



Learning Strategy for Jambi Regional Musical Arts in Local Content Subjects in Class VII

Jontra Voltra¹, Swasti Narayan², and Kasanita Nayasi³

¹Universitas Jambi, Jambi, Indonesia

²University of the South Pacific, Fiji

³Fiji National University, Fiji

Corresponding author email: voltrajontra@gmail.com

Info Article

Received: 7 Jan 2022

Revised: 7 Feb 2022

Accepted: 10 Mar 2022

Online Version: 20 Apr 2022

Abstract

The research focused on the implementation of teaching strategies for Jambi traditional music in local content subjects at Public Middle School 23 Merangin. It employed a qualitative phenomenological approach, involving interviews, observations, documentation, and questionnaires. The planning stage involved mapping the curriculum and developing a teaching plan based on chosen themes. During implementation, various teaching strategies like social inquiry and problem-based learning were utilized alongside multimedia tools. Evaluation included assessing student participation and performance through various methods. The data analysis used in this research is data analysis using a qualitative approach, namely data reduction, data presentation and drawing conclusions. Results showed that the teaching strategies were well-organized and effective, supporting the achievement of learning goals. The significance lies in enhancing cultural values through education. The study's novelty and implications lie in its comprehensive approach to teaching strategies and their impact on learning outcomes. In addition, in-depth analysis of the use of learning media through six dimensions provides more holistic insight in selecting and utilizing appropriate learning media.

Keywords: art music; learning strategy; local content

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



INTRODUCTION

In learning, teachers are needed who are active and creative in preparing learning activities for children, as well as in selecting competencies from various subjects and organizing them to achieve learning as mandated in PP No. 19 of 2005. In the learning process, teachers are expected to understand learning strategies, especially planning, implementation and evaluation strategies for learning regional music arts in local content subjects, so that their implementation can be adapted to environmental conditions (Juharti & Kartika, 2021; Sumardi et al., 2020).

The use of strategies in learning is very necessary because without learning strategies students' learning activities become undirected, so that learning objectives are difficult to achieve optimally. One of the strategies used is a strategy to increase thinking skills which emphasizes students' thinking abilities (Fitria, 2021; Ngkoti, 2021). In this strategy, the lesson material is not simply presented, but students are guided to discover for themselves the concepts that must be mastered through a continuous dialogue process by utilizing students' experiences (Purwanti & Heldalia, 2022; Wulan, 2020).

A learning strategy in the form of improving thinking abilities is a learning strategy that relies on developing students' thinking abilities through studying facts or children's experiences as material for solving the problems being taught. Learning strategy consists of two words, namely strategy and learning (Agustin et al., 2021; Lestari, 2020). The term strategy can be interpreted as tactics, the science of using human resources to carry out certain policies in war, planning steps carried out systematically (Azizi et al., 2021; Marfuah & Inayah, 2020). In the Big Indonesian Dictionary, strategy means a careful plan regarding activities to achieve specific targets (Sumadi & Ma'ruf, 2020).

Meanwhile, in general, strategy has the meaning of an outline of the direction for action in an effort to achieve predetermined targets. Connected with teaching and learning, strategies are usually defined as general patterns of student teacher activities in realizing teaching and learning activities to achieve the goals outlined (Leijen et al., 2020; Novianti & Ngatari, 2021). Thus, strategy can be interpreted as a method that is considered capable of achieving a goal that has been systematically programmed.

The application of strategies in learning activities is very necessary because it facilitates the learning process so that optimal results can be achieved. Even though theoretically a teacher already understands the operational steps of a learning strategy (Mc Pherson-Geysler et al., 2020; Sari, 2020). However, it is not certain that a teacher will be able to successfully implement this strategy in implementing learning in the classroom. The success of a teacher in implementing a learning strategy really depends on the teacher's ability to analyze existing learning conditions and the characteristics of the field of study. The results of the analysis of learning conditions can be used as a basic basis in determining the learning strategies to be used (Sutarto et al., 2020).

Variables in learning strategies can be classified into three, namely: (1) Organizing strategies, (2) Delivery strategies, and (3) Management strategies (Matcha et al., 2020; Prastuti, 2020). In implementing learning strategies, planning is needed (Ningsih, 2020; Wahyudin et al., 2021). Planning is a decision-making process regarding what will be done in the future, when, how and who will do it. Strategic planning is essentially the process of generating ideal goals, implementable goals and policies. Strategic planning is tasked with defining ideal goals and objectives that can be implemented. Meanwhile, operational planning is tasked with translating the two types of objectives along with policies into methods, procedures and coordination, so that these objectives can be realized (Talia, 2021; Widiyatningsih, 2021).

After planning, the next stage is implementation. In general, there are three main points in implementing teaching strategies, namely the initial stage (pre-instructional), the teaching stage (instructional), and the assessment and follow-up stages. At the implementation stage, things that teachers need to pay attention to are the use of learning media, student interaction with the media, and the learning structure during learning (Lin et al., 2021; Sunhaji, 2021). The final stage is evaluation. Evaluation is defined as a planned activity to determine the condition of an object using instruments and the results are compared with a benchmark to obtain a conclusion. The main function of evaluation is to examine an object or situation to obtain appropriate information as a basis for decision making.

Learning evaluation is a process of collecting, analyzing and interpreting information systematically to determine the extent to which learning objectives have been achieved. Evaluation is a step to determine the success of a curriculum. while also finding weaknesses in the process to be corrected (Oliveira et al., 2021). Curriculum evaluation is carried out on all curriculum components, namely objectives, materials, methods and evaluation itself. These components color the results of the evaluation carried out, namely regarding validity (valid) and reliability (reliable), significance (trustworthiness) and objectivity (Lukman et al., 2021). Therefore, evaluation is a very important component to assess to what extent and how well the curriculum and learning process is running optimally or not.

State Junior High School 23 Merangin is a National Standard School which was built by the PPM SLTP Project and is a school that utilizes Central Blockgrant funds with A Accreditation and is one of the best schools in Jambi Province, this can be seen and proven by the continued increase in the number of students every year and increasing school achievement in both academic and non-academic

fields. The development of the syllabus, Learning Implementation Plan and teaching materials for Jambi regional music arts in local content subjects at the State 23 Merangin junior high school has been implemented well, the learning strategies used are appropriate and supportive in the learning process.

A comparison between previous research on music learning strategies at Painan 1 High School and current research on Jambi regional music learning strategies at Public Middle School 23 Merangin reveals several gaps. First, the research focus is different: previous research focused more on general learning strategies in the context of music arts, while the current research more specifically examines Jambi regional music learning strategies in local content subjects. Second, the research methodology is different: previous research used a qualitative descriptive method with a focus on observations, interviews and documentation, while the current research uses a qualitative phenomenological approach with the addition of questionnaires. Third, the scope of the research subjects is different: previous research involved music teachers, school principals, and several students at Painan 1 High School, while the current research focuses on music teachers at Public Middle School 23 Merangin. The results of previous research found that the research concluded that several music learning strategies were applied at Painan 1 Senior High School, namely, 1) learning preparation; 2) learning management; 3) usefulness of media learning; 4) application of learning methods, models and approaches; 5) approach to motivating students; 6) learning evaluation (Firnando & Hadi, 2021). This gap analysis shows the need for further research that combines both approaches and digs deeper into Jambi regional music learning strategies by involving various educational stakeholders and expanding the geographical scope of research.

A strategic approach in learning Jambi regional music arts at Public Middle School 23 Merangin results in increased effectiveness and efficiency of the learning process. Teachers who are creative and active in arranging learning activities provide a more meaningful experience in accordance with the mandate of PP No. 19 of 2005. A deep understanding of learning planning, implementation and evaluation strategies provides a strong basis for teachers to adapt learning to the environmental context. The strategy of increasing thinking skills allows students to develop analytical skills that are essential in studying the musical arts of the Jambi region. The novelty of this research lies in the holistic approach in developing learning methods that are more effective and relevant to local culture. In addition, this research highlights the importance of learning evaluation in improving the learning process and improving the overall quality of the curriculum, making a significant contribution to the development of Jambi regional music arts education at the junior high school level.

Based on observations in the field, the researcher wants to conduct research related to learning strategies for Jambi regional music arts in local content subjects in class VII of Public Middle School 23 Merangin, with the hope that the results of this research will provide solutions and contributions to all schools in order to fulfill the need for learning the musical arts of the Jambi region, especially in learning local content. This research focuses on: planning strategies, implementation strategies and evaluation strategies in learning Jambi regional music arts on local content subjects which aim to develop cultural values in the region. The aim of this research is to analyze and evaluate the implementation of Jambi regional music arts learning strategies in local content subjects at Junior High School 23 Merangin, with a focus on planning, implementation and evaluation of learning strategies used by teachers. In addition, this research aims to analyze the effectiveness of the use of learning media and obtain feedback from teachers and students in order to provide recommendations for improving the quality of learning and developing more effective learning strategies in the future.

RESEARCH METHODS

Research Design

This research uses a phenomenological approach. This type of research is qualitative descriptive research, namely research on data collected and expressed in the form of words and images, words arranged in sentences, for example sentences resulting from interviews between researchers and informants. Qualitative research departs from the philosophy of constructivism where researchers try to

obtain as complete information as possible regarding strategies for learning the art of music in local content subjects in the Jambi area at the Public Middle School 23 Merangin. Information obtained through interviews with mulok teachers, students and the teaching team. In accordance with the characteristics and objectives, the researcher is the party who feels that there is a problem that needs to be resolved.

Research Target/Subject

The subjects of this research were local content teachers who taught Jambi regional music arts in local content subjects at State Junior High School 23 Merangin, as well as students who were learning participants in these subjects. Apart from that, the teaching team involved in the learning process and managing activities at school is also the subject of this research.

Research Procedure

To facilitate the conduct of research, researchers have prepared a systematically structured agenda. The preparation stage begins with submitting a thesis title in the second week of May 2021, followed by a proposal seminar in the fourth week of June 2023, and processing a research permit in the first week of August 2021. Next, the research stage in the field begins with an initial meeting with the teacher -local content teachers, teaching team, and students in the second week of September 2013 to discuss research on learning strategies for Jambi regional music arts in local content subjects. Observations, documentation and interviews were carried out from the fourth week of September to October 2021. Finally, the data processing stage began in the first week of October 2021 and lasted until December 2021, including processing observation, documentation and interview data. With this agenda, it is hoped that research can run smoothly and in an organized manner.

Instruments, and Data Collection Techniques

The research instrument for this study included several components used to collect the data necessary for analysis. First, an interview guide will be used to conduct interviews with local content teachers, teaching teams, and students. The interview guide will contain a list of questions designed to obtain information about the learning strategies used, teachers' and students' perceptions of learning Jambi regional music arts, and other related aspects. In addition, an observation checklist will be used to record observations made during the learning process, including criteria relevant to the observed learning strategies, interactions between teachers and students, use of learning media, etc. Field notes and documentation will be additional instruments that include direct recording from researchers of situations and events that occur during the learning process, as well as photo or video documentation of learning activities. In addition, the use of questionnaires will help in collecting data from a larger number of respondents, such as all students in the class who are research subjects, with questions about students' perceptions of learning, their understanding of the learning material, and their experiences during the learning process. Finally, document analysis will be used to analyze official documents such as syllabi, Learning Implementation Plans, and learning materials provided by teachers, to understand the learning plans that have been prepared and how to implement them in the actual learning context. All of these instruments will be used in a complementary manner to collect sufficient and representative data for research analysis.

Data analysis technique

The data analysis used in this research is data analysis using a qualitative approach, namely data reduction, data presentation and drawing conclusions (Viera Valencia & Garcia Giraldo, 2019). The technique for checking the validity of the data in this research uses triangulation techniques. The triangulation technique used includes triangulation of data, sources, methods and theories.

RESULTS AND DISCUSSION

Learning of Jambi regional music arts in local content subjects is carried out in the classroom and outside the classroom. Learning in class is carried out when studying theory and when students do practice practice it is carried out outside the classroom. Every practical lesson in Jambi regional music for 1 hour (40), students use traditional musical instruments such as cangor, gendang, kelintang, klinong and other musical instruments.

So that the Jambi regional music arts learning process can run smoothly and achieve the expected goals, teachers need to implement learning strategies. At the planning stage in implementing learning strategies, there is a mapping step. Mapping of Jambi regional musical arts learning materials on local content subjects at the Junior High School 23 Merangin has been carried out to obtain a comprehensive picture. All competency standards, basic competencies and indicators are considered which are continued in determining the theme.

After mapping the learning materials, the Jambi regional music arts teacher in local content subjects at Public Middle School 23 Merangin created a theme network that connected basic competencies and indicators with a unifying theme so that themes, basic competencies and indicators from each subject were not visible. This theme network was developed according to the time allocation for each theme in the learning process.

Furthermore, the Jambi regional music arts teachers in local content subjects at the Junior High School 23 Merangin created a syllabus, which was based on the materials being taught which was then complemented by the preparation of a Learning Implementation Plan. This learning plan is a realization of the student's learning experience which has been determined in the learning syllabus.

Meanwhile, at the learning implementation stage, teachers use various learning strategies. The use of social inquiry strategies, problem-based strategies and training model strategies using the lecture method by Jambi regional music art teachers in local content subjects at Public Middle School 23 Merangin is carried out in several steps, namely, steps to open the learning material, steps to convey the material being taught, and steps to end the material. learning.

In implementing learning, teachers use media as an intermediary for conveying learning messages. The use of Jambi regional music arts learning media in local content subjects at Public Middle School 23 Merangin can be analyzed from six media dimensions, namely: (1) People, there are three teachers who teach Jambi regional music arts subjects in local content subjects; (2) message; (3) materials, in the form of textbooks and student worksheets; (4) tools used when studying in the classroom are tape recorders, VCDs, standard cassettes in the form of whiteboards, and writing tools. For practical learning used by traditional musical instruments with all their equipment; (5) method, (6) setting.

The interaction of students with learning media (people, messages, materials, tools, methods and settings) Public Middle School 23 Merangin refers to the activities carried out by students and the role of media in stimulating learning activities. The activities carried out by students in learning are a form of direct or indirect interaction with learning media.

Next, at the evaluation stage, at the Junior High School 23 Merangin, the activity of evaluating student learning in Jambi regional music arts subjects in local content subjects refers to when and how many times the learning outcomes assessment is carried out, as well as what assessment procedures are carried out by the teacher. Learning evaluation can be carried out during theory learning in class by the teacher and during the learning process by looking at students' participation and activeness in following the learning process. During practice, learning evaluations to record student learning progress are carried out during the process and at the end of learning. Evaluation not only functions to see student success in the learning process, but also functions as feedback for teachers regarding their performance in managing learning. Through evaluation, you can see deficiencies in the utilization of various components of the learning system.

Learning of Jambi regional musical arts in local content subjects at the Junior High School 23 Merangin is carried out holistically, both inside and outside the classroom. When in class, learning

focuses on theory, whereas when students do practice it is carried out outside the classroom. Each Jambi regional music practice session lasts for one lesson hour (40 minutes), using various traditional musical instruments such as cangor, gendang, kelintang, klinong, and other musical instruments. To ensure the learning process runs smoothly and achieves the expected goals, teachers need to implement appropriate learning strategies.

In the planning stage, mapping of Jambi regional music learning materials was carried out to obtain a comprehensive picture. All competency standards, basic competencies and indicators are considered in determining learning themes. The teacher then creates a theme network that connects basic competencies and indicators with a unifying theme, thereby creating harmony between themes, basic competencies and indicators in each subject. Furthermore, the syllabus is prepared based on the materials taught, complemented by the preparation of a Learning Implementation Plan, which is a realization of the students' learning experiences that have been determined in the learning syllabus.

During the learning implementation stage, teachers use a variety of learning strategies, such as social inquiry, problem-based, and training models using the lecture method. Each learning strategy is implemented through structured steps, starting from opening the material, delivering the material being taught, to closing the learning material. Learning media is also used as an intermediary for conveying learning messages, which are analyzed through six media dimensions, including people, messages, materials, tools, methods and settings.

Interaction between students and learning media refers to the activities carried out by students and the role of media in stimulating learning activities. At the evaluation stage, the activity of evaluating student learning refers to the assessment procedures carried out by the teacher, both when learning theory in class and during practice outside the classroom (Suhendri & Kurniawan, 2022). This evaluation not only aims to see student success in the learning process, but also as feedback for teachers to evaluate their performance in learning management and to identify deficiencies in the use of various components of the learning system.

The results of previous research on the use of expository strategies in learning traditional Minangkabau music at the High School 3 Padang provide valuable insight into the implementation of learning strategies in regional music contexts. Although the focus is different from current research on Jambi regional music learning at Public Middle School 23 Merangin, the findings provide insight into the challenges and opportunities in implementing effective learning strategies. Its impact on current research is as a basis for improving the learning approaches and strategies used. Previous research identified deficiencies in the understanding and application of learning strategies, such as a lack of emphasis on certain aspects of expository strategies (Randa et al., 2018). This is the starting point for current research to refine and adapt learning strategies to more specific learning needs and contexts. By understanding the barriers and opportunities that have been identified in previous research, the current research can take concrete steps to increase the effectiveness and efficiency of learning Jambi regional music at Public Middle School 23 Merangin.

This research brings novelty with a comprehensive approach in planning and implementing Jambi regional music arts learning. The use of varied learning strategies, such as social and problem-based inquiry, provides new nuances to the learning process, making it more interactive and interesting for students. In addition, in-depth analysis of the use of learning media through six dimensions provides more holistic insight in selecting and utilizing appropriate learning media. Comprehensive learning evaluation also offers a new approach in understanding and improving the quality of learning and teacher performance. Thus, this research makes a significant contribution to the development of more effective and targeted learning methods for Jambi regional music.

The implications of this research show the importance of holistic learning planning, utilizing a variety of learning strategies, and using effective learning media. Teachers need to understand the interaction between students and learning media and carry out comprehensive learning evaluations to improve the quality of learning and the performance of teaching staff. In this way, the learning of Jambi regional musical arts in local content subjects at the Public Middle School 23 Merangin can run more effectively and support optimal achievement of learning objectives.

Limitations of this research include the focus on one school and one particular level of education, namely Public Middle School 23 Merangin, so the generalization of the results may be limited to that context. Additionally, limited time and resources may limit the scope of a more in-depth analysis of the learning strategies used. Another limitation is the reliance on data obtained from teachers and students, which can influence the point of view and interpretation of research results. Lastly, this research may not cover all relevant variables in the context of learning Jambi regional music arts, such as external factors that influence learning outside the school environment.

CONCLUSION

Based on the research results, it can be concluded that the Jambi regional music arts learning strategy in local content subjects at the Public Middle School 23 Merangin has been well organized at every stage. At the planning stage, teachers have mapped learning materials by combining competency standards, basic competencies and indicators into selected themes. The Learning Implementation Plan is prepared based on the existing syllabus, as a realization of the student's learning experience. Learning implementation strategies, such as social inquiry, problem-based learning, and training models, have been proven effective in improving students' abilities and skills. Student interaction with learning media is also focused on learning activities, both directly and indirectly. At the evaluation stage, teachers use various evaluation strategies, such as oral tests, daily tests, individual and group assignments, performance tests, semester tests, and grade promotion tests, by paying attention to student participation and activeness in the learning process. Overall, the learning strategy, implementation and evaluation have supported the achievement of the objectives of learning Jambi regional music arts in local content subjects at the Public Middle School 23 Merangin effectively and efficiently.

ACKNOWLEDGMENTS

Thank you to everyone who has contributed to this research in any way. Your contributions are deeply appreciated.

REFERENCES

- Agustin, W., Wahyudin, A. Y., & Isnaini, S. (2021). Language Learning Strategies and Academic Achievement of English Department Students. *Journal of Arts and Education*, 1(1), 19–29. <https://doi.org/10.33365/jae.v1i1.34>
- Azizi, M. R., Atlasi, R., Ziapour, A., Abbas, J., & Naemi, R. (2021). Innovative human resource management strategies during the COVID-19 pandemic: A systematic narrative review approach. *Heliyon*, 7(6), e07233. <https://doi.org/10.1016/j.heliyon.2021.e07233>
- Firnando, M., & Hadi, H. (2021). Pembelajaran Musik Tradisional Di Sma Negeri 1 Painan. *Jurnal Sendoratik*, 10(2), 49. <https://doi.org/10.24036/js.v10i2.112355>
- Fitria, D. (2021). Hubungan Keterampilan Proses Sains Dan Kemampuan Berpikir Kritis Padamateri Suhu Dan Kalor. *Journal Evaluation in Education (JEE)*, 1(3), 83–90. <https://doi.org/10.37251/jee.v1i3.137>
- Juharti, N., & Kartika, L. (2021). Comparison of Student Learning Outcomes in Class VIII SMP Negeri 2 Muaro Jambi. *Integrated Science Education Journal*, 2(1), 13–19. <https://doi.org/10.37251/isej.v2i1.127>
- Leijen, Ä., Pedaste, M., & Lepp, L. (2020). Teacher Agency Following the Ecological Model: How It Is Achieved and How It Could Be Strengthened By Different Types of Reflection. *British Journal of*

Educational Studies, 68(3), 295–310. <https://doi.org/10.1080/00071005.2019.1672855>

- Lestari, L. (2020). Pengembangan Media Visual Berbasis Kartun Pembelajaran Matematika untuk Kelas II Sekolah Dasar. *Journal of Basic Education Research*, 1(2), 41–44. <https://doi.org/10.37251/jber.v1i2.81>
- Lin, K. Y., Wu, Y. T., Hsu, Y. T., & Williams, P. J. (2021). Effects of infusing the engineering design process into STEM project-based learning to develop preservice technology teachers' engineering design thinking. *International Journal of STEM Education*, 8(1), 1–15. <https://doi.org/10.1186/s40594-020-00258-9>
- Lukman, Marsigit, Istiyono, E., Kartowagiran, B., Retnawati, H., Kistoro, H. C. A., & Putranta, H. (2021). Effective teachers' personality in strengthening character education. *International Journal of Evaluation and Research in Education*, 10(2), 512–521. <https://doi.org/10.11591/ijere.v10i2.21629>
- Marfuah, M., & Inayah, S. (2020). Gaya Belajar Siswa Berprestasi Jenjang Sekolah Dasar. *Journal of Basic Education Research*, 1(3), 93–98. <https://doi.org/10.37251/jber.v1i3.109>
- Matcha, W., Gašević, D., Ahmad Uzir, N., Jovanović, J., Pardo, A., Lim, L., Maldonado-Mahauad, J., Gentili, S., Pérez-Sanagustín, M., & Tsai, Y. S. (2020). Analytics of learning strategies: Role of course design and delivery modality. *Journal of Learning Analytics*, 7(2), 45–71. <https://doi.org/10.18608/JLA.2020.72.3>
- Mc Pherson-Geyser, G., de Villiers, R., & Kawai, P. (2020). The use of experiential learning as a teaching strategy in life sciences. *International Journal of Instruction*, 13(3), 877–894. <https://doi.org/10.29333/iji.2020.13358a>
- Ngkoti, I. (2021). Expression of Students' Elementary School on Planting Lesson. *Journal of Basic Education Research*, 2(1), 6–9. <https://doi.org/https://doi.org/10.37251/jber.v2i1.112>
- Ningsih, T. R. (2020). Problems Encountered In Learning Speaking And The Solving Strategies By Eleventh Graders at SMA N 5 Tebo. *Indonesian Journal of Education Research (IJoER)*, 1(3), 79–83. <https://doi.org/10.37251/ijoe.v1i3.563>
- Novianti, U., & Ngatari, N. (2021). Studi Pustaka Penggunaan Model Pembelajaran IPS Terpadu di Sekolah dasar. *Journal of Social Knowledge Education (JSKE)*, 2(1), 16–20. <https://doi.org/10.37251/jske.v2i1.376>
- Oliveira, G., Grenha Teixeira, J., Torres, A., & Morais, C. (2021). An exploratory study on the emergency remote education experience of higher education students and teachers during the COVID-19 pandemic. *British Journal of Educational Technology*, 52(4), 1357–1376. <https://doi.org/10.1111/bjet.13112>
- Prastuti, N. (2020). Teachers' strategies to motivate the students in learning English: A Case Study at on of Vocational High School in Jambi. *Indonesian Journal of Education Research (IJoER)*, 1(4).
- Purwanti, E., & Heldalia, H. (2022). Korelasi Keterampilan Proses Sains Dengan Kemampuan Berpikir Kritis Siswa Pada Materi Pemantulan Pada Cermin Datar. *Journal Evaluation in Education (JEE)*, 1(4), 143–148. <https://doi.org/10.37251/jee.v1i4.146>

- Randa, S., Lumbantoruan, J., & Putra Irdhan Epria Dharma. (2018). Penggunaan Strategi Ekspositori Pada Pembelajaran Musik Tradisional Minangkabau di SMA Negeri 3 Padang. *E-Jurnal Sendratasik*, 7(1), 48–53.
- Sari, N. Y. (2020). Peningkatan Hasil Belajar IPS Materi Sumber Daya Alam Melalui Strategi Peta Konsep Pada Siswa Kelas IV MI. *Journal of Social Knowledge Education (JSKE)*, 1(3), 62–69. <https://doi.org/10.37251/jske.v1i3.354>
- Suhendri, S., & Kurniawan, F. (2022). Improving Students' Motivation and Reading Ability in Learning Narrative Text using Problem-Based Learning. *Jurnal Penelitian Tindakan Pendidikan*, 1(1), 27–35. <https://doi.org/10.23917/jptp.v1i1.978>
- Sumadi, S., & Ma'ruf, M. H. (2020). Implementation of the Concept and Theory of Management Functions in Efforts To Improve Quality. *International Journal of Economics, Business and Accounting Research (IJEBAR)*, 4(02), 353–360. <https://doi.org/10.29040/ijebar.v4i02.1114>
- Sumardi, L., Rohman, A., & Wahyudiati, D. (2020). Implementasi Pembelajaran Tematik di Kelas Rendah MI Yadinu Banok Lombok Timur. *International Journal of Instruction*, 13(3), 158.
- Sunhaji, S. (2021). Implementasi Strategi Cooperative Learning Dalam Membentuk Keterampilan Berfikir Peserta Didik. *Jurnal Pendidikan Agama Islam Indonesia (JPAAI)*, 2(4), 61–64. <https://doi.org/10.37251/jpaa.v2i4.599>
- Sutarto, S., Sari, D. P., & Fathurrochman, I. (2020). Teacher strategies in online learning to increase students' interest in learning during COVID-19 pandemic. *Jurnal Konseling Dan Pendidikan*, 8(3), 129. <https://doi.org/10.29210/147800>
- Talia, M. (2021). The time profile of transformations in territorial governance. *Tema. Journal of Land Use, Mobility and Environment*, 182–189.
- Viera Valencia, L. F., & Garcia Giraldo, D. (2019). The Online Survey as a Qualitative Research Tool. *Angewandte Chemie International Edition*, 6(11), 951–952., 2, 1–21.
- Wahyudin, A. Y., Pustika, R., & Simamora, M. W. (2021). Vocabulary Learning Strategies of Efl Students At Tertiary Level. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, 8(2), 101–112. <https://doi.org/10.36706/jele.v8i2.15647>
- Widiyatiningsih, A. P. (2021). Strategi Pembelajaran Pendidikan Agama Islam di Sekolah Dasar. *Jurnal Pendidikan Agama Islam Indonesia (JPAAI)*, 2(1), 10–12. <https://doi.org/10.37251/jpaa.v2i1.589>
- Wulan, T. A. K. (2020). Pengaruh Model PBL dan Berpikir Kritis Siswa dalam Pembelajaran Sejarah Kelas X di SMAN 6 Muaro Jambi. *Journal of Social Knowledge Education (JSKE)*, 1(2), 52–56. <https://doi.org/10.37251/jske.v1i2.350>