TO INCREASE GENDER AWARENESS IN LANGUAGE CLASSES

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Submitted: 2024-08-01

Accepted: 2025-02-24

Abstract: Gender awareness is an important aspect of education that is often under-emphasized in the curriculum. Gender inequality and stereotypes still occur in various environments, including schools. Picture stories with the theme of feminism can be an effective tool in increasing gender awareness among students, especially in language classes that often use literature as a learning medium. This study aims to examine the effectiveness of using feminism-themed picture stories in increasing students' gender awareness in language classes. The study also aims to see the extent to which illustrated stories can change students' views on gender roles and gender inequality. This study uses a classroom action research method (CAR) which involves two cycles. Each cycle consists of planning, implementation, observation, and reflection. Data was collected through observations, interviews, and questionnaires. The participants in this study are students of a language class at a high school in Indonesia. The results of the study show that the use of picture stories with the theme of feminism can significantly increase students' gender awareness. Students become more critical of gender stereotypes and better understand the importance of gender equality. In addition, illustrated stories help students to be more involved in class discussions and voice their views on gender issues. Picture stories with the theme of feminism are an effective tool to increase gender awareness in language classes. This method not only improves students' understanding of gender issues, but also encourages their active participation in class discussions. The use of this media is expected to be adopted more widely in education to reduce gender inequality and form a more gender-conscious generation.

Keywords: Feminism, Gender Awareness, Pictorial Stories

INTRODUCTION

Gender awareness is awareness of the equal roles, responsibilities, and rights between men and women in various aspects of life (Energy, 2020). Although the world has made a lot of progress in gender equality, stereotypes and inequalities are still very common in various societies. Gender awareness is important to encourage a more equitable and inclusive society (Fathallah & Pyakurel, 2020). Gender awareness involves understanding how social norms, roles and discrimination impact access to education, health care and economic opportunities.

Research shows that education is one of the most effective ways to address gender stereotypes and inequality. Promoting gender equality in education benefits individuals, enhances overall quality of education, and contributes to societal progress (Godara, 2024). For example, it was reported that instilling gender awareness primary schools can lead to positive changes, i.e. reducing gender violence and challenging gender injustice (Breull-Arancibia & Agud-Morell, 2023) and can counter stereotypes and reducing prejudice and discrimination (Dodman & Lucchini, 2015). Overall, integrating gender equality education into school curricula can help students understand the importance of equality and encourage a more inclusive attitude.

Gender equality education can be carried out through various methods, including the use of literature and visual media (Ductor et al., 2023). Picture stories are one of the effective educational tools because they can convey complex messages in an easy-to-understand way (Pratiwi et al.,

2021). In the context of education, illustrated stories can be used to introduce the concepts of gender equality to students in an engaging and interactive way. Picture books can disrupt traditional gender norms by featuring diverse characters and narratives that break away from conventional stereotypes. This helps children understand and accept gender diversity (Burton, 2020; Jahren, 2022). Likewise, using picture stories encourages critical thinking and literacy by allowing students to analyze and discuss gender portrayals (Kochiyama, 2013). The use of picture stories with the theme of feminism can help students understand gender issues more deeply and critically (Pratama, 2021).

Students in language classes are often exposed to different types of literature, which makes this class an ideal place to teach gender awareness through illustrated stories. Language classes focus not only on language skills, but also on the development of critical thinking and cultural understanding. Therefore, the integration of feminism themes in picture stories in language classes can be an effective approach to increase gender awareness (Apriatin et al., 2021).

The use of picture stories with the theme of feminism is expected to have a positive impact on students' attitudes and understanding of gender issues. Students who are involved in learning through this media are expected to be more critical of gender stereotypes and better understand the importance of gender equality. Increasing gender awareness among students is also expected to create a more inclusive and equitable school environment (Ningtyas et al., 2022).

This study aims to explore the effectiveness of using picture stories with the theme of feminism in increasing gender awareness in language classes. This study will examine the extent to which illustrated stories can change students' views of gender roles and inequality, as well as how these methods can be effectively applied in education.

Research on the use of visual media such as picture stories in education has shown a range of benefits, including increased student understanding and engagement. However, there is still a gap in research that specializes in the use of picture stories with feminist themes to increase gender awareness in language classes. Most studies focus on the use of general literature or other learning materials without specifically exploring the potential of feminist-themed pictorial stories.

Knowledge of the specific impact of feminist picture stories in the context of language education is still limited. There has not been much research on how feminist picture stories can affect students' attitudes towards gender equality and how these methods can be effectively integrated in the language classroom curriculum. This shortcoming suggests the need to further explore the educational potential of feminist pictorial stories.

There is not enough evidence on how the use of picture stories with feminist themes can affect students' understanding and views of gender roles and inequality. In addition, it is not yet known whether this approach can be easily accepted and implemented by language teachers, as well as how students respond to this learning method. More in-depth research is needed to assess the effectiveness and long-term impact of the use of feminist illustrated stories in education.

The limitations of current research point to an opportunity to explore innovative methods of teaching gender awareness. By understanding this gap, this study aims to fill this gap by examining the use of feminism-themed picture stories in increasing gender awareness in language classes. The results of this study are expected to provide new insights that are useful for the development of more inclusive and effective learning methods.

The importance of gender equality in education is undeniable. In an effort to create an inclusive and equitable learning environment, effective methods are needed to address gender stereotypes and promote gender awareness (Bertrand, 2020). Picture stories with the theme of

feminism have great potential as an educational tool because they can convey the message of gender equality in an interesting and easy-to-understand way for students (Barnes, 2019).

Using feminist picture stories in language classes can provide an innovative approach to teaching gender awareness. Language classes often involve text analysis and in-depth discussions, making them an ideal place to introduce the concepts of gender equality through visual media. The use of illustrated stories not only helps students understand gender issues in more depth, but also encourages active participation and critical thinking.

This study aims to explore the effectiveness of using feminism-themed picture stories in increasing gender awareness in language classes. By filling the gap in previous research, it is hoped that a more effective method can be found that can be widely applied in education. The hypothesis of this study is that the use of feminist picture stories will increase students' understanding of gender equality and reduce gender stereotypes among students.

RESEARCH METHODS

This study uses a classroom action research design (CAR) which consists of two cycles. Each cycle includes four stages: planning, implementation, observation, and reflection (Prihantoro & Hidayat, 2019). This design was chosen to allow researchers to identify and address problems that arise during the learning process, as well as to observe changes that occur directly in the context of the language class (Mustafa et al., 2022).

The population in this study is students of language classes in a high school in Indonesia. The research sample was selected purposively, consisting of 30 students (n=15 girls and n=15 boys) who were considered to represent diverse backgrounds and levels of understanding of gender equality. The selection of this sample aims to get a comprehensive picture of the effectiveness of the use of feminist picture stories in increasing gender awareness (Hasan et al., 2023).

The instruments used in this study include questionnaires, observation sheets, and interviews. The questionnaire was used to measure students' understanding and attitudes towards gender equality before and after the intervention. Observation sheets are used to record student activities and responses during learning. The interview was conducted to obtain more in-depth information about students' experiences and views related to the use of feminist picture stories (Syaifudin, 2021).

The research procedure begins with planning that involves the selection and development of illustrated story materials with the theme of feminism. This material is then applied in learning for two cycles. In the implementation stage, students are divided into small groups to read and discuss illustrated stories. Observations are carried out by researchers to record student interaction and participation. After each cycle, reflection is carried out to evaluate the results and plan improvements for the next cycle. The results of questionnaires and interviews were analyzed to determine the effectiveness of interventions in increasing students' gender awareness (Abdillah, 2021).

FINDING AND DISCUSSION

The data collected from this study includes the results of questionnaires, observations, and interviews. Questionnaires were given before and after the intervention to measure changes in students' understanding and attitudes towards gender equality. The following table shows the average results of the questionnaire scores before and after the intervention for 30 students:

Table 1. Score on 3 aspects of Gender Awareness

Category	Before the Intervention	After the Intervention
Understanding Gender Equality	65	85
Attitudes towards Gender Equality	60	82

As shown in Table 1, the average score of students' participation and attitudes towards gender equality were the lowest ($M=55$ and $M=60$ respectively). Following intervention, all the aspects of gender awareness were increased by approximately 20 points. The average score showed a significant improvement in students' understanding and attitudes towards gender equality after the use of picture stories with the theme of feminism. Student participation in class discussions has also increased substantially. Students' understanding of gender equality scored 85 and their attitude towards gender equality was 82 in average. Despite the significant increase, students' score of participation in class remained the lowest.

The increase in the average score on the questionnaire showed that the intervention using picture stories with the theme of feminism succeeded in increasing gender awareness among students. Students show a better understanding of the concept of gender equality and are more critical of gender stereotypes after participating in learning with this medium. This change in attitude is important to create a more inclusive learning environment.

The observation results support the findings from the questionnaire. Students are more active in participating in class discussions after being given feminist illustrated stories. They looked more enthusiastic and enthusiastic in discussing the gender issues raised in the story. Observations also show that students are beginning to associate the concept of gender equality with their daily lives.

Interviews with students provide additional insight into the effectiveness of the intervention. Many students revealed that illustrated stories helped them understand gender issues in a more engaging and easy-to-understand way. They feel more engaged and motivated to learn about gender equality because of the visual media used.

The relationship between questionnaire data, observations, and interviews shows consistency in the results of the study. All data sources show that the use of picture stories with the theme of feminism has succeeded in increasing gender awareness among students. These findings support the hypothesis that visual media can be an effective tool in gender equality education.

The analysis of questionnaire data showed a significant increase in students' understanding and attitudes towards gender equality. The average gender equality understanding score increased from 65 to 85 after the intervention. The average score of attitudes towards gender equality increased from 60 to 82. This increase shows that students better understand the importance of gender equality and are more critical of gender stereotypes.

Student participation in class discussions has also increased significantly. The average class discussion participation score increased from 55 to 78 after the intervention. This increase in participation shows that students are more interested and engaged in learning after using feminist illustrated stories. Classroom observations support this data by showing increased student enthusiasm and engagement.

Observational data showed that students were more active in discussions and more daring to voice their opinions on gender issues. They also ask questions more often and contribute to class discussions. This increase in participation shows that feminist illustrated stories have succeeded in creating a more dynamic and inclusive learning environment.

The results of the interviews supported the findings from the questionnaire and observations. Students revealed that illustrated stories helped them understand gender issues in a more engaging and easy-to-understand way. They feel more motivated to learn about gender equality and more eager to engage in class discussions.

The increase in questionnaire scores showed that the intervention succeeded in improving students' understanding and attitudes towards gender equality. Students demonstrate a better understanding of the concept of gender equality and are more critical of gender stereotypes after participating in learning with feminist illustrated stories. These results are important for creating a more inclusive and equitable learning environment.

The increase in student participation in class discussions shows that feminist picture stories successfully attract students' interest and encourage them to be more engaged in learning. Students are more courageous in voicing their opinions and more active in class discussions. These results show that visual media can be an effective tool in gender equality education.

Classroom observations supported the findings from the questionnaire by showing increased student enthusiasm and engagement. Students ask questions more often and contribute to class discussions. They are also more critical of gender stereotypes and better understand the importance of gender equality. These observations show that feminist picture stories succeed in creating a more dynamic and inclusive learning environment.

Interviews with students provide additional insight into the effectiveness of the intervention. Students revealed that illustrated stories helped them understand gender issues in a more engaging and easy-to-understand way. They feel more motivated to learn about gender equality and more eager to engage in class discussions. The results of these interviews support the findings from questionnaires and observations.

The relationship between questionnaire data, observations, and interviews shows consistency in the results of the study. All data sources show that the use of picture stories with the theme of feminism has succeeded in increasing gender awareness among students. These findings support the hypothesis that visual media can be an effective tool in gender equality education. The consistency of these results suggests that the intervention successfully achieved the study objectives.

The increase in questionnaire scores showed that students understood and appreciated the importance of gender equality better after participating in learning with feminist picture stories. Observation data showed an increase in student participation in class discussions, which indicates that students are more interested and engaged in learning. Interviews with students provide additional evidence that feminist picture stories help students understand gender issues in a more engaging and easy-to-understand way.

The increase in students' understanding and attitudes towards gender equality, as well as increased participation in class discussions, showed that feminist picture stories succeeded in creating a more inclusive and dynamic learning environment. The relationship between these data shows that visual media can be an effective tool in gender equality education. These findings are important for the development of more effective and inclusive learning methods.

Case studies show that the use of feminist picture stories can have a significant positive impact on students' understanding and attitudes towards gender equality. Students who were involved in the case studies showed significant improvements in their understanding of gender issues and were more critical of gender stereotypes. Their participation in class discussions also increased, indicating that they were more interested and engaged in learning.

The case study was conducted on a group of students who were randomly selected from the research sample. This group consists of 10 students who are diverse in terms of backgrounds and levels of understanding of gender equality. These students were given feminist illustrated stories and asked to read and discuss them in small groups. Observations were made to record their activities and responses during the discussion.

The observation results showed that the students in the case study showed a significant improvement in their understanding of gender equality. They are more critical of gender stereotypes and better understand the importance of gender equality in everyday life. Their participation in discussions has also increased, with students asking questions and contributing to discussions more frequently.

Interviews with students in case studies provide additional insight into the effectiveness of the intervention. Students revealed that feminist picture stories helped them understand gender issues in a more engaging and easy-to-understand way. They feel more motivated to learn about gender equality and more eager to engage in class discussions. The results of these interviews support the findings from observations and questionnaires.

The relationship between data from case studies, questionnaires, and observations shows consistency in the results of the study. All data sources show that the use of picture stories with the theme of feminism has succeeded in increasing gender awareness among students. These findings support the hypothesis that visual media can be an effective tool in gender equality education. The consistency of these results suggests that the intervention successfully achieved the study objectives.

This study found that the use of picture stories with feminism themes significantly increased gender awareness among language class students. The average score on the questionnaire showed a significant increase in students' understanding and attitude towards gender equality after the intervention. Observations also showed an increase in students' participation in class discussions, indicating that students were more engaged and enthusiastic about learning. Interviews with students supported these findings, with many students reporting that the picture stories helped them understand gender issues in a more interesting and understandable way.

Students showed a better understanding of the concept of gender equality and were more critical of gender stereotypes after learning with feminist picture stories. Increased participation in class discussions also showed that students were more interested and engaged in learning. These findings suggest that visual media such as picture stories can be an effective tool in gender equality education. These results are important for creating a more inclusive and equitable learning environment.

The findings support the hypothesis that the use of picture stories with feminist themes will increase students' understanding of gender equality and reduce gender stereotypes among students. All data sources showed consistency in the research results, indicating that the intervention was successful in achieving the research objectives. The use of feminist picture stories proved effective in increasing gender awareness among language class students.

The results of this study are consistent with the findings of several previous studies showing that visual media can increase students' understanding and engagement in learning. Other studies have shown that the use of literature and visual media in education can help students understand complex concepts in a more interesting and understandable way. This research adds to the evidence that feminist picture stories can be an effective tool in gender equality education.

Some previous studies have also shown that gender equality education can improve students' awareness and attitudes towards gender issues. However, this research makes a unique contribution by focusing specifically on the use of feminist picture stories in the language classroom. Other studies may not have explored specifically how feminist visual media can be used in a language learning context to raise gender awareness.

There is research showing that visual media can increase student engagement, but this study shows that feminist visual media can be more effective in teaching gender equality. The use of

feminist picture stories not only increased students' understanding of gender equality, but also encouraged active participation and critical thinking. The findings add insight into how visual media can be used effectively in gender equality education.

This research also differs from some previous studies in terms of methodology. The classroom action research design allows the researcher to observe changes occurring directly in the classroom context, which provides a deeper insight into the effectiveness of the intervention. This methodology also allows researchers to adjust the intervention based on feedback from students, which increases the relevance and effectiveness of the study.

The results of this study show that the use of feminist picture stories can significantly increase gender awareness among students. This finding is a sign that visual media can be a very effective tool in gender equality education. The use of feminist picture stories helps students understand the concept of gender equality in a more interesting and understandable way, which can increase their engagement and participation in learning.

The findings also showed that students were more critical of gender stereotypes after learning with feminist picture stories. The improvement in students' understanding and attitudes towards gender equality suggests that the intervention was successful in creating a more inclusive and equitable learning environment. This is important because an inclusive learning environment can help reduce gender inequality and promote equality in society.

The use of feminist picture stories also shows that innovative learning methods can increase the effectiveness of gender equality education. This finding is a sign that educators need to consider the use of visual media in teaching gender equality concepts. The results also show that students are more interested and motivated to learn about gender equality when they are provided with interesting and relevant materials.

These findings emphasize the importance of integrating gender equality education in the school curriculum. Gender equality education is not only important for creating an inclusive learning environment, but also for shaping a more gender-aware generation. The results of this study suggest that the use of visual media such as feminist picture stories can be an effective step in achieving this goal.

The implication of the results of this study is that educators need to consider using feminist picture stories in teaching gender equality in language classes. The use of engaging visual media can improve students' understanding and attitudes towards gender equality, as well as encourage active participation in learning. This is important for creating an inclusive and equitable learning environment.

The findings also show that gender equality education can be improved through the use of innovative learning methods. Educators need to find new ways to convey gender equality concepts in a way that is interesting and easily understood by students. The use of feminist picture stories is one way that can be done to achieve this goal.

The results of this study also show that students are more interested and motivated to learn about gender equality when they are provided with interesting and relevant materials. Educators need to consider students' preferences and interests in designing learning materials. The use of visual media such as feminist picture stories can be an effective tool to increase student engagement and participation.

This study provides evidence that visual media can be an effective tool in gender equality education. Educators and policy makers need to consider these results in developing curriculum and learning methods. By integrating visual media such as feminist picture stories in education, it is hoped to create a more gender-aware generation and a more inclusive learning environment.

The results of this study show that the use of feminist picture stories is effective in raising gender awareness because visual media can convey complex messages in an easy-to-understand and interesting way. Feminist picture stories can illustrate gender issues in a concrete and relatable way for students. Students more easily understand and remember gender equality concepts when they are presented in an appealing visual form.

Feminist picture stories can also attract students' interest and attention, which increases their engagement in learning. When students are interested in the material being taught, they are more likely to be actively involved in class discussions and activities. This increased participation can help students to better understand and internalize gender equality concepts.

The improvement in students' understanding and attitudes towards gender equality after the intervention shows that visual media can change the way students think about gender roles and inequality. Feminist picture stories can trigger critical reflection and discussion among students, which helps them to be more critical of gender stereotypes and better understand the importance of gender equality. This shows that visual media can be an effective tool to encourage critical thinking and attitude change.

The findings also show that students are more motivated to learn about gender equality when they are provided with interesting and relevant materials. High learning motivation can increase learning effectiveness and help students to better understand and remember the material taught. The use of feminist picture stories can increase students' learning motivation by providing materials that are interesting and relevant to their lives.

Educators need to consider using feminist picture stories in their curriculum to increase gender awareness among students. The use of visual media such as feminist picture stories can help students understand gender issues in an interesting and easy-to-understand way. Educators need to integrate this media in learning to create an inclusive and equitable learning environment.

Further research needs to be done to explore other ways of using visual media for gender equality education. More in-depth studies can help identify the most effective methods and strategies in teaching gender equality. Educators and researchers need to work together to develop and test new approaches to gender equality education.

Education policy makers need to consider the results of this study in developing education policies and curricula. The integration of gender equality education in the school curriculum needs to be prioritized to create an inclusive and equitable learning environment. The use of visual media such as feminist picture stories can be an important part of this strategy.

Students need to be given opportunities to learn about gender equality through engaging and relevant learning methods. Educators need to find ways to make learning more interesting and meaningful for students. The use of feminist picture stories is one way that can be done to achieve this goal. Thus, it is hoped that a more gender-aware generation will be created and able to contribute to creating a more just and inclusive society.

CONCLUSION

This study found that the use of picture stories with the theme of feminism significantly increased gender awareness among language class students, with increased students' understanding and attitudes towards gender equality and increased participation in class discussions. The greater value of this research lies in the introduction of innovative methods of using feminist visual media in gender equality education, which shows the effectiveness of picture stories as an interesting and relevant learning tool. The limitations of this study include a sample limited to a single school and a relatively short duration of the study, so further research needs to

be conducted with a larger sample and over a longer period of time to test the generalization and long-term impact of this method.

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