

Big Book-Based Pedagogical Innovation: Improving Story Prediction Competence in Early Elementary Education

Sri Rizki Wardani Simanjuntak^{*1}, Zaini Dahlan²

¹ Universitas Islam Negeri Sumatera Utara Medan, Indonesia

² Universitas Islam Negeri Sumatera Utara Medan, Indonesia

e-mail: sririzkiwardani0306223108@uinsu.ac.id, zainidahlan@uinsu.ac.id

Submitted: 02-05-2025

Revised : 29-06-2025

Accepted: 22-05-2025

ABSTRACT. This study was motivated by the low ability of second-grade students at MIN 2 Tapanuli Utara in predicting story content, which was largely influenced by the use of less engaging and less appropriate learning media. In early literacy instruction, students require meaningful and visually supported materials to develop higher-order reading skills, including prediction. Therefore, this study aimed to develop a feasible and effective Big Book learning medium to improve students' story prediction ability. This research employed a Research and Development (R&D) method using the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. Data were collected through expert validation, pretest-posttest assessments, and documentation. The feasibility of the developed Big Book was evaluated by subject matter experts, media experts, language experts, and educators, while its effectiveness was measured through students' learning outcomes. The results indicated that the Big Book media met the feasibility criteria, with validation scores of 70.3% from material experts, 92% from media experts, 89.7% from language experts, and 91.6% from educators, all categorized as good to very good. In terms of effectiveness, there was a significant improvement in students' performance, as shown by the increase in the average pretest score from 49.5 to 88.4 in the posttest. The N-Gain score of 0.8062, which is categorized as high, further confirmed the effectiveness of the developed media in enhancing students' story-prediction skills. These findings imply that Big Book media can serve as an innovative and effective instructional tool in early-grade reading classrooms. By integrating visual and textual elements that align with students' developmental characteristics, the Big Book not only improves learning outcomes but also promotes active and meaningful engagement in the reading process.

Keywords: *Big Book, Reading Prediction, Reading Learning, ADDIE*



<https://doi.org/10.54069/attadrib.v9i1.1216>

How to Cite

Simanjuntak, S. R. W., & Dahlan, Z. . (2026). Development of a Big Book Resource to Improve Story Prediction Skills Among Second-Grade Students at MIN 2 Tapanuli Utara. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 9(1), 221–233.

INTRODUCTION

Education plays a vital and inseparable role in human life, whether within the family, the community, or the life of the nation and state. Education is a fundamental process in enhancing the quality of human resources and in shaping the personality, discipline, and physical and spiritual development of students (Amirudin et al., 2024; Haidar et al., 2022; Maritsa et al., 2023; R & Kamil, 2025; Rahmi et al., 2025; Waldan et al., 2025). From an Islamic perspective, the importance of education is emphasized through the obligation to seek knowledge (Febrianti et al., 2025; Izzah & Magfiroh, 2025; Purba & Kusumawati, 2024; Srinio et al., 2025). The learning process not only develops cognitive abilities but also shapes character and life skills, including reading skills as a foundational ability at the elementary education level (Abdulah et al., 2025; Fadiya Haya et al.,

2023; Hasanah & Husna, 2025; Hasnadi & Inayatillah, 2022; Jaedun et al., 2024). Reading skills are acquired through a process of continuous practice and learning. Elementary school is one of the places to practice good and proper language skills, particularly students' reading skills. In line with the view of (Utami et al., 2019), reading skills refer to an individual's ability to read freely and engage with written messages through their reading proficiency, which constitutes a distinct talent.

In addition to being the foundation for understanding academic subjects, reading is a process undertaken by readers to obtain information from reading materials and to understand the linguistic patterns employed by the author (Anam et al., 2025; Huda et al., 2024; Khotimah et al., 2024; R. N. Rambe & Widiyarti, 2018). Reading is a window to the world. The more frequently one reads books, the broader their knowledge becomes. Conversely, the less one reads books, the more limited their knowledge becomes (Fatriani & Samadhy, 2018). Reading makes it easier for children to acquire information orally and enables them to engage in the learning process optimally (Aprilia & Ritonga, 2024). At the elementary school level, particularly in lower grades, reading instruction emphasizes not only the ability to recognize letters and form words but also the ability to comprehend the content of the text (Al-Barakat et al., 2025; Liu et al., 2024; D. I. Lubis & Kusumawati, 2026; Sitalawati & Rini, 2022; Widiyanto et al., 2024). Reading comprehension involves active thinking processes, such as connecting new information with prior knowledge, drawing conclusions, and predicting the content of the text. The ability to predict the content of a text is closely related to the ability to comprehend it (Y. W. Lubis & Ritonga, 2023; Wandini et al., 2020).

One of the key skills in reading comprehension is the ability to predict the content of a text, which refers to students' ability to anticipate the story's content based on the title, illustrations, or the opening paragraphs of the text (Ahwan & Karfida, 2025; Haqqi et al., 2025; Marwati et al., 2025). This skill helps students to be more focused, active, and engaged in the reading process (Maharani, 2023). However, preliminary observations at MIN 2 Tapanuli Utara indicate that second-grade students' text prediction skills remain low. Most students are not yet able to predict the story's content effectively, tend to be passive, and simply wait for the teacher's explanation. When asked to guess the story's content based on the title or images, only a few students dare to share their opinions. This situation suggests that students are not yet accustomed to using active reading strategies, particularly in predicting text content. This low ability is influenced by the use of learning media that is not varied enough and not engaging enough. Reading instruction, which is still dominated by the lecture method, causes students to become bored quickly and lack motivation (Ananda & Rohman, 2023). In fact, second-grade students are at the concrete operational stage and therefore require visual and concrete media to help them understand the learning material (Siagian et al., 2025).

Instructional media refers to all tools or objects used in teaching and learning activities, with the aim of conveying educational information from teachers to students (Rambe 2021). Instructional media is also believed to be an effective solution for improving writing skills (Prayudha & Kusumawati, 2025). The right media can help teachers present material more clearly and engagingly, and help students understand the material more easily. One type of media that can be used to help improve students' reading skills is the big book (Fadiya Haya et al., 2023). A big book is a reading book with large text and illustrations, allowing for shared reading activities between teachers and students (Y. W. Lubis et al., 2026; Ritonga & Rambe, 2022).

Big Books have the following characteristics: they contain short stories, focus on a single idea or topic, feature clear sentence structures, include meaningful illustrations, use fonts that are clearly legible, and have storylines that are easy to follow (Tatminingsih, 2022). Big Books can be used by groups of children so that they can recognize letter shapes, learn to read, comprehend text, and develop an interest in the world of literature (Handayani & Kusumawati, 2025). Books with an attractive layout, enhanced by color and illustrations, tend to capture students' interest in reading them. Additionally, Big Books enable students to grasp the content of the text more

quickly, thanks to the support provided by the accompanying illustrations. It is further explained that in the reading learning process, Big Books can enhance reading prediction skills (Putri & Mukhlisina, 2023). Several previous studies have examined the use of Big Books in reading instruction. (A. H. Rambe, 2021) states that the use of appropriate media can increase student engagement in learning. Research by (Ritonga & Rambe, 2022) and (Tatminingsih, 2022) indicates that Big Books are effective for reading instruction in lower grades, while (Handayani & Kusumawati, 2025) emphasize the role of visual books in boosting students' reading interest and comprehension.

However, these studies generally still focus on improving general reading skills and have not specifically examined the ability to predict story content as part of active reading strategies. Furthermore, in the context of learning at MIN 2 Tapanuli Utara, the use of Big Book media in reading instruction has never been implemented. Given these conditions, this study focuses on developing Big Book media to improve the story prediction skills of second-grade students at MIN 2 Tapanuli Utara. This study offers a novel approach by focusing on the development of media for predictive reading strategies through titles, illustrations, and the opening sections of stories. Therefore, this study aims to: (1) develop and analyze the feasibility of Big Book media in reading instruction; and (2) determine the effectiveness of using Big Book media in improving the story prediction skills of second-grade students at MIN 2 Tapanuli Utara. This study is expected to provide theoretical and practical contributions to the development of innovative, effective reading instruction media that align with the characteristics of elementary school students.

METHOD

The method section describes the steps that were passed in executing the research or study. Therefore, it is necessary to show in detail to the reader why the method used is reliable and valid in presenting research findings. The research methods section should be able to explain the research methods used, including how the procedures are implemented, an explanation of the tools, materials, media or instruments used, an explanation of the research design, population and sample (research targets), data collection techniques, instrument development, and technique of data analysis. Writing subtitles in the method should be included in the paragraph instead of bullets, or numbering.

For qualitative research such as classroom action research, case studies, etc., it is necessary to add the presence of researchers, research subjects, and informants who helped along with ways to explore research data, location and duration of research as well as a description of checking the validity of research results.

This study employed the Research and Development (R&D) method, which aimed to develop a Big Book learning medium and test its feasibility and effectiveness in improving students' reading prediction skills. The research and development method was used to produce a learning product through the stages of design, development, and evaluation to ensure the resulting product is suitable for use in learning (Okpatrioka, 2023).

The development model used in this study is the ADDIE model, which comprises five stages: Analysis, Design, Development, Implementation, and Evaluation. Data collection techniques included expert validation, testing, and documentation. Learning outcome data were obtained through pretests and posttests, then analyzed using N-Gain calculations to determine the improvement in students' reading prediction skills following the use of the Big Book learning material.

The Analysis stage was conducted by analyzing the reading learning needs of second-grade students at MIN 2 Tapanuli Utara. The analysis focused on the students' low reading prediction

skills and the limitations of the learning media used. The results of the analysis indicated that students require visual media that is engaging and aligned with their developmental characteristics.

The Design phase involved designing the Big Book media in accordance with the learning objectives and students' needs. This activity included selecting story material, organizing the content, and determining the illustrations, font size, colors, and overall appearance of the media. During this phase, research instruments were also developed, including an expert validation form and a reading prediction ability test (Ramadhani et al., 2025).

The Development phase involves turning the design into a Big Book product. The developed product is then validated by subject matter experts, media experts, language experts, and educators using a Likert-scale questionnaire. The validation results serve as the basis for revising and refining the media until it is deemed suitable for use in learning (Rahimah & Mulyani, 2025).

The Implementation stage involves applying the Big Book media to second-grade students at MIN 2 Tapanuli Utara in reading instruction. Students use the Big Book media to read and predict the story's content based on the title, illustrations, and the opening text.

The Evaluation stage is conducted to assess the effectiveness of the Big Book media through posttest results. Pretest and posttest scores are compared to determine improvements in students' reading prediction skills following the use of the media.

The subjects of this study were 15 second-grade students at MIN 2 Tapanuli Utara. Data collection was conducted through tests and documentation. Tests were used to measure students' initial and final abilities through pretests and posttests, while documentation served as supporting data in the form of photographs of learning activities and students' work.

Improvements in student learning outcomes were analyzed using the N-Gain formula. N-Gain is used to determine the effectiveness of improvements in learning outcomes by taking students' initial scores into account. The N-Gain value is calculated by comparing the difference between the posttest and pretest scores to the difference between the maximum score and the pretest score.

N-Gain Formula

$$g = \frac{Posttest - Pretest}{100 - Pretest}$$

Notes:

g = N-Gain value

Posttest = score after treatment

Pretest = score before treatment

Maximum Score = maximum score (usually 100)

N-Gain values are then classified into the following categories:

Table 1. N-Gain Categories

Value Range	Category
$g < 0,3$	Low
$0,3 \leq g < 0,7$	Moderate
$g \geq 0,7$	High

Based on the table, the N-Gain score was used to determine the extent of improvement in students' reading prediction skills following the use of the Big Book.

In addition, documentation was used as supporting data in the form of photographs of learning activities and students' work during the learning process. This documentation served to

reinforce the results of the test data analysis and provide empirical evidence of the implementation of the Big Book in reading instruction.

RESULT AND DISCUSSION

This study produced a Big Book learning medium designed to improve second-grade students' reading prediction skills. The developed product has been tailored to the characteristics of elementary school students, in terms of visual presentation, font size, and content.

Furthermore, the results of this study are presented based on several aspects, namely the feasibility of the media, which was determined through expert validation, and the effectiveness of the media's use, which was measured through pretest and posttest results and N-gain analysis.

Results of the Big Book Media Development

The Big Book media developed in this study was created based on the results of an analysis of the needs of second-grade students. This media was designed with consideration for visual aspects, readability, and the suitability of the material for the characteristics of elementary school students.

The Big Book media consists of several main parts: the cover, the story content, and illustrations that support students' understanding of the text. The media was produced in a large format so that it can be used in the classroom.



Figure 1. Cover of the Big Book Media and Content of the Big Book Media

Validity of the Big Book Media

The results of the validation of the Big Book media developed in this study were obtained from evaluations by subject matter experts, media experts, language experts, and educators.

These results are presented in Table 2.

Table 2. Expert Validation Results

Validator	Percentage	Kategori
Content Expert	70,3%	Good
Media Expert	92%	Very Good
Language Expert	89,7%	Very Good
Educator	91,6	Very Good

Table 2 shows that the subject matter expert validation results indicate a percentage of 70.3%, falling into the “good” category. This indicates that the Big Book media has met the feasibility criteria in terms of content appropriateness, accuracy, and educational value, although it still requires minor revisions regarding content presentation.

Furthermore, the results of the media expert validation achieved a percentage of 92% in the “very good” category. This indicates that the visual presentation, design, and appeal of the Big Book media are highly suitable for the characteristics of second-grade elementary school students.

The results of the language expert validation showed a percentage of 89.7% in the “very good” category, meaning the language used in the media aligns with the students’ developmental level and is easy to understand.

Additionally, the results of the evaluation by educators showed a percentage of 91.6% with an “excellent” rating. Teachers assessed that the Big Book media is practical to use and effectively supports reading instruction.

Overall, these validation results indicate that the developed Big Book media is highly suitable for use in reading instruction.

The Effectiveness of the Big Book

Based on the results of data analysis using SPSS, pretest and posttest scores were obtained, as well as improvements in student performance calculated using N-gain.

The results of these calculations are presented in the following table.

Table 3. Pretest and Posttest Results

Indicator	Score
Pre-test Average	49,5
Post-test Average	88,4
Number of Students	15

Based on the pretest and posttest results table, it is evident that the students’ average score increased from 49.5 to 88.4, a difference of 38.9 points. This increase indicates a significant improvement in learning outcomes following the instructional process.

The lower pretest scores compared to the posttest scores indicate that the students’ initial abilities were still limited; however, after the learning process, there was an improvement in their understanding. Thus, it can be concluded that the implemented learning method was able to improve the students’ learning outcomes.

To determine the level of improvement in more detail, a further analysis was conducted using N-gain, as presented in the following table.

Table 4. Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
NGain_Score	15	.69	1.00	.8062	.10608
NGain_Persen	15	69.23	100.00	80.6205	10.60823
Valid N (listwise)	15				

Based on the results of the N-gain analysis conducted on the students’ learning outcome data, the mean N-gain score was found to be 0.8062. According to the N-gain classification criteria used, this value falls within the range of ≥ 0.7 and is therefore classified as high. This indicates that the implementation of the learning model or method used in this study was able to yield a significant improvement in student learning outcomes.

Furthermore, when examining the minimum and maximum N-gain scores—ranging from 0.69 to 1.00—it is evident that the majority of students experienced a significant improvement in learning outcomes, even approaching the high category. This range of values indicates that the improvement did not occur only in a small portion of the students but was relatively evenly distributed across the entire research sample.

Furthermore, based on the N-gain analysis in percentage form, an average value of 80.6205% was obtained. When converted into the learning effectiveness category, this value falls within the range of $\geq 76\%$, which is classified as effective. This indicates that the implemented learning approach not only improves learning outcomes quantitatively but also demonstrates a high level of effectiveness in helping students understand the learning material.

The minimum and maximum values, ranging from 69.23% to 100%, indicate that the level of learning effectiveness falls within the “moderately effective” to “effective” categories. Thus, it can be concluded that nearly all students benefited from the implemented learning approach, although there was some variation in the degree of improvement.

Based on these overall results, it can be concluded that the learning approach implemented in this study has proven capable of significantly improving students’ learning outcomes with a high level of improvement and has an effectiveness level classified as effective. Therefore, this learning model or strategy can serve as an appropriate alternative in efforts to improve the quality of the learning process and outcomes in the classroom.

Relationship Between Research Findings

The findings of this study demonstrate a strong and consistent relationship between the suitability of the developed Big Book medium and its effectiveness in improving students’ reading prediction skills. The validation results, which involved subject matter experts, media experts, language experts, and classroom practitioners, indicate that the Big Book medium meets the required standards in terms of content accuracy, visual design, linguistic clarity, and pedagogical relevance. This comprehensive validation process ensures that the developed media is not only theoretically sound but also practically applicable in real classroom contexts.

The effectiveness of the Big Book medium is empirically supported by the significant improvement in students’ learning outcomes, as reflected in the comparison between pretest and posttest scores. The increase in the average score from 49.5 to 88.4 represents a substantial gain in students’ reading prediction abilities. Furthermore, the N-Gain value of 0.8062, which falls into the high category, confirms that the improvement is not incidental but rather the result of a meaningful and systematic instructional intervention. This finding suggests that the integration of appropriate learning media plays a crucial role in facilitating students’ cognitive development, particularly in early literacy skills such as prediction.

From a theoretical perspective, the success of the Big Book medium can be explained through constructivist learning theory, which emphasizes that learners actively construct knowledge through interaction with meaningful learning materials (Arifin, 2024; Fahriany & Wahyuningsih, 2025; Permadi et al., 2025; Suharsiwi et al., 2024). The Big Book provides such materials by combining simple textual content with rich visual representations, allowing students to connect prior knowledge with new information. This aligns with the idea that young learners, especially those in lower primary grades, benefit more from concrete and visually supported learning experiences rather than abstract instruction.

The characteristics of the Big Book medium—such as large-sized text, colorful illustrations, and structured storylines—are particularly suited to the developmental stage of second-grade students. At this stage, learners are still transitioning from emergent literacy to more fluent reading, and they require instructional support that bridges decoding skills with comprehension strategies. The visual elements embedded in the Big Book serve as scaffolding

tools that guide students in making predictions about the story. For instance, illustrations help students anticipate upcoming events, infer character actions, and relate story elements to their own experiences (Alam & Ohidujjaman, 2025; Farid, 2024).

These findings are consistent with (Siagian et al., 2025), who argue that elementary school students require visual and concrete learning materials to enhance their understanding of instructional content. Visual aids not only attract students' attention but also facilitate deeper cognitive processing by providing multiple representations of information. In the context of reading prediction, visuals act as cues that stimulate students' thinking processes, enabling them to generate hypotheses about the text before, during, and after reading.

In addition, the results of this study support the findings of (Ritonga & Rambe, 2022), who highlight the effectiveness of Big Books in improving early-grade students' reading skills. Their study emphasizes that the use of large-format books allows for shared reading experiences, where teachers and students can interact more dynamically. This interactive environment encourages students to actively participate in predicting story outcomes, asking questions, and confirming their predictions through textual evidence. Such engagement is essential for developing higher-order thinking skills, even at the primary school level.

Similarly, (Tatminingsih, 2022) asserts that Big Books are effective in helping students understand textual content through engaging visual presentations. The integration of images and text in a coherent manner supports dual coding processes, where verbal and visual information are processed simultaneously. This dual processing enhances memory retention and comprehension, which are critical components of reading prediction skills. When students can easily recall story elements and understand their relationships, they are better equipped to make accurate and meaningful predictions.

Furthermore, (Handayani & Kusumawati, 2025) emphasize that visual media such as Big Books can significantly increase students' reading interest and motivation. Motivation is a key factor in learning, particularly in literacy development. When students are interested in the reading material, they are more likely to engage actively with the text, invest effort in understanding it, and persist in overcoming difficulties. The appealing design of the Big Book used in this study—featuring vibrant colors, relatable characters, and contextually relevant stories—contributes to creating a positive learning atmosphere that fosters student engagement.

Another important aspect to consider is the role of teacher facilitation in maximizing the effectiveness of the Big Book medium. While the media itself provides valuable support, its impact is greatly enhanced when teachers use it strategically. During the implementation process, teachers guided students through prediction activities by asking leading questions, encouraging discussion, and providing feedback. This interactive approach aligns with the principles of guided reading, where teachers scaffold students' learning and gradually transfer responsibility to the learners. As a result, students become more confident and independent in applying prediction strategies.

Moreover, the improvement in students' reading prediction skills observed in this study also reflects the alignment between the instructional media and the learning objectives. The Big Book was specifically designed to target prediction skills by incorporating elements such as incomplete storylines, prompting questions, and visual clues. This intentional design ensures that students are consistently engaged in prediction activities throughout the learning process. Consequently, the learning experience becomes more focused and purposeful, leading to better outcomes.

The findings of this study also have important implications for curriculum development and instructional design in primary education. They highlight the necessity of integrating developmentally appropriate media into teaching practices, particularly for foundational skills such as reading. Traditional text-based instruction may not be sufficient to address the diverse needs of

young learners, especially those who require additional support in comprehension. Therefore, educators should consider adopting innovative media like Big Books to create more inclusive and effective learning environments.

In addition, this study contributes to the growing body of literature on the use of visual-based learning media in literacy education. It provides empirical evidence that supports the theoretical assumptions about the benefits of combining visual and textual elements in instruction. By demonstrating a high level of effectiveness, this research reinforces the importance of media development as a key component of educational innovation.

However, it is also important to acknowledge potential limitations and areas for future research. For instance, this study focuses on a specific group of second-grade students, and the findings may not be directly generalizable to other grade levels or educational contexts. Future studies could explore the application of Big Book media in different settings, including diverse cultural and linguistic environments (Aina & Devianty, 2025; Nasution et al., 2025). Additionally, further research could investigate the long-term impact of using Big Books on students' reading development, as well as their effects on other literacy skills such as comprehension, vocabulary, and critical thinking.

In conclusion, the findings of this study clearly indicate that the developed Big Book medium is both suitable and effective in improving students' reading prediction skills. The significant improvement in learning outcomes, supported by a high N-Gain value, demonstrates the success of the intervention. These results confirm that the use of learning media tailored to students' developmental characteristics can greatly enhance the quality of the learning process and outcomes. By integrating visually engaging and pedagogically sound materials, educators can create meaningful learning experiences that support students' cognitive and literacy development in a holistic manner.

CONCLUSION

This study reveals a significant and noteworthy finding that was only identified through a systematic research and development process, namely that the use of Big Book-based instructional media not only meets feasibility standards but also produces a substantial improvement in students' story prediction skills. This is evidenced by the considerable increase in students' average scores from 49.5 in the pretest to 88.4 in the posttest, supported by a high N-Gain value of 0.8062. This finding is particularly important as it highlights that appropriately designed visual learning media can play a decisive role in enhancing higher-order reading skills, such as prediction, even among lower-grade students. This challenges the conventional assumption that early-grade reading instruction should primarily focus on basic decoding skills, demonstrating instead that more complex comprehension strategies can be effectively introduced at an early stage when supported by suitable media.

This study contributes to the field of elementary literacy education in several important ways. First, it confirms previous findings regarding the effectiveness of Big Book media in improving early reading skills, but strengthens them with new empirical evidence specifically related to story prediction ability. Second, it provides a more comprehensive validation approach by involving multiple expert perspectives, including subject matter, media, language, and practitioner validation, thereby reinforcing the credibility of the developed product. Third, this study introduces a structured application of the ADDIE development model in designing Big Book instructional media that is explicitly oriented toward enhancing prediction skills, which has not been widely explored in previous studies. This integration of instructional design, visual media, and specific cognitive skill development enriches the theoretical and practical perspectives in literacy instruction. Consequently, this research not only supports existing theories but also

expands the scope of instructional media development by emphasizing the importance of aligning media design with targeted literacy competencies.

Despite its contributions, this study has several limitations that should be acknowledged. The research was conducted on a relatively small sample within a specific context, namely second-grade students at MIN 2 Tapanuli Utara, which may limit the generalizability of the findings to broader populations. Additionally, the study does not account for variations in student characteristics such as gender, age differences, or diverse educational backgrounds, which could influence learning outcomes. The focus on a single grade level also restricts the ability to examine the applicability of the Big Book medium across different stages of elementary education. Furthermore, the research method, while systematic, is limited to a development and implementation framework without long-term observation of learning retention or transfer effects. Therefore, future research is recommended to involve larger and more diverse samples, incorporate comparative or experimental designs, and explore the long-term impact of Big Book media on various aspects of literacy development. Such efforts are essential to achieve a more comprehensive understanding and to support the formulation of more effective and evidence-based educational policies.

RERERENCES

- Abdulah, M. T. F., Syahri, M., & Tinus, A. (2025). Analysis of the Implementation of 21st Century Manners Education in Overcoming Student Moral Decadence. *Tafkir: Interdisciplinary Journal of Islamic Education*, 6(3), 829–843. <https://doi.org/10.31538/tijie.v6i3.2030>
- Ahwan, Z., & Karfida, P. D. (2025). The Role of Parental Communication in Cultivating Children's Mental Resilience with Islamic Values to Overcome Bullying. *Communicator: Journal of Communication*, 2(1), 12–26. <https://doi.org/10.59373/comm.v2i1.48>
- Aina, T., & Devianty, R. (2025). Pengaruh Media Big Book Terhadap Kemampuan Membaca Permulaan di Kelas 1 Sekolah Dasar. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 8(1), 282–289. <https://doi.org/10.54069/attadrib.v8i1.905>
- Alam, M. S., & Ohidujjaman, A. H. M. (2025). GPT Search for Revolutionizing Research for Early-Career Education Scholars: A Mediation and Multi-Modality Perspective. *Online Learning In Educational Research (OLER)*, 5(1), 1–8. <https://doi.org/10.58524/oler.v5i1.466>
- Al-Barakat, A., AlAli, R., Alotaibi, S., Alrashood, J., Abdullatif, A., & Zaher, A. (2025). Science Education as a Pathway to Sustainable Awareness: Teachers' Perceptions on Fostering Understanding of Humans and the Environment: A Qualitative Study. *Sustainability*, 17(15), 7136. <https://doi.org/10.3390/su17157136>
- Amirudin, J., Supiana, Zaqiah, Q. Y., & Rohimah, E. (2024). Implementation of Internal Policy Head of Madrasah In Improving The Quality of Learning. *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan*, 3(1), 16–24. <https://doi.org/10.59373/kharisma.v3i1.34>
- Anam, M. A., Anwar, K., & Warman, T. (2025). Strengthening Students' Scientific Literacy through the Ilmi Interpretation Approach in Islamic Religious Education in Elementary Schools. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 8(3), 621–635. <https://doi.org/10.54069/attadrib.v8i3.1054>
- Ananda, R., & Rohman, F. (2023). *Belajar dan Pembelajaran*. Penerbit Perkumpulan Rumah Cemerlang Indonesia (PRCI).
- Aprilia, I., & Ritonga, R. (2024). Pengembangan Media Big Book Untuk Meningkatkan Hasil Belajar Pada Materi Negaraku Indonesia Siswa Kelas IV SDN Pengadegan 03 Pagi Jakarta Selatan. 15(2), 1391–1398.
- Arifin, S. (2024). Developing Aqidah Akhik As Islamic Elementary School Teaching Material Supplement Based On Religious Moderation Values. *Fikroh: Jurnal Pemikiran Dan Pendidikan Islam*, 17(1), 67–81. <https://doi.org/10.37812/fikroh.v17i1.1419>

- Fadiya Haya, A., Oktrifianty, E., & Hasan, N. (2023). The Analisis Pemanfaatan Perpustakaan Sekolah Dalam Menumbuhkan Minat Membaca Dan Keterampilan Membaca Siswa DI SDN Porisgaga 1. *Jurnal Perseda: Jurnal Pendidikan Guru Sekolah Dasar*, 6(3), 214–223. <https://doi.org/10.37150/perseda.v6i3.2181>
- Fahriany, F., & Wahyunengsih, W. (2025). English Reading in Indonesian Islamic Boarding Schools: Needs and Materials. *Nazhruna: Jurnal Pendidikan Islam*, 8(1), 246–264. <https://doi.org/10.31538/nzh.v8i1.64>
- Farid, A. S. (2024). Media Framing Strategy in Coverage of the 2024 Mandailing Natal Regency Election. *Communicator: Journal of Communication*, 1(2), 43–58.
- Fatriani, A., & Samadhy, U. (2018). Joyful Learning Journal. *Joyful Learning Journal*, 7(1), 1–9.
- Febrianti, E. F., Arifudin, M., & al-Islam, M. (2025). Fostering Religious Character Through Safari Istighotsah: Insights from Islamic Education Practice in Indonesia. *Interdisciplinary Journal of Social Sciences*, 2(1), 23–34. <https://doi.org/10.59373/ijoss.v2i1.135>
- Haidar, M. A., Hasanah, M., & Ma`arif, M. A. (2022). Educational Challenges to Human Resource Development in Islamic Education Institutions. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 3(4), 366–377. <https://doi.org/10.31538/munaddhomah.v3i4.309>
- Handayani, R., & Kusumawati, T. I. (2025). Pengembangan Media Big Book Berbasis Cerita Rakyat Sumatera Utara Dalam Meningkatkan Kemampuan Bercerita Siswa Kelas II SDS Muhammadiyah 36 Medan. *Jejak Digital: Jurnal Ilmiah*, 1(6), 4072–4086. <https://doi.org/10.63822/s2p9fz58>
- Haqqi, I. S. T. A., Darim, A., & Yaqin, A. (2025). Strategic Management of Madrasah Heads in Improving the Quality of Graduates at Madrasah Aliyah. *Journal of Education and Learning Innovation*, 2(1), 27–39. <https://doi.org/10.59373/jelin.v2i1.78>
- Hasanah, M., & Husna, N. (2025). Islamic Educations and Moral Development: Teachers Approaches in Shapping Students Character. *Journal of Education and Learning Innovation*, 2(2), 82–98. <https://doi.org/10.59373/jelin.v2i2.120>
- Hasnadi, H., & Inayatillah, I. (2022). Inculcating Character Values Through History Learning. *Jurnal Ilmiah Peuradeun*, 10(1), 33–46. <https://doi.org/10.26811/peuradeun.v10i1.732>
- Huda, M., Arif, M., Rahim, M. M. A., & Anshari, M. (2024). Islamic Religious Education Learning Media in the Technology Era: A Systematic Literature Review. *At-Tadzkiir: Islamic Education Journal*, 3(2), 83–103. <https://doi.org/10.59373/attadzkiir.v3i2.62>
- Izzah, K., & Magfiroh, L. (2025). Strategi Inovatif Manajemen Kesiswaan dalam Mengelola Disiplin Siswa melalui Tim Penegak di Sekolah Dasar. *Attaqwa: Jurnal Ilmu Pendidikan Islam*, 21(1), 28–43. <https://doi.org/10.54069/attaqwa.v21i1.798>
- Jaedun, A., Raharjo, N., Hastuningsih, A. D., Sutarto, Pratama, G. N. I. P., & Masek, A. B. (2024). International comparison of vocational pre-service teachers' character education in Indonesia and Malaysia. *Cakrawala Pendidikan*, 43(3), 670–682. <https://doi.org/10.21831/cp.v43i3.71345>
- Khotimah, S. H., Krisnawati, N. M., Abusiri, A., Mubin, F., & Wardi, M. (2024). Development of Virtual Field Trip-Based Learning Model as A Strengthening of Madrasah Student Digital Literacy. *Nazhruna: Jurnal Pendidikan Islam*, 7(1), 103–121. <https://doi.org/10.31538/nzh.v7i1.4532>
- Liu, S.-M., Huang, Y.-C., & Wang, R.-J. (2024). Challenges and Professional Support for Principals at Rural Schools for Sustainable Development. *Sustainability*, 16(21), 9251. <https://doi.org/10.3390/su16219251>
- Lubis, D. I., & Kusumawati, T. I. (2026). The Influence of Flashcard Media on the Reading Comprehension Ability of Fourth Grade Elementary School Students. *Journal of Education and Learning Innovation*, 3(1), 62–75. <https://doi.org/10.59373/jelin.v3i1.276>
- Lubis, Y. W., Dalina, A., Lubis, F. U., & Adiwangsa, S. (2026). Kewibawaan Guru Pendidikan Agama Islam sebagai Modal Moral dalam Pendidikan Karakter Siswa Sekolah Dasar koersif atau dominasi struktural , melainkan merujuk pada bentuk otoritas yang lahir dari

- cenderung lebih efektif dalam membentuk karakter siswa diban. *Ikhlas: Jurnal Ilmiah Pendidikan Islam*, 3(2), 27–38. <https://doi.org/10.61132/ikhlas.v3i2.2086>
- Lubis, Y. W., & Ritonga, A. A. (2023). *Mobilization School Program: Implementation of Islamic Religious Education Teacher Preparation in Elementary*. 06(01), 144–158. <https://doi.org/10.37758/jat.v6i1.632>
- Maharani, N. P. L. (2023). Pemanfaatan Media Big Book Dalam Meningkatkan Kemampuan Membaca Permulaan Siswa Kelas II SD. *MIMBAR PGSD Undiksha*, 11(1), 56–63. <https://doi.org/10.23887/jjgsd.v11i1.58055>
- Maritsa, A., Hanifah Salsabila, U., & Wafiq, M. (2023). Peran Pendidikan Dalam Meningkatkan Kualitas Sumber Daya Manusia. *Jurnal Pendidikan Tambusai*, 7(3), 19731–19738.
- Marwati, S., Rosidin, O., & Yuliana, R. (2025). Pengembangan Media Pembelajaran Big Book Jelajah Kelas I Sekolah Dasar. *Jurnal Pendidikan Dasar Perkebasa*, 11.
- Nasution, M., Padya, A. D., Sitepu, M. S., Wanda, K., & Ayu, L. (2025). Pop-Up Books as a Learning Innovation: Their Influence on Elementary School Students' Motivation to Learn. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 8(2), 436–443. <https://doi.org/10.54069/attadrib.v8i2.940>
- Okpatrioka. (2023). Research And Development (R & D) Penelitian Yang Inovatif Dalam Pendidikan. *Jurnal Pendidikan, Bahasa Dan Budaya*, 1(1), 86–100. <https://doi.org/10.47861/jdan.v1i1.154>
- Permadi, B. A., Sain, Z. H., Thelma, C. C., & Alai, A. (2025). Development of Comic-based Akidah Akhlak Teaching Materials on Praiseworthy Morals in Madrasah Ibtidaiyah. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 8(2), 384–396. <https://doi.org/10.54069/attadrib.v8i2.868>
- Prayudha, R., & Kusumawati, T. I. (2025). Pengaruh Penggunaan Media Keterampilan Menulis Karangan Pop Up Book Terhadap The Influence of Using Pop Up Book Media on Essay Writing. *Cendikia*, 8, 526–533. <https://doi.org/10.572349/cendikia.v2i3.1158>
- Purba, A., & Kusumawati. (2024). Pengaruh Media Pembelajaran Big Book Terhadap Kemampuan Membaca Permulaan Pada Mata Pelajaran Bahasa Indonesia Siswa Kelas II SD Islam Swasta Al-Asri. *Jurnal Komprehensif*, 2(2).
- Putri, R. R., & Mukhlisina, I. (2023). *Jurnal Basicedu*. 7(3), 1620–1626.
- R, A. H. A., & Kamil, H. F. (2025). The Role of Transformational Leadership in Improving the Quality of Human Resources in Islamic Boarding Schools. *Journal of Islamic Education Research*, 6(2), 210–224. <https://doi.org/10.35719/jier.v6i2.480>
- Rahimah, M., & Mulyani, E. A. (2025). Pengembangan Media Big Book Berbasis Kearifan Lokal. *JIPDAS*, 5(2), 1090–1103. <https://doi.org/10.37081/jipdas.v5i2.2715>
- Rahmi, S., Ismail, F., Umar, M., & Jannana, N. S. (2025). Humanistic Leadership of School Principals in Promoting Effective Collaboration through Problem-Solving in Madrasah Aliyah. *Nazbruna: Jurnal Pendidikan Islam*, 8(2), 336–348. <https://doi.org/10.31538/nzh.v8i2.202>
- Ramadhani, N., Salminawati, & Rambe, A. H. (2025). Pengembangan Buku Bacaan Berbasis Karakter Untuk Meningkatkan Kemampuan Membaca Siswa Di Kelas 3 SD Muhammadiyah 18 Medan. *Jurnal Bintang Pendidikan Indonesia*, 3(2), 10–28. <https://doi.org/10.55606/jubpi.v3i2.3687>
- Rambe, A. H. (2021). *Media Dan Sumber Belajar Di MI/SD*.
- Rambe, R. N., & Widiyarti, G. (2018). *Bahasa & Sastra Indonesia*.
- Ritonga, S., & Rambe, R. N. (2022). Penggunaan Media Big Book Dalam Meningkatkan Kemampuan Membaca Permulaan Siswa Kelas Rendah Sekolah Dasar. *Jurnal Cakrawala Pendas*, 8(4), 1266–1272. <https://doi.org/10.31949/jcp.v8i4.3129>
- Siagian, S. S. A., Mardianto, & Ramadan, L. (2025). Pengaruh Media Big Book Untuk Meningkatkan Kemampuan Membaca Siswa Kelas II Di SDN 01 Kotapinang. *Jurnal Ilmiah Penelitian Mahasiswa*, 3(1), 183–197. <https://doi.org/10.61722/jipm.v3i.686>

- Sitalawati, A., & Rini, T. A. (2022). *Pengembangan Media Big Book Untuk Pembelajaran Membaca Permulaan Di Kelas I SD Negeri*. 2(8), 770–781. <https://doi.org/10.17977/um065v2i82022p770-781>
- Srinio, F., Muslihun, M., & Usman, M. U. K. (2025). Comparison of Islamic and Western Education Systems: Opportunities for Integration of Islamic Values. *Adiluhung: Journal of Islamic Values and Civilization*, 1(1), 29–41. <https://doi.org/10.59373/adiluhung.v2i1.114>
- Suharsawi, S., Shofiyah, S., Nurmulia, F., Setiyanti, A., Rutska, R., & Santiago, P. V. da S. (2024). Development of Technology-Based Teaching Materials in Islamic Religious Education Subjects. *Atthulab Islamic Religion Teaching and Learning Journal*, 9(1), 19–34. <https://doi.org/10.15575/ath.v9i1.30515>
- Tatminingsih, S. (2022). Analisis Proses Pengembangan Big Book Sebagai Strategi Untuk Menstimulasi Perkembangan Bahasa Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(6), 6123–6136. <https://doi.org/10.31004/obsesi.v6i6.3384>
- Utami, T., Sukarno, & Sriyanto, M. I. (2019). Penerapan Media Pembelajaran Big Book untuk Meningkatkan Keterampilan Membaca Permulaan Peserta Didik Kelas 1 Sekolah Dasar. *Didaktika Dwija Indria*, 7(2). <https://doi.org/10.20961/ddi.v7i2.31624>
- Waldan, R., Zarkasi, Z., & Taqwa, R. H. (2025). Transforming Sustainable Human Resource Development Management for Generation Z: Integrating Islamic Pedagogy and Vocational Skills: english. *Tafkir: Interdisciplinary Journal of Islamic Education*, 6(3), 809–828. <https://doi.org/10.31538/tijie.v6i3.1981>
- Wandini, R. R., Anas, N., Sukma, E., Damanik, D., Albar, M., & Sinaga, M. R. (2020). Pengembangan Media Big Book Terhadap Kemampuan. *Jurnal Ilmiah Pendidikan Dasar*, 2(1), 108–124.
- Widiyanto, Setyawan, H., Suharjana, García-Jiménez, J. V., Pavlovic, R., Nowak, A. M., & Shahri, M. I. B. (2024). The differences in learning outcomes in students' archery skills according to physiological ability. *Cakrawala Pendidikan*, 43(2), 305–313. <https://doi.org/10.21831/cp.v43i2.63268>