

Enhancing Skill in Listening News using Digital News-Assisted Discovery Learning Model

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DOI : -

Sections Info

Article history:

Submitted: March 05, 2026

Final Revised: March 20, 2026

Accepted: April 15, 2026

Published: April 30, 2026

Keywords:

Listening skills

News texts

Discovery Learning

Online news media

ABSTRACT

Objective: This study aims to describe the application of the discovery learning model assisted by online news media and the form of improving the knowledge of listening to news texts for grade VII MTs. Mambaul Ulum students for the 2025/2026 school year.

Methods: This study uses the Classroom Action Research (PTK) approach which is carried out in two cycles. Each cycle consists of four stages, namely planning, implementation, observation, and reflection. The subjects of the study were 19 students of grade VII MTs. Mambaul Ulum. Data was collected through test, observation, interview, and documentation techniques, with instruments in the form of listening skill assessment guidelines, observation sheets, interview guidelines, and field notes.

Results: The application of the discovery learning model through six stages – stimulation, problem statement, data collection, data processing, verification, and generalization – with the help of online news media has been proven to significantly and consistently improve students' news text listening skills. The average grade of the class increased from 61.89 in the pre-action to 71.00 in Cycle I, and reached 77.73 in Cycle II. Classical completeness increased from 68.4% to 84.2% in Cycle I, and reached 94.7% in Cycle II, exceeding the established success indicator of $\geq 75\%$. Improvements occurred in all four aspects of assessment, including literal, inferential, evaluative, and appreciative abilities. **Novelty:** This study integrates the discovery learning model with online news media as a unified learning strategy that simultaneously improves news text listening skills and trains students' digital literacy in critically analyzing information in the digital era.

INTRODUCTION

Listening skills are listening skills that require full concentration on objects heard through spoken language. This skill is the first language ability that humans have mastered since birth [1]. Listening skills are a receptive, active, and deliberate process in the form of listening to the sounds of spoken language with full attention, understanding, and interpretation to capture and process the meaning of the message conveyed by the speaker [2]. So, listening skills are the first receptive language ability of humans, involving an active and deliberate process of listening to the symbols of spoken sounds with concentration to understand and formulate the speaker's message.

Listening skills develop through five stages, listening, understanding, interpreting, evaluating, and responding to the information provided [3]. The five stages of the process in listening skills, according to Harista et al. include listening, understanding, interpreting, evaluating ideas or ideas, and ending by responding to conversations [4]. Listening skills have stages including Listening as a basic skill, Interpreting by translating the content, Evaluation in the form of assessing systematically, and Responding or welcoming and understanding the concepts conveyed [5]. So, the stages of listening skills in general include five sequential processes, namely listening, understanding,

interpreting, evaluating ideas, and responding to the information received. This ability is relevant to be applied in learning, including listening to news texts

News text is writing that contains factual information about actual events or occurrences [6]. News texts are written that are objective, use standard and communicative language, and present new or warm events for the public to know [7]. According to Sariwati, news texts are in the form of writing that presents reports about real and current events, delivered in straightforward, concise, and fact-based language [8]. It can be concluded that news text is a writing that contains factual, objective, and up-to-date reports about a real event, delivered to the public using standard, straightforward, and concise language.

News texts contain six important elements consisting of what events occurred, who was involved, when and where the events took place, why they happened, and how the process could have occurred [9]. According to Irsyad & Anggraini The 5W+1H element (What, Who, Why, Where, and When + How) is a basic framework for explaining an event in full, including what happened, who was involved, why the event occurred, where and when the event occurred, and how the chronology of the event occurred [10]. Meanwhile, Deviana, et al. stated that ADIKSIMBA is a systematic learning framework consisting of six question elements (What, Where, When, Who, Why, and How) as a development of a 5W+1H model designed to facilitate students in the process of collecting, sequencing, and analyzing news information [11]. News elements that include what, who, when, where, why, and how can be recognized through the ADIKSIMBA framework which is a development of the 5W+1H model to help students collect, compile, and analyze information on events in complete.

Based on the results of observations and interviews with Indonesian students and teachers, the skills of listening to news texts in grade VII MTs. Mambaul Ulum students for the 2025/2026 school year showed unsatisfactory results. There are several factors that cause the skill of listening to news texts in grade VII MTs. Mambaul Ulum students is low. Factor 1) is that students are less able to identify news elements (5W+1H) in the text. 2) in the form of no learning model to encourage students to actively discover concepts independently. 3) learning media is still limited to textbooks and lecture methods so that it is less interesting for students to listen with focus. 4) There has been no use of technology-based media in presenting news information in an actual and interactive manner. Therefore, innovation in learning is needed by applying *the discovery learning* model assisted by online news media.

The discovery learning *model* is present as an approach that prioritizes students' activeness in discovering and understanding concepts independently through exploration and investigation (Indah, 2024). The *discovery learning* model is a student-centered approach by emphasizing activeness in finding independent concepts through exploration, problem solving, and developing new knowledge from existing knowledge. *Discovery learning* is a student-centered learning model that involves their ability to find concepts independently [12]. So, *discovery learning* is a student-centered learning model

that emphasizes the activeness of discovering concepts independently through exploration, problem-solving, and integrating new knowledge.

The purpose of the *discovery learning* model is to find out how much action affects students' critical thinking skills and learning outcomes (Ridwan, 2021). Another goal of the *discovery learning model* is to let students follow their interests to achieve competence and satisfaction from curiosity [13]. Objectives The application of *discovery learning* allows students to be more involved in the learning process as well as train their ability to solve problems [14]. It can be interpreted that the purpose of applying the *discovery learning* model is to improve critical thinking skills and learning outcomes by allowing students to follow their own interests, actively engage in learning, and practice problem-solving skills based on curiosity. To achieve this goal, *discovery learning* is designed with structured and systematic learning stages.

There are six steps of the *discovery learning* model, namely encouraging students to actively discover their own knowledge through the process of providing stimulation, identifying problems, collecting and processing data, proof, and drawing conclusions with the guidance of teachers [15]. In agreement, Adisantoso & Taufik stated that the *discovery learning* model has six stages including providing stimuli, problem formulation, information collection, information processing, proof, and drawing conclusions [16]. Meanwhile, according to Wedekaningsih, et al., in Sa'diyah & Dwikurnaningsih, (2019) the *discovery learning* model with six steps includes providing stimulation, problem identification, data collection, data processing, verification, and drawing conclusions, thereby encouraging teacher innovation in choosing the appropriate, effective, and efficient learning model. So, the *discovery learning model* is a systematic approach with steps that encourage students to actively discover their own knowledge through providing stimulation, problem identification, data collection, data processing, proof, and drawing conclusions with the guidance of the teacher.

Online mass media is an internet-based platform that aims to facilitate the delivery of the latest information to consumers quickly and efficiently [17]. Online media is an organization that distributes information in the form of virtual message products that have the ability to influence society. Online news is a product of digital journalism (cyber journalism), which is a form of reporting facts and events that are produced and distributed using internet media [18]. Online mass media is an internet-based organization that distributes the latest information and virtual message products, such as news from digital journalism, quickly and efficiently to influence society.

The use of online media in learning functions as a complementary means of face-to-face communication to increase the effectiveness of the learning process, learning outcomes, and the quality of students in using technology appropriately and effectively [19]. Online news media provides significant benefits in learning because it provides quick access to up-to-date and relevant information that can enrich learning materials. By integrating online news, students can learn to understand current issues, develop digital literacy skills, and practice critical thinking skills in analyzing and verifying information. Online news media also allows for more contextual learning because it

connects theory to real events, thus making the learning process more interesting and meaningful. In addition, the variety of content formats such as text, videos, infographics, and podcasts in online news media can accommodate students' various learning styles, while training them to become wise and responsible consumers of information in the digital era.

Based on the above study, students' listening skills still need to be improved because they are influenced by various internal and external factors, including the limited use of interactive learning media and teaching methods that do not involve student activity. The integration of the discovery learning model that emphasizes students' activeness in finding concepts independently with online news media that provides quick access to the latest information can be an effective solution to overcome these problems. Online news media is able to provide a rich stimulus with interactive multimedia content, while discovery learning facilitates students to be actively involved in the learning process through systematic stages from providing stimulus to drawing conclusions. The combination of the two is expected to create meaningful learning, develop critical thinking skills, and train students' digital literacy in analyzing news text information. Therefore, this research is important to be carried out as an effort to improve the skills of listening to news texts through the application of the discovery learning model assisted by online news media in grade VII students of MTs. Mambaul Ulum for the 2025/2026 school year.

RESEARCH METHOD

This study uses the Classroom Action Research (PTK) approach. PTK is an observation process of learning activities that involve actions and are deliberately implemented directly and simultaneously in a classroom (Machali, 2022). PTK is participatory because researchers are directly involved starting from determining topics, formulating problems, planning, implementing, to analyzing and making reports. Classroom action research is research by teachers in the classroom through self-reflection with the aim of improving performance so that student learning outcomes increase [20].

PTK has special characteristics that distinguish it from other studies, namely the existence of repetitive actions to improve the learning process. The PTK model consists of four components, namely *planning*, *acting*, *observing*, and *reflecting* which are carried out repeatedly in the form of cycles. PTK is a form of reflective study carried out by action actors to increase the rational stability of actions and deepen understanding of conditions in learning practice, so that it not only aims to solve problems but also improve teacher professionalism.

The implementation of the PTK cycle consists of four main stages 1) planning, including problem identification and preparation of action plans. 2) implementation. action according to the structure of the plan. 3) observation, collecting data during the action process. 4) reflecting, analyzing and evaluating the results of actions. These four stages form a continuous cycle. If the first cycle has not reached the target or has not been completed, improvements are made in the next cycle through problem analysis and

reflection. Each interconnected cycle forms a systematic classroom action research procedure until the research objective is achieved.

cycle I and cycle II which consist of four stages, namely planning, action, observation, and reflection. This research will be carried out from February to March in the even semester of the 2025/2026 academic year. The subjects of this class action research are grade VII students of MTs Mambaul Ulum Dependents for the 2025/2026 Academic Year with a total of 19 students consisting of 8 males and 11 females.

The research instruments used include: (1) guidelines for assessing the skills of listening to news texts; (2) observation sheets of teacher and student activities; (3) interview guidelines; and (4) field records.

RESULTS AND DISCUSSION

Results

Pre-Actions

Before the implementation of the action, the researcher conducted initial observations and interviews with Indonesian language teachers to identify the initial condition of the news text listening skills of grade VII MTs Mambaul Ulum students. The observation results show that learning is still taking place conventionally with lecture methods and textbooks as the only source of learning. There is no learning model that encourages students to actively discover concepts independently, and there is no use of technology-based media that presents news information in an actual and interactive manner.

The assessment of the skill of listening to news texts in the pre-action stage includes six aspects, namely 1) stimulation, 2) literal ability to understand information and identify elements of 5W+1H. 3) Inferential ability in 4) drawing conclusions, 5) evaluative ability in assessing the content of news; and 6) appreciative ability to respond to news content. The results of the pre-action test showed that the average class score of 61.89 was still below the Learning Goal Achievement Criteria (KKTP) set by the school in the range of 61-80.

At the pre-action stage, 11 students (55%) out of 19 students were in the 41–60 category with information that they had almost reached the KKTP, and 6 students (30%) were in the 21–40 category with information that they had not reached the KKTP. Only 3 students (15%) were in the 61-80 category and were declared to have achieved the KKTP. No students received scores in the 81–100 or 0–20 categories. The data shows that students' news text listening skills still need to be improved through planned and systematic learning actions.

Cycle I

The first cycle action was carried out in three meetings with 1 test (February 27–March 5, 2026) by applying a *discovery learning* model assisted by online news media. In the planning stage, researchers and collaborating teachers compile Teaching Modules, listening guide sheets, observation sheets, and select relevant online news as learning stimulus.

The implementation of actions follows six stages of *discovery learning* in order. At the *stimulation stage*, teachers broadcast an online news entitled "Determine the Beginning of Ramadan 2026, Ministry of Religion Prepares 96 Rukyatul Hilal Points" through a projector to arouse students' curiosity. At the *problem statement stage*, students are directed to identify information based on the 5W+1H framework through questions and answers. At the *data collection stage*, students listen to the news in full and record information on the listening guide sheet. In the *data processing stage*, students in groups process the information that has been collected into analysis worksheets. At the *verification stage*, each group presents the results of the analysis in front of the class and the teacher and the students verify the accuracy of the answers. At the *generalization stage*, the teacher guides students to draw conclusions from the overall listening activities that have been carried out.

The results of the observation showed that there was an increase in active student participation compared to pre-action, although some students were still hesitant to express their opinions. The first cycle of news text listening skills test will be held on March 5, 2026. As many as 11 students (58%) have been in the 61–80 category and declared to have achieved the KKTP, while 3 students (16%) are still in the 41–60 category. There is 1 student (5%) students who are still in the 21–40 category. The average grade of the class increased to 71.00 with classical completeness of 84.2%. Despite the significant improvement, this achievement did not meet the success indicator $\geq 75\%$, so the research continued to Cycle II by making improvements based on the results of reflection.

Cycle II

Improvements in Cycle II (7–13 March 2026) were carried out based on the results of reflection in Cycle I, including: (1) the use of online news with topics closer to students' lives so that attention is more focused; (2) the provision of more structured listening guide sheets to help students record information systematically; (3) the addition of small group discussion sessions before classical verification; and (4) stricter time management at each stage of the activity.

In Cycle II, the teacher aired an online news entitled "Indonesia Offers Mediation of the Iran VS Israel-US Conflict" which was chosen because it was widely discussed by students they knew through social media. All stages of *discovery learning* are carried out more optimally. The use of revised listening guide sheets is very helpful for students to record information in a structured manner. Small group discussions added before classical verification have proven to be effective in increasing student confidence, as evidenced by almost all students daring to express their opinions and questions during the lesson.

The Cycle II news text listening skills test will be held on March 13, 2026. Based on Table 1, in Cycle II as many as 4 students (21%) were in the 81–100 category, 11 students (58%) were in the 61–80 category, and there was 1 student (5%) in the 41–60 category. There are no more students under the KKTP. The average grade of the class increased to 71.00 with 100% classical completeness, exceeding the established success indicator of $\geq 75\%$.

There is a consistent increase in each cycle. The average grade of the class increased from 61.89 on pre-action to 77.73. Classical completeness increased from 68.4% in pre-action to 84.2% in Cycle I, and reached 94.7% in Cycle II. These results prove that all stages of the *discovery learning model* have been successfully implemented optimally.



Figure 1. Stimulation with online news.



Figure 2. Data aggregation with Group discussions.



Figure 3. Presentation of Data Collection Results.

Discussion

1. Application of the Online News Media-Assisted Discovery Learning Model

The application of the *discovery learning model* assisted by online news media has been proven to improve the quality of the learning process of news text listening skills consistently from Cycle I to Cycle II. This finding states that the *discovery learning model* prioritizes students' activeness in discovering and understanding concepts

independently through exploration and investigation, so that learning is no longer centered on the teacher but on the student's own learning activities and experiences.

The obstacle in Cycle I is in the form of less optimal time management so that the final three stages are not fully implemented. Improvements made in Cycle II in the form of stricter time management, more structured listening guidesheets, and the addition of small group discussions have succeeded in overcoming these obstacles. These findings prove that the success of the discovery learning model is highly determined by the maturity of planning, especially the allocation of time per stage and the selection of contextual media according to the characteristics of students.

2. Improved Listening Skills in News Texts

The results of the study showed a significant and consistent improvement in the ability to listen to news texts. The average grade of the class increased from 61.89 in the pre-action to 71.00 in Cycle I, and reached 77.73 in Cycle II. Classical completeness increased from 68.4% to 84.2%, and reached 94.7% in Cycle II, exceeding the established success indicator of $\geq 75\%$.

Improvements are seen in all aspects of the assessment. In the aspect of literal ability, students who were originally only able to identify two to three elements of 5W+1H in the pre-action, in Cycle II have been able to identify all elements completely and precisely. In the aspect of inferential ability, students are increasingly able to draw conclusions from the content of the news based on the information they heard. In the aspect of evaluative ability, students develop from simply receiving information to being able to critically assess the content and presentation of news. In the aspect of appreciative ability, students show the ability to respond and respond to news information with more confidence.

The novelty of this research lies in the integration of *the discovery learning* model with online news media as a single strategy that simultaneously (1) improves the four aspects of listening skills (literal, inferential, evaluative, appreciative) through a structured self-discovery process and (2) trains students' digital literacy in accessing, analyzing, and critically evaluating news information in the digital era. This combination has proven to be more effective than conventional learning.

CONCLUSION

Fundamental Findings : This study concludes that the application of *the discovery learning model* assisted by online news media has proven to be effective in improving the news text listening skills of grade VII students of MTs. Mambaul Ulum, which is realized through two main aspects: (1) the implementation of all stages of *discovery learning* optimally in Cycle II with 100% implementation; and (2) significant and consistent improvement in listening skills in all four aspects of assessment—literal, inferential, evaluative, and appreciative—with the average score increasing from 48.50 to 90.00 and classical completeness from 10.5% to 100% in two cycles. **Implications :** These findings reveal the dual function of the *discovery learning* model assisted by online news media, namely as an active learning strategy that improves listening competence as well as a

means of developing students' digital literacy in accessing, analyzing, and evaluating news information critically and responsibly. This emphasizes that the integration of innovative learning models with technology-based media is a relevant and effective approach in learning Indonesian language in the digital era. **Limitations** : The study was limited to one class in a single school with a relatively small number of subjects (19–20 students), so generalization of results needs to be done with caution. In addition, observation data depends on one observer so the objectivity of observations needs to be strengthened in future research. **Future Research** : Further research is suggested to test the application of *the online news media-assisted discovery learning* model at different levels, subjects, or school contexts. In addition, it is necessary to develop a more comprehensive assessment instrument to measure the long-term impact on students' digital literacy and critical thinking skills in dealing with the rapid flow of information in the digital era.

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