

**The Effect of the Global Method on Elementary Students' Fable
Reading and Viewing Skills Development**

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Submitted: 03-07-2025

Accepted: 15-07-2025

Published: 10-08-2025

Abstract

Early literacy development in primary education often encounters obstacles, particularly when students struggle to integrate text comprehension with visual and contextual language cues. The aim of this study is to examine the effectiveness of the Global Method in improving early literacy skills, specifically reading comprehension, visual interpretation, and contextual language understanding, among second-grade elementary students through the use of fable texts. Employing a quasi-experimental nonequivalent control group design, the study involved 64 students from a public elementary school in East Jakarta, divided into experimental and control groups. A 20-item multiple-choice literacy test, validated by experts, was administered before and after the intervention to measure reading comprehension, viewing skills, and mastery of language components such as nouns, adjectives, and antonyms. Results showed a significant improvement in the experimental group's post-test scores ($M = 87.97$) compared to the control group ($M = 68.59$), with a significance value of 0.000 and a large effect size (Cohen's $d = 2.60$), indicating strong practical relevance. The findings suggest that the Global Method not only improves academic performance but also promotes holistic literacy by integrating moral, visual, and linguistic competencies. Aligned with the *Merdeka Curriculum's* principles of contextual and student-centered learning, this method presents a promising alternative for early literacy instruction. Future research should examine its adaptability across grade levels and explore digital enhancements for broader implementation.

Keywords: global method, reading and viewing, fables, *Merdeka curriculum*

INTRODUCTION

Science and technology continually evolve and affect the education field, and especially in the area of literacy development. In the 21st century learning context, literacy is no longer only the ability to read a printed text, but it also includes understanding and interpreting different formats such as visual and multimedia sources (Sari et al., 2025). Reading and viewing are the core of basic literacy skills that are crucial for academic success across various disciplines. Despite these advancements, both international and national assessments indicate that Indonesian students are still struggling to achieve satisfactory literacy outcomes.

According to the 2022 Programme for International Student Assessment (PISA), Indonesian students experienced a drop in reading skills. The national average score went down from 371 in 2018 to 359 in 2022 (OECD, 2023). Most students still fall below the minimum skill level, showing there is a bigger problem with reading comprehension. At the national level, results from the 2021 National Assessment also show that many elementary students have difficulty finding specific information and understanding both clear and hidden meanings in written texts (Ma'rup, 2022). These problems reflect what happens in real classrooms, where students often struggle to connect text with images, draw lessons from stories, or engage deeply with reading materials.

The *Merdeka* Curriculum is an attempt to change education by promoting flexible, contextual, and student-centered learning (Aditomo, 2024). However, many teaching methods still rely on phonics or word-level approaches. Although these methods are essential, they are insufficient when used alone. They frequently fall short of giving pupils the resources they need to understand sentences or to logically combine textual and visual information. Students' capacity to apply critical literacy skills and understand tales holistically is thus still restricted.

The tale is one literary form that has significant educational value in primary school instruction. Simple plots, unambiguous moral lessons, and visually appealing images that enhance understanding and spark the imagination are characteristics of fables (Yusuf et al., 2022). Fables are especially suitable for young learners because of these characteristics. However, observational data from an East Jakarta elementary school showed that pupils frequently struggle to comprehend fable tales and make the connection between textual content and visual clues. This implies that the integrated development of reading and visual skills has not been adequately supported by existing instructional practices.

In addition to these challenges, the mastery of linguistic components such as nouns, adjectives, and antonyms plays a critical role in constructing meaning from texts. Nouns assist students in identifying characters and objects, adjectives are essential for describing character traits, and antonyms help students understand word relationships and enrich their vocabulary (Kencono & Wiratikusuma, 2022; Winarti, 2023). However, these linguistic elements are frequently taught in isolation and not embedded meaningfully within the context of reading and viewing activities. In support of this, Hanim & Wahyuningsih (2024) highlight that gamification-based strategies can improve both motivation and comprehension in early language learning, while Yana & Abbas (2022) emphasize the value of animated videos in enhancing both academic understanding and character development among elementary students.

In line with this, Yana & Abbas (2022) highlight the pedagogical potential of animated videos in early language instruction. Their study shows that multimodal content, combining images, narration, written text, and sound, can create a semi-formal yet

effective learning environment for young learners. The integration of these modes not only supports language development but also fosters important values such as responsibility, compassion, and religious awareness, which are essential for primary school students.

To address these issues, a more integrative instructional strategy is needed. The Global Method offers a comprehensive reading approach that introduces students to complete sentences first, allowing them to grasp the meaning of a passage in context before being introduced to individual words or letters (Efendi et al., 2021). This method supports both comprehension and engagement by encouraging students to interpret meaning from whole units of language, rather than isolated phonetic elements. The Global Method is also aligned with the principles of the *Merdeka* Curriculum, which emphasizes learning that is meaningful, contextual, and tailored to students' developmental needs.

This research explores how the Global Method can support students in developing their reading and viewing skills through the use of fable texts, specifically focusing on *The Tortoise and the Hare*. The story was chosen due to its straightforward moral message, child-friendly structure, and its ability to merge reading with visual interpretation. The study sets out three main goals. First, it looks to enhance students' comprehension and interpretation of fables by applying the Global Method, which emphasizes learning through complete sentences. Second, it aims to boost students' visual literacy by helping them understand and connect with illustrations that accompany the story. Lastly, the study works to strengthen students' understanding of key language elements such as nouns, adjectives, and antonyms that are essential for grasping the narrative and meaning of the text (Aisah et al., 2019).

Several studies have highlighted the success of the Global Method in fostering early reading skills among students. Findings from previous research indicate that this method helps improve reading comprehension, increases students' interest in reading, and strengthens their understanding of meaning at the sentence level (Efendi et al., 2021; Rikmasari & Savitri, 2019; Widiastuti & Santoso, 2023). In addition, incorporating fables into classroom activities has been found to help students better grasp moral lessons and become more engaged with the content of the texts (Yusuf et al., 2022). Teaching specific language elements such as nouns and adjectives has also been proven to enrich students' vocabulary and enhance their overall reading comprehension (Kencono & Wiratikusuma, 2022).

Although existing research has discussed the Global Method, the application of fable texts, and the role of language instruction, these aspects have generally been studied separately. There is still a lack of research that brings all three elements together into a unified teaching approach that supports the development of reading skills, visual understanding, and language proficiency at the same time.

This study aims to fill the existing gap by introducing an innovative approach that brings together the Global Method, the use of fable texts, and focused language instruction within one meaningful and integrated learning model. The approach is grounded in developmental needs and supported by research, offering a targeted solution to the ongoing challenge of low literacy levels among elementary school students. By merging these key components, the study presents a well-rounded literacy strategy that not only enhances students' understanding but also boosts their interest in learning. This contribution is intended to guide educators and curriculum planners in designing evidence-based, impactful, and engaging literacy programs.

METHOD

This study employed a quantitative approach with a quasi-experimental design to examine the effect of the Global Method on second-grade students' ability to read and view fable texts. A quasi-experimental design was chosen because it was not feasible to assign students randomly to groups due to existing class structures and administrative policies in the participating school. Instead, the Nonequivalent Control Group Design was used, which is commonly applied in educational settings where intact classes serve as experimental and control groups (Sugiyono, 2022). Although random assignment was not possible, internal validity was strengthened by selecting two classes with similar characteristics and ensuring baseline equivalence through pre-test administration.

Table 1. Nonequivalent Control Group Design

Group	Pre-test	Treatment	Post-test
Experiment	O ₁	X	O ₂
Control	O ₃	-	O ₄

The design involved two groups: an experimental group that received the Global Method treatment and a control group that followed conventional instruction. The structure of this design is shown in Table 1.

In this research design, O₁ refers to the pre-test given to the experimental group, while O₃ represents the pre-test for the control group. The symbol X indicates that the Global Method was applied to the experimental group only, whereas the control group did not receive this instructional approach. After the treatment, both groups were given post-test, labeled as O₂ for the experimental group and O₄ for the control group. The fable *The Tortoise and the Hare* was chosen as the primary teaching material because of its straightforward storyline, clear moral lesson, and its potential to support the development of both reading and visual literacy skills.

The research was carried out at a public elementary school located in East Jakarta. Each second-grade classroom at the school typically has around 32 students, reflecting standard class sizes. The study was conducted during the even semester of the 2024 to 2025 academic year, with the implementation taking place from the end of April to the beginning of May 2025.

The study involved all second-grade students at the selected school, using a saturated sampling technique in which every member of the target group was included in the research. Two existing classes were selected for the study. Class II A was designated as the experimental group, while Class II B functioned as the control group. Each of these classes had 32 students, bringing the total number of participants to 64.

To assess students' reading and viewing skills, the researcher used a written test consisting of 20 multiple-choice questions. The test was created based on the fable *The Tortoise and the Hare*, with questions designed to evaluate reading comprehension, the ability to interpret visuals, and understanding of language components such as nouns, adjectives, and antonyms. All items were carefully crafted to align with the learning stage of second-grade students, emphasizing the use of full sentences to support meaningful and context-based understanding.

The research instrument, consisting of 25 items, underwent a content validation process by expert lecturers and teachers to ensure the appropriateness of the content, language, and alignment with learning indicators. Once deemed suitable, the instrument was piloted on 30 students outside the research sample group. Based on the validity

analysis using the Pearson Product Moment formula, 20 items met the validity criteria ($r_{\text{count}} > r_{\text{table}}$; $r_{\text{table}} = 0.361$; $N = 30$; $\alpha = 0.05$). Reliability testing of the 20 valid items was conducted using the KR-20 formula, resulting in a value of 0.83, indicating that the instrument is highly reliable and suitable for use in the study.

The data collection process was carried out in a systematic manner. Before the learning intervention began, both the experimental and control groups were given a pre-test in their usual classroom settings under the same conditions. During the instructional phase, the experimental group was taught using the Global Method, while the control group followed the school's standard approach to reading instruction. After the instructional period ended, all students took the same post-test to measure their progress. The researcher worked closely with the class teachers to administer each testing session, ensuring that instructions were delivered clearly and that proper supervision was maintained throughout.

The data were analyzed using SPSS version 26 through a series of steps. First, a normality test was conducted using the Shapiro-Wilk method to check whether the data followed a normal distribution. Next, a homogeneity test was carried out using Levene's test to ensure that the variances between groups were equal. An independent t-test was then used to identify any significant differences in outcomes between the experimental and control groups. Finally, the effect size of the treatment was calculated using Cohen's d . To interpret the results, the values of Cohen's d were classified into three categories: 0.2 for a small effect, 0.5 for a medium effect, and 0.8 or higher for a large effect, helping to assess the practical impact of the instructional approach. Therefore, this methodological approach aimed to ensure that the findings were both statistically valid and meaningful for educational practice.

FINDINGS AND DISCUSSION

Findings

Data Analysis

Data analysis was conducted to determine the minimum, maximum, mean, and standard deviation of the pre-test and post-test scores for both groups. The following are the results of data analysis calculations:

Table 2. Pre-test and Post-test Results of Experimental and Control Groups

Group	Test Type	N	Minimum Value	Maximum Value	Mean	Standard Deviation
Experiment	Pre-test	32	45	80	62.97	10.069
Experiment	Post-test	32	75	100	87.97	7.390
Control	Pre-test	32	40	70	55.94	8.561
Control	Post-test	32	50	80	68.59	7.539

The analysis revealed that the Global Method significantly improved the reading and viewing skills of second-grade students. The experimental group's average score rose from 62.97 to 87.97, while the control group's scores increased from 55.94 to 68.59. Although both groups showed progress, the greater gain in the experimental group highlights the effectiveness of the Global Method in enhancing literacy outcomes.

The score range analysis shows that the Global Method promoted significant progress for all students. In the experimental group, scores improved from 45–80 to 75–100, while the control group showed smaller gains from 40–70 to 50–80. These results

suggest that the Global Method effectively supports both low and high achievers, leading to more balanced literacy improvement.

One important finding from the descriptive statistics is the change in standard deviation, which illustrates the range of student scores within each group. In the experimental group, the standard deviation decreased from 10.069 in the pre-test to 7.390 in the post-test, indicating that students' performance became more consistent after receiving instruction through the Global Method. This suggests that the method not only improved overall literacy outcomes but also helped reduce gaps between higher- and lower-performing students. In comparison, the control group showed a smaller reduction in standard deviation, from 8.561 to 7.539, indicating a less significant impact on score consistency without the targeted instructional approach.

Taken together, these findings emphasize that the use of the Global Method plays a significant role in enhancing foundational literacy skills in a well-rounded way. The notable rise in average scores suggests that students became better at understanding the content of the fable, interpreting related visual elements, and applying their knowledge of language features such as vocabulary and grammar after learning through complete sentence instruction. At the same time, the reduction in score differences among students shows that this approach supports more balanced progress across the classroom, helping a wider range of learners improve rather than benefiting only those who were already performing well.

To confirm the accuracy and trustworthiness of the research results, preliminary tests were carried out to check for normality and homogeneity before moving on to hypothesis testing. The outcomes of these initial assessments showed that the data satisfied the necessary conditions for using parametric statistical methods. This confirmation adds strength to the overall findings and supports the reliability of the conclusions reached in the study.

Prerequisite Test

Prior to testing the hypothesis, a series of prerequisite tests were conducted to ensure the data met the conditions necessary for parametric statistical analysis. These included tests for normality and homogeneity. The normality test used the Shapiro-Wilk method to determine whether the distribution of scores in both the experimental and control groups followed a normal pattern.

Normality test was used to determine whether the data followed a normal distribution. The Shapiro-Wilk test was applied with the help of SPSS version 26. Data are considered normally distributed if the significance value (Sig.) is greater than 0.05.

Table 3. Normality Test Results

Group	Test Type	Statistics	df	Sig.
Experiment	Pre-test	0.938	32	0.067
Experiment	Post-test	0.936	32	0.060
Control	Pre-test	0.951	32	0.159
Control	Post-test	0.944	32	0.096

As shown in Table 3, the significance values for both the pre-test and post-test scores in each group were above 0.05. This result confirms that the data were normally

distributed, fulfilling one of the essential assumptions for applying the independent t-test and supporting the validity of the statistical procedures used in this study.

In addition, the homogeneity test in this study was conducted using Levene's test to determine whether the variance between the experimental and control groups was equal, which is a necessary assumption for applying the independent sample t-test.

Table 4. Homogeneity Test Results

Criteria	Statistics Levene	df1	df2	Sig.
Based on average	1.744	3	124	0.161

As shown in Table 4, the test produced a significance value of 0.161, which is greater than the threshold of 0.05, indicating that the data variances were homogeneous across groups. This result confirms that the distribution of students' scores in both groups did not differ significantly in terms of variance, allowing the hypothesis test to proceed with confidence that any differences found are due to the treatment effect rather than unequal group variability.

Hypothesis Test

After confirming that the data are normally distributed and homogeneous, a hypothesis test was conducted using an independent t-test to determine the difference in post-test results between the experimental and control groups.

Table 5. Results of the Independent t-test of Experimental and Control Groups

Group	N	Mean	Standard Deviation	t- count	df	Sig. (2- tailed)	Mean Difference	Description
Experiment	32	87.97	7.390	10.382	62	0.000	19.375	Significantly different
Control	32	68.59	7.539					

The independent t-test results show that the t-value is 10.382 with degrees of freedom (df) = 62 and a significance of 0.000, which is smaller than 0.05. Thus, the null hypothesis (H_0) is rejected. This shows that there is a significant difference between the post-test scores of the experimental group and the control group. The average post-test score of the experimental group was 87.97, while the control group was 68.59, with a difference of 19.375. Thus, it can be concluded that the treatment given to the experimental group had a positive effect on improving students' ability to read and view fables.

Effect Size Calculation

After it is known that there is a significant difference between the post-test results of the experimental group and the control group through an independent t-test, the effect size calculation is then carried out using Cohen's d formula. This calculation aims to determine how much effect the treatment given has on improving students' ability to read and view fables.

Table 6. Effect Size Calculation (Cohen's d)

Indicator	Value
Average post-test of the experimental group	87.97
Average post-test of the control group	68.59
Standard deviation of experimental group post-test	7.39
Standard deviation of the control group post-test	7.54
Average standard deviation of experimental and control groups	7.46
Effect size (Cohen's d)	2.60
Category	Large

Based on the calculation results, the Cohen's d value is 2.60, which is included in the large category. This shows that the treatment given to the experimental group has a strong effect on enhancing students' reading and viewing skills. The large effect size value indicates that the implementation of the Global Method in reading and viewing fables has a significant and tangible impact on students. Based on this value, it can be concluded that the difference in improvement between the treatment and control groups is not coincidental, but rather a result of the successful application of the treatment.

Discussion

This research offers a valuable academic contribution by enhancing the theoretical and practical aspects of early literacy through the use of the Global Method. Unlike traditional approaches that emphasize phonetic drills or single-word memorization, this method introduces children to reading with full sentences supported by contextual images. Such an approach helps young learners develop their ability to understand texts, expand their vocabulary, and interpret visual information in a more connected way. By encouraging children to grasp meaning from complete language units, the Global Method reflects the principles of constructivist learning, which emphasize building knowledge through meaningful experiences. This is supported by Efendi et al. (2021), who emphasize that sentence-based learning encourages students to understand language in its entirety rather than isolated phonetic units, making reading more meaningful and accessible for early graders.

One of the most distinctive aspects of this method is its capacity to stimulate advanced thinking skills from the early stages of literacy learning. Students are encouraged to make inferences, map out word meanings, and analyze characters as they read, which enriches their comprehension and critical thinking abilities. This is in line with Dewi & Fauziati (2021), who explain that thematic learning grounded in constructivist theory promotes students' cognitive growth through contextual, student-centered instruction, helping them to develop both reflective and interpretive thinking from an early age. This integrated and multimodal strategy provides a broader foundation for literacy development than methods that rely only on rote memorization. As a result, the Global Method stands out as both an innovative teaching practice and a robust theoretical framework that deepens our understanding of how foundational literacy can be effectively nurtured.

The learning outcomes observed in this study demonstrate the strong teaching potential of the Global Method. Students who experienced this approach showed significant improvement in their literacy development, particularly in their sentence comprehension, vocabulary use, and overall confidence in classroom interactions. This aligns with the findings of Widiastuti & Santoso (2023), who emphasize that contextual

and sentence-based learning helps reduce performance gaps and supports more equitable learning outcomes across diverse student groups.

The impact of this method is also evident in classroom observations, where students who previously struggled began to show more confidence and active involvement in lessons. The effective implementation of the Global Method also requires addressing teacher-related challenges in utilizing IT-based learning media, as highlighted by Putra et al. (2024), particularly in ensuring that digital tools are used meaningfully to support students' reading and viewing skills. Moreover, the use of authentic assessment practices, as emphasized by Setiawan (2018), is essential to accurately measure the holistic development of students' literacy skills and to validate the pedagogical effectiveness of this method. They started using words like fast, slow, and patient accurately when answering questions related to stories they read. These positive behavioral changes show how the Global Method connects reading comprehension with visual understanding and well-planned vocabulary practice. This aligns with the findings of (Winarti, 2023), who emphasizes that contextual vocabulary instruction through narrative texts enhances word retention and improves language use among young learners. By encouraging students to engage more deeply and consistently, this method clearly strengthens literacy skills in a way that goes beyond simply raising test scores.

The results of this study have clear and practical value for how teachers design lessons and put the *Merdeka* Curriculum into practice. This curriculum promotes flexible, student-focused learning that responds to the unique ways each child learns. The Global Method fits this approach by allowing teachers to adapt lessons to real situations and students' contexts. When teachers use fables with moral messages, they help students build good character and strengthen their language skills at the same time. Stories like *The Tortoise and the Hare* not only share important values such as persistence, honesty, and patience but also use simple sentences that help students learn grammar and everyday words. The use of visual tools like story slides and short animations makes it easier for students to connect what they read with what they see. This is consistent with Afriyani (2024) findings, which emphasize that integrating visual elements significantly enhances students' ability to understand and stay engaged with visual stories.

Hanim & Wahyuningsih (2024) found that gamified and visually enriched instruction significantly increased elementary students' motivation and learning outcomes. Their findings highlight the importance of visual storytelling and interactive learning, which aligns with the pedagogical orientation of the Global Method used in this study. This is also supported by Yana & Abbas (2022), who found that animated educational videos containing multimodal elements, such as spoken narration, text, images, and sound, help young learners absorb content more effectively while simultaneously conveying pedagogical values like empathy, responsibility, and religious awareness in ways that align with the socio-emotional needs of primary students. By bridging these tools with the development of language skills and moral lessons, this method supports the broader objectives of the *Merdeka* Curriculum, ensuring literacy learning that is complete and accessible for all students.

The alignment of this method with established educational theories further strengthens its relevance. From a constructivist perspective, the use of sentence-based instruction creates learning experiences that are situated in meaningful contexts, allowing students to construct understanding through interaction with whole units of language rather than decontextualized letters. This supports Vygotsky's concept of the zone of proximal development, where instruction acts as scaffolding that helps students progress

to higher levels of competence through guided learning. The visuals and structured fables used in this method serve as cognitive anchors, allowing learners to make connections between written language and conceptual understanding. This supports findings from Dewi & Fauziati (2021), who argue that sentence-based instruction fosters the development of abstract reasoning and critical literacy. Moreover, the current study supports research by Abdullah et al. (2024), which emphasizes the importance of integrating multimedia tools in early literacy instruction to enhance comprehension and student engagement. Similar conclusions have been drawn by Widijastuti & Santoso (2023), who demonstrated the motivational benefits of using sentence-based learning materials for students with diverse learning needs. Taken together, these findings affirm that the Global Method not only aligns with current theoretical frameworks but also addresses pressing practical demands in foundational education.

To expand the impact and validity of this study, future research should explore the application of the Global Method across a broader range of instructional contexts. Studies could examine its implementation in teaching various text types beyond fables, such as informational, procedural, and narrative texts. Such exploration would provide insights into the method's adaptability and its potential to cultivate genre-specific literacy skills. Research should also be conducted across different grade levels to evaluate the longitudinal effects of the method and determine at which developmental stages it is most effective. Family involvement also presents a promising area for further investigation, especially in understanding how home literacy environments can complement classroom instruction. For example, studies might analyze the role of parental scaffolding in reinforcing the sentence-based approach at home. Additionally, the development and integration of digital literacy tools aligned with the Global Method—such as interactive storybooks, learning management systems, and augmented reality media could enhance its scalability and effectiveness, particularly in technology-enhanced classrooms. These innovations would not only support students' literacy but also equip educators with flexible tools to meet the evolving needs of digital-age learners.

To sum up, this study shows that the Global Method is a complete and effective way to teach early literacy by combining reading, visual learning, and language skills in one connected approach. It makes a valuable academic contribution because it brings together theory and practice while helping students build real understanding, not just basic reading skills. Since it fits well with the *Merdeka* Curriculum and is based on ideas from constructivist and sociocultural theories, this method can be a good example for teachers who want to create lessons that are flexible and fair for all students. The strength of student outcomes, both in classroom engagement and overall literacy growth, demonstrates that this method fosters deep learning, supports equitable access, and lays a strong foundation for lifelong literacy development. Because of these positive outcomes, teachers, education planners, and policymakers are encouraged to use and improve the Global Method as part of a proven strategy to strengthen early literacy in Indonesia and other places with similar needs.

CONCLUSION

This study concludes that the Global Method is highly effective in enhancing early literacy skills among second-grade students, particularly in comprehending fable texts through an integrated focus on reading, viewing, and contextual language understanding. By emphasizing sentence-based learning supported by visual media, the method significantly improves students' grasp of linguistic elements such as nouns, adjectives,

and antonyms. The notable increase in post-test scores, averaging 87.97 with a large effect size of 2.60, demonstrates both academic improvement and greater equity in learning outcomes among students. Aligned with the Merdeka Curriculum and constructivist learning principles, the Global Method presents a student-centered, engaging, and culturally relevant model for literacy instruction in early grades.

Despite its promising results, this study was limited to a single grade level, text type (fable), and a relatively small sample size within one geographic area. Additionally, it did not explore the role of family engagement or the integration of digital learning platforms. Future research should investigate the applicability of the Global Method across diverse grade levels, literary genres, and school contexts. Incorporating parental involvement and the use of multimedia or interactive digital tools may further enhance its effectiveness and adaptability in increasingly digital and home-influenced learning environments.

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