

Implementation of Literacy Tree Media in Improving Elementary School Students' Indonesian Language Learning Outcomes

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Abstract

This study aims to improve Indonesian language learning outcomes by implementing the Literacy Tree model for fourth-grade students at Ponjalae Elementary School 7, Palopo City. This study is a Classroom Action Research (CAR) conducted at Ponjalae Elementary School 7, Palopo City. This classroom action research was conducted in cycles, consisting of Cycle I and Cycle II. The subjects in this study were 22 fourth-grade students. Data collection techniques used included tests, learning implementation observation sheets, and student activity observation sheets. The results of this study indicate that after two cycles of intervention, the average score of the Indonesian language learning outcome test using the Literacy Tree media for fourth-grade students at Elementary School 7 Ponjalae, Palopo City, increased in cycle I, resulting in an average individual score of 70.18 with a classical completion percentage of 63.64%. In cycle II, the average individual score was 88.4 with a classical completion percentage of 86.4%, an increase from cycle I. Therefore, it can be concluded that implementing the Literacy Tree media can improve the Indonesian language learning outcomes of fourth-grade students at Elementary School 7 Ponjalae, Palopo City.

Keywords

Implementation; Indonesian Language Learning Outcomes; Literacy Tree.



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INTRODUCTION

According to Ki Hajar Dewantara (Djaguna et al., 2024), education is a process of guiding all potential students to develop optimally as individuals and members of society. Therefore, education must be designed in a structured and systematic manner to achieve the desired educational goals. In line with the proverb *Seek knowledge even to China*, education is a vital need because it equips humans to face various challenges in the past, present, and future. In this process, teachers play a crucial role in creating learning that can improve the quality of student learning.

Indonesian is a compulsory subject in elementary schools, serving as a means of communication and developing students' thinking skills. According to Isah Cahyani (Oktaviani & Nursalim, 2021), the official language is used in formal communication, such as legislation and official letters. Learning Indonesian encompasses four language skills: listening, speaking,

reading, and writing. Among these four skills, writing is one that requires continuous practice because it requires students to be able to express their ideas systematically. According to Qadaria et al. (2023), writing is the activity of using writing tools as a means to convey ideas in written form.

Writing skills in elementary schools still face various challenges. Students generally have limited vocabulary, use punctuation incorrectly, are unable to develop ideas systematically, and lack writing practice. Initial observations and interviews in grade IVB of SD Negeri 7 Ponjalae, Palopo City, showed that Indonesian language learning outcomes in writing skills were suboptimal. Of 22 students, only 7 (36%) achieved mastery, while 15 (64%) did not meet the KKTP (Competency Standards) of 75–84. This situation is also influenced by the use of unengaging learning media, resulting in low student motivation and learning engagement.

One alternative to address this problem is the use of innovative learning media, namely the literacy tree. This media is a tree-shaped visualization used to help students understand material, organize ideas, and present important information in an engaging manner. Based on observations, the literacy tree has never been implemented in Indonesian language learning in grade IVB of SD Negeri 7 Ponjalae, Palopo City. This media is flexible because it can be used for a variety of materials, and is expected to improve student focus, participation, and learning outcomes, particularly in writing skills.

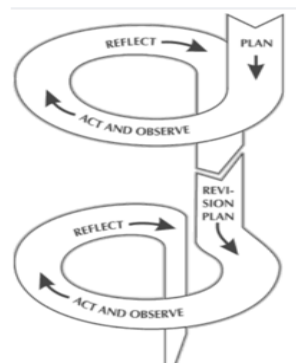
Based on this description, this study aims to improve Indonesian language learning outcomes through the implementation of the literacy tree media for fourth-grade students at SD Negeri 7 Ponjalae, Palopo City.

METHODS

This study is a Classroom Action Research (CAR) aimed at improving Indonesian language learning outcomes through the implementation of the Literacy Tree model. The study employed the Kemmis and McTaggart model, which includes four stages: planning, implementation, observation, and reflection, implemented cyclically until learning outcomes improved. The research framework is presented in the form of a Kemmis and McTaggart model diagram.

The study was conducted at Ponjalae 7 Public Elementary School, Palopo City, during the even semester of the 2025/2026 academic year. The subjects were 22 fourth-grade students, consisting of 12 boys and 10 girls.

Figure 1. Classroom Action Research Cycle



Source: Kemmis and Mc Taggart (Susilo, et al., 2011).

The study was conducted in two cycles. Each cycle consisted of three learning sessions and one evaluation session. During the planning stage, the researchers developed learning materials, prepared the Literacy Tree media, research instruments, and evaluation tools. The implementation stage involved implementing the Literacy Tree media in Indonesian language learning. Subsequently, observations were conducted to observe the implementation of learning and student activities using observation sheets. The reflection stage was used to evaluate the results of each cycle as a basis for improvements in the next cycle.

Research data was collected through observations and tests. Observations were used to assess the implementation of learning and student activities during the learning process, while performance tests were used to measure Indonesian language learning outcomes in the writing skill aspect. The research instruments included observation sheets for learning implementation, observation sheets for student activities, and learning outcome tests. Data were analyzed using quantitative descriptive analysis of the observation and test results to determine improvements in student learning outcomes in each cycle.

1. Learning Implementation Data Analysis

The analysis of learning implementation data was conducted to evaluate the implementation of learning using the Literacy Tree media in Class IVB at SD Negeri 7 Ponjalae, Palopo City.

Table 1. Categories of Learning Implementation

Score	Category
81-100	Implemented Very Well
61-80	Well Implemented
41-60	Fairly Implemented
21-40	Poorly Implemented
0-20	Not Implemented

Source: Widoyoko (Yani et al., 2024).

2. Student Learning Activity Data Analysis

Data on students' learning activities were obtained through classroom observations of students' participation during the learning process. The observation results were analyzed descriptively based on the criteria used to determine students' learning activity levels.

Table 2. Categories of Student Learning Activity

Score	Category
81-100	Very Active
61-80	Active
41-60	Moderately Active
21-40	Less active
0-20	Inactive

Source: Murtiana (Bui et al., 2025).

3. Analysis of data and student learning outcomes

To obtain student learning outcomes, tests are given individually to each student. The test is administered when the action ends. The achievement of individual learning outcomes at SD Negeri 7 Ponjalae, Palopo City in grade IV_B is considered successful when the score of at least 75% of the 17 students is in accordance with the KKTP 75-100 that has been set. In this study,

the learning outcome test data provided a score or score on each question.

Source: Sudjana (Fauziah and Agustina, 2024)

Table 3. Categories Indonesian Learning Outcomes

Shoes	Category
85-100	Excellent
75-84	Good
65-74	Pretty good
55-64	Less good
0-54	Very less

Source: Choice (Rumansara, et al., 2024).

4. Success Indicators

An action will be successful if it is able to achieve the criteria that have been completed. The following is an explanation of the success indicators carried out:

1) To achieve a success rate, students must achieve an average minimum score of KKTP equivalent to 75-100; 2) Completeness in learning outcomes in the classical learning process is considered successful when there is an increase in student learning outcomes in each cycle; 3) 75% is the percentage of classical completeness at least or 17 students have been declared complete.

FINDINGS AND DISCUSSION

Findings

The results of this study are the result of research that has been conducted by researchers to obtain data on Indonesian language learning outcomes in the aspect of students' writing skills. This research has been carried out during the second cycle, in each cycle using the media of the literacy tree. Each cycle consists of planning, action, observation and reflection. Below will be explained the steps carried out in each cycle.

1. Results of Observation of the Implementation of Learning Cycle I

Table 4. Results of Observation of the Implementation of Learning Cycle I

No	Aspects observed	Meetings		
		I	II	III
1	The teacher opens the learning by saying hello	4	4	4
2	Teacher checks student attendance	4	4	4
3	The teacher invites students to pray	3	4	4
4	The teacher conveys the learning objectives and activities to be carried out	4	2	3
5	Teacher gives <i>ice breaking</i>	3	4	3
6	Teachers give their spark	3	2	3
7	Teachers prepare literacy tree media	3	3	2
8	Teachers motivate learning	2	2	3
9	The teacher asks students to pay attention to the explanation of the material using the literacy tree media	2	3	2
10	Teachers apply literacy tree media in the learning process	2	2	2
11	The opportunity is given by teachers to students to look back at the material in the media	3	3	3
12	Teacher guides or accompanies students	2	2	2
13	Assignments to students are given by educators	3	3	3
14	The opportunity is given to students to appear in front of the class	3	3	3
15	Students are given the opportunity by the teacher so that they can ask questions about material that they have not yet understood	2	3	3
16	The teacher concludes the material	3	2	2
17	The teacher delivers learning materials for the next meeting	2	3	3
18	The learning was closed by the teacher by saying greetings and praying	3	3	4
Quantity		51	52	53
Average		70.8	72.2	73.6

Source: Primary data after processing (2026)

Based on table 4. It can be concluded that 70.8 is the average result of the implementation of learning in the first cycle at the first meeting, at the second meeting it is 72.2 and then 73.6 for the third meeting. To find out the percentage level of learning implementation in cycle I, you can see the following table.

Based on Table 5 below, the implementation of learning in Cycle I shows an increase in each meeting. At the first meeting, a score of 51 was obtained with a percentage of 70.8%, which is included in the category of being carried out well. In the second meeting, the score increased to 52 with a percentage of 72.2% and remained in the category of being well implemented. Furthermore, in the third meeting, a score of 53 was obtained with a percentage of 73.6%, which is also included in the category of being carried out well. Overall, the average implementation of learning in Cycle I reached 72.2%, so it can be categorized as well implemented.

Table 5. Percentage of the level of implementation of the first cycle of learning

No.	Meetings	Implementation	Percentage (%)	Category
1.	I	51	70,8	Well executed
2.	II	52	72,2	Well executed
3.	III	53	73,6	Well executed
Average learning implementation			72,2	Well executed

Source: Primary data after processing (2026)

2. Results of Observation of Student Activities in the first cycle

Table 6. Results of observation of student activities in the first cycle

No	Aspects observed	Meetings		
		I	II	III
1	Students answered greetings and responded to the teacher's opening politely	4	4	4
2	Students answer during attendance	3	3	2
3	Students follow prayers in an orderly manner	3	2	3
4	Students pay attention to the delivery of learning objectives and teachers' activities	3	3	3
5	Students are active in <i>ice breaking</i> (following instructions, looking enthusiastic)	4	4	3
6	Students listen carefully to the instructions by the teacher	2	3	3
7	Students pay attention to the teacher's explanation when preparing and introducing the literacy tree media	3	3	4
8	Students seem motivated and enthusiastic to learn with the literacy tree media	3	3	4
9	Students pay attention to the explanation of the material from the teacher using the media of the literacy tree	3	3	3
10	Students actively use literacy tree media	2	3	3
11	Students revisit/observe the material in the media independently or with friends	3	3	3
12	Students receive the teacher's guidance well (ask, answer, or follow directions when guided)	2	2	3
13	Students work on assignments given by teachers	3	3	4
14	Students dare to appear in front of the class (presenting/reading the work)	2	3	3
15	Students ask questions about material that they do not understand	1	2	3
16	Students listen and respond when the teacher concludes the learning material	3	3	3
17	Students pay attention to the information/material learned in the next meeting	3	3	3
18	Students follow the closing prayer and greeting in an orderly manner	3	4	4
Quantity		50	54	58
Average		69,4	74	80,5

Source: Primary data after processing (2026).

Based on table 6, it can be concluded that 69.4 is the average result of observation of the activities of students in the first cycle at the first meeting, at the second meeting it is 74, then it

becomes 80.5 at the third meeting. In finding out the percentage of observation of student activities in the first cycle, it can be seen in the following table.

Table 7. Percentage of student activity in cycle I

No	Meetings	Implemen tation	Percenta ge (%)	Category
1.	I	50	69,4	Active
2.	II	54	74	Active
3.	III	58	80,5	Active
Average student activity			74,6	Active

Source: Primary data after processing (2026)

Based on Table 7, student activity in Cycle I increased at each meeting, from 69.4% at the first meeting to 74.0% at the second meeting and 80.5% at the third meeting. The average student activity reached 74.6%, so it was included in the active category.

3. Student Learning Outcomes Cycle I

The results of Indonesian language learning in the aspect of poetry writing skills at the first meeting to the third meeting using literacy tree media can be seen in the following table.

Based on table 8 above, it shows that out of 22 students, the number of students who completed was 14 who got a score above the Learning Objective Completeness Criteria (KKTP). Meanwhile, 8 students who have not completed or have not reached the KKTP

Table 8. Assessment of students' Indonesian language learning outcomes in cycle I

No	STUDENT NAME	GRADES	TUNTAS	INCOMPLETE
1	AA	40		✓
2	A	48		✓
3	F	68		✓
4	MPN	84	✓	
5	MF	76	✓	
6	MF	80	✓	
7	MT	92	✓	
8	BUT	76	✓	
9	BUT	32		✓
10	MR	84	✓	
11	MRP	88	✓	
12	NS	88	✓	
13	NF	80	✓	
14	NKP	88	✓	
15	N	88	✓	
16	N	44		✓
17	R	76	✓	
18	RA	52		✓
19	SH	20		✓
20	W	92	✓	
21	S	76	✓	
22	A	72		✓
Quantity		1544		
Average		70,18		

Source: Primary data after processing (2026)

To make it clearer, the percentage of Indonesian language learning outcomes categories of students can be seen in the following table.

Table 9. Percentage of Indonesian learning outcome categories in cycle I

Shoes	Frequency	Percentage (%)	Category
85-100	8	36,36	Excellent
75-84	6	27,27	Good
65-74	2	9,1	Pretty good
55-64	0	0	Less good
0-54	6	27,27	Very less
Quantity	22	100	

Source: Primary data after processing (2026)

Based on table 9, it can be seen that there are 8 students with a percentage of 36.36% who are in the very good category, 6 students with a percentage of 31.82% who are in the good

category, 2 people with a percentage of 4.55% who are in the poor category, 6 students with a percentage of 27.27 who are in the very poor category. The achievement of KKTP Indonesian language learning outcomes using literacy tree media in the first cycle can be seen in the following table of KKTP achievement percentages.

Table 10. Percentage of classical learning outcomes cycle I

Value	Category	Frequency	Percentage (%)
≥ 75	Tuntas	14	63,64
< 75	Incomplete	8	36,36

Source: Primary data after processing (2026)

Based on Table 10, student learning outcomes in Cycle I showed that 14 students (63.64%) achieved a score of ≥75 and were declared complete, while 8 students (36.36%) obtained a score of <75 and were declared incomplete. The percentage of completeness has not reached the set success indicator, which is 75% of students obtained a score of ≥75 in accordance with the KKTP of Indonesian subjects.

4. Observation Results of Cycle II Learning Implementation

Based on table 11, it can be concluded that the average results of the implementation of cycle II learning at the first meeting was 94.7, at the second meeting it was 97.4 and for the third meeting it was 98.7.

Table 11. Results of observation of the implementation of cycle II learning

No	Aspects observed	Meetings		
		I	II	III
1.	The teacher opened the lesson by greeting and asking how was it	4	4	4
2.	Teacher checks student attendance	4	4	4
3.	The teacher invites students to pray	4	3	4
4.	The teacher conveys the learning objectives and activities to be carried out	4	4	4
5.	Teacher gives a lighter question	4	4	4
6.	Teacher gives <i>ice breaking</i> before starting learning	4	4	4
7.	Teachers prepare literacy tree media	4	4	4
8.	Teachers motivate learning	4	4	4
9.	The teacher asks students to pay attention to the explanation of the material using the literacy tree media	3	4	4
10.	Teachers apply literacy tree media in the learning process	3	4	4
11.	Teachers provide opportunities for students to look back at the material in the media	4	4	4
12.	Teachers provide opportunities for students to look back at the material in the media	4	4	4

13.	The teacher gives students the opportunity to ask questions about material that they do not yet understand	4	4	4
14.	Teacher guides or accompanies students	4	4	4
15.	Teachers assign assignments to students	4	4	4
16.	Teachers provide opportunities for students to perform in front of the class	4	4	4
17.	The teacher and the students conclude the material	4	3	4
18.	The teacher delivers learning materials for the next meeting	4	4	4
19.	The teacher closes the lesson by saying greetings and praying	4	4	4
Quantity		73	74	75
Average		94,7	97,4	98,7

Source: Primary data after processing (2026)

In finding out the percentage level of learning implementation in cycle II, it can be seen in the following table.

Table 12. Percentage of the level of implementation of cycle II learning

No.	Meetings	Implementation	Percentage (%)	Category
1.	I	73	94,7	Very well executed
2.	II	74	97,4	Very well executed
3.	III	75	98,7	Very well executed
Average learning implementation			96,9	Very well executed

Source: Primary data after processing (2026)

Based on Table 12, the implementation of learning in Cycle II showed excellent results at each meeting. The percentage of learning implementation at the first meeting reached 94.7% (score 73), increased to 97.4% (score 74) at the second meeting, and 98.7% (score 75) at the third meeting. Overall, the average learning implementation in Cycle II was 96.9%, so it was included in the category of being carried out very well.

5. Results of Observation of Student Activities in Cycle II

Table 13. Results of observation of student activities in cycle II

No	Aspects observed	Meetings		
		I	II	III
1	The students answered the greeting and responded to the teacher's opening politely.	4	4	4
2	Students answer during attendance.	4	4	4
3	Students follow the prayer in an orderly manner.	3	3	3
4	Students pay attention to the delivery of learning objectives and teachers' activities.	3	4	4
5	Students listen and answer the triggering questions from the teacher.	4	4	4
6	Students are active in <i>ice breaking</i> (following instructions, looking enthusiastic).	4	4	4
7	Students pay attention to the teacher's explanation when preparing and introducing the literacy tree media.	4	4	4
8	Students seemed motivated and enthusiastic to learn with the literacy tree media.	4	4	4
9	Students pay attention to the explanation of the material from the teacher using the literacy tree media.	4	4	4
10	Students actively use the media of the literacy tree.	3	3	4
11	Students look back/observe the material contained in the media independently or with friends.	4	4	4
12	Students ask questions about material that they have not yet understood.	3	3	4
13	Students receive the teacher's guidance well (ask, answer, or follow directions when guided).	4	4	4
14	Students work on assignments given by teachers	4	4	4
15	Students dare to appear in front of the class (presenting/reading the results of their work).	4	4	4
16	Students listen and respond when the teacher concludes the learning material.	4	4	4
17	Students pay attention to the information/material learned in the next meeting.	4	4	4
18	Students follow the closing prayer and greeting in an orderly manner.	4	3	4
Quantity		64	69	71
Average		88,9	95,8	98,6

Source: Primary data after processing (2026)

Based on table 13, it can be concluded that the average observation result of the activity of cycle II students at the first meeting was 88.9, at the second meeting it was 95.8 and at the third meeting it was 98.6. To find out the percentage of observation of student activities in cycle II, see table 14.

Table 14. Percentage of student activity cycle II

No.	Meetings	Implementation	Percentage (%)	Category
1.	I	64	88,9	Very active
2.	II	69	95,8	Very active
3.	III	71	98,6	Very active
Average student activity			94,4	Very active

Source: Primary data after processing (2026)

Based on Table 14, student activities in Cycle II showed an increase in each meeting. The percentage of student activity at the first meeting reached 88.9% (score 64), increasing to 95.8% (score 69) at the second meeting, and 98.6% (score 71) at the third meeting. Overall, the average student activity in Cycle II was 94.4%, including the very active category.

6. Student Learning Outcomes Cycle II

Table 15. Assessment of students' Indonesian language learning outcomes in cycle II

No	STUDENT NAME	GRADES	TUNTAS	INCOMPLETE
1	AA	90	✓	
2	A	65		✓
3	F	85	✓	
4	MPN	95	✓	
5	MF	65		✓
6	MF	85	✓	
7	MT	95	✓	
8	BUT	75	✓	
9	BUT	95	✓	
10	MR	65		✓
11	MRP	75	✓	
12	NS	90	✓	
13	NF	85	✓	
14	NKP	85	✓	
15	N	90	✓	
16	N	95	✓	
17	R	75	✓	
18	RA	85	✓	
19	SH	85	✓	
20	W	85	✓	
21	S	75	✓	
22	A	95	✓	
Quantity		1.835		
Average		88,4		

Source: Primary data after processing (2026)

Based on table 15 above, it shows that out of 22 students, the number of students who completed was 19 people who got scores above the Learning Objective Completeness Criteria

(KKTP). Meanwhile, those who have not completed or have not reached the KKTP are 3 students. To further clarify, the percentage of Indonesian learning outcomes categories of students can be seen in the following table.

Table 16. Percentage of Indonesian learning outcome categories in cycle II

Shoes	Frequency	Percentage(%)	Category
85-100	15	68,2	Excellent
75-84	4	18,2	Good
65-74	3	13,6	Pretty good
55-64	0	0	Less good
0-54	0	0	Very less
Quantity	22	100	

Source: Primary data after processing (2026)

Based on table 16, it can be seen that there are 15 students with a percentage of 68.2% who are in the very good category, 4 students with a percentage of 18.2% who are in the good category, 3 people with a percentage of 13.6% who are in the very good category. The achievement of KKTP results in learning Indonesian using literacy tree media in cycle II can be seen in the following table of KKTP achievement percentages.

Table 17. Percentage of classical learning outcomes cycle II

Value	Category	Frequency	Percentage (%)
≥ 75	Conclusion	19	86,4
< 75	Incomplete	3	13,6

Source: Primary data after processing (2026)

Based on Table 17, student learning outcomes in Cycle II showed that 19 students (86.4%) obtained a score of ≥ 75 and were declared complete, while 3 students (13.6%) obtained a score of < 75 and were declared incomplete. These results show an increase compared to Cycle I, which is shown by the increase in average learning outcomes from 70.18% in Cycle I to 88.4% in Cycle II.

Discussion

The results of the study show that the application of literacy tree media is able to improve the implementation of learning, student activities, and Indonesian learning outcomes in the aspect of writing skills. The average implementation of learning increased from 72.2% in Cycle I (category implemented well) to 96.9% in Cycle II (category implemented very well). Student activity also increased from 74.6% (active category) to 94.4% (very active category). The percentage of completeness of learning outcomes increased from 63.64% in Cycle I to 86.4% in Cycle II, so that it has met the indicators of research success.

This increase shows that the literacy tree media helps students develop ideas, enrich vocabulary, and increase activeness in the learning process. These findings are in line with

research by Nisba (2023) who showed that literacy tree media can improve the ability to recognize hijaiyah letters, Auliya and Syamsuyurnati (2025) who proved to improve students' reading skills through literacy tree-based media, and Wulandari et al. (2024) who reported an increase in PPKn learning outcomes and student activity through the use of literacy tree media.

The results of this study are also supported by the opinion of Arga et al. (2024) who state that the literacy tree is an innovative learning medium developed in the form of a tree as a means of learning in the classroom. This opinion is reinforced by Winata (in Nurhartina, Sahara, & Katulung, 2024) who explains that the literacy tree is able to encourage creativity and help students understand the material. In addition, Faizza and Nisa (2025) stated that literacy tree media can increase learning motivation, provide opportunities for students to display their learning results, and be flexible for various learning themes. This opinion is supported by Suryani, Musaddat, and Fauzi (2024) who explain that the literacy tree helps students understand and remember the material they have read so that it contributes to improving learning outcomes.

CONCLUSION

Based on the results of the research, it can be concluded that the application of literacy tree media can improve the learning outcomes of Indonesian language students in grade IVB of SD Negeri 7 Ponjalae, Palopo City. The increase was shown by an increase in the average learning outcome from 70.18 with a classical completeness of 63.64% in Cycle I to 88.4 with a classical completeness of 86.4% in Cycle II, so that it had met the set success indicators. In addition, the implementation of learning increased from 72.2% (the category implemented well) to 96.9% (the category implemented very well), while student activities increased from 74.6% (active category) to 94.4% (very active category). Thus, literacy tree media is effectively used to improve Indonesian language learning outcomes, especially in the aspect of writing skills.

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