



## The Role of School Mads in Improving Visual Literacy in Utaseko School Students

Anjelina Rina Bili <sup>a,1</sup>, Elisabeth Tantiana Ngura <sup>a,2</sup>, Yasinta Maria Fono <sup>a,3</sup>, Marsianus Meka <sup>a,4</sup>

<sup>a</sup> Sekolah Tinggi Keguruan dan Ilmu Pendidikan Citra Bakti, Indonesia

<sup>1</sup>[banjelina496@gmail.com](mailto:banjelina496@gmail.com) \*, <sup>2</sup>[elisabethngura@gmail.com](mailto:elisabethngura@gmail.com), <sup>3</sup>[yasintamariafono@gmail.com](mailto:yasintamariafono@gmail.com),

<sup>4</sup>[marsianus3006meka@gmail.com](mailto:marsianus3006meka@gmail.com)

\* corresponding author

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### Abstract

*This research aims to investigate the role of school media in increasing visual literacy among SDI Utaseko students. School media is a simple and interactive mass communication medium. This research uses a qualitative method with a descriptive approach. Data was collected through observation, interviews, and documentation, the research subjects were all SDI Utaseko students. The research results show that school media can increase visual literacy in several ways: 1) increasing creativity: Mading allows students to create their content, such as pictures, illustrations, or infographics which increases creativity and interest in reading, 2) building a culture of literacy: media becomes a facility for students to express ideas and creativity in written form, thereby fostering a culture of literacy in schools, 3) improving Reading-Writing skills. Mading is used as a medium to improve students' reading and writing skills, as well as building students' reading habits, 4) developing critical reading skills: Mading allows students to think critically about the ideas and information presented, thereby improving critical thinking skills. This research shows that school media have an important role in increasing visual literacy among SDI Utaseko students. Thus, all media is used as an effective strategy for improving students' visual literacy skills.*

## INTRODUCTION

The bulletin board (mading) serves as a simple yet effective mass communication medium to enhance students' visual literacy. As a facility for students to express their ideas, emotions, and creativity through both written and visual forms, mading plays a crucial role in improving students' reading, writing, and critical thinking skills. Its role in school literacy has been proven to foster creativity and literacy through interactive and creative activities. Beyond being a

communication medium, making also functions as a tool for cultivating writing creativity and instilling reading interest, making it an effective strategy to improve students' visual literacy. Research conducted by (Ager et al., 2017) shows that creating three-dimensional bulletin boards can foster visual literacy in children at orphanages (Pipit Mulyah, Dyah Aminatun, Sukma Septian Nasution, Tommy Hastomo, Setiana Sri Wahyuni Sitepu, 2020). Mading not only serves as an information medium but also as a fun and educational tool that helps children better understand and process visual information. Additionally, a study by (Tirtayani et al., 2024) indicates that creating bulletin boards can improve literacy and creativity among students at the Sanggar Kegiatan Belajar (SKB) in Pandeglang (Zhao & Kumar, 2021). Through active involvement in making mading, students can express their ideas and creativity while enhancing their literacy skills.

The school bulletin board, as a visual communication medium, has great potential to support the improvement of visual literacy among students. Visual literacy encompasses the ability to understand, analyze, and create meaning from various forms of visual communication, such as images, graphs, and symbols. In the rapidly evolving information age, this skill becomes crucial, especially for elementary school students. This research employs a qualitative method with a descriptive approach, collecting data through observation, interviews, and documentation, with the subjects being SDI Utaseko students, selected representatively. It is expected that this research will contribute significantly to enhancing students' visual literacy at school. Therefore, school mading can be an effective facility to improve students' visual literacy, helping them develop ideas and creativity in both written and visual forms. The study by (*519-Research Instrument-1461-1-10-20230519*, n.d.) shows that creating three-dimensional bulletin boards can foster visual literacy in children at orphanages (Nahway, 2024). Mading serves not only as an information medium but also as an educational tool that is both enjoyable and aids children in understanding and processing visual information. Furthermore, research by (Akmalia, 2022) indicates that creating bulletin boards can enhance literacy and creativity among students at the Sanggar Kegiatan Belajar (SKB) in Pandeglang. Through active involvement in making mading, students can express their ideas and creativity while improving their literacy skills. The management of mading by students in Islamic boarding schools has also been discussed by (Ogbuke et al., 2022), emphasizing that mading acts as an effective communication medium among students. Independent management of mading by students not only improves their literacy skills but also strengthens communication and collaboration among them.

Moreover, research by (Deel, 2023) highlights that class bulletin boards can significantly contribute to building a productive literacy culture among students. By involving students in the creation and management of mading, they are encouraged to read and write actively, as well as to develop critical and creative thinking skills. Literacy is a life skill that everyone must possess, especially elementary school children, as it plays a crucial role in determining the future of our nation. Reading and writing literacy is one of the six basic literacies initiated by the National Literacy Movement (GLN) under the Ministry of Education and Culture in 2016, as an implementation of the Minister of Education and Culture Regulation No. 23 of 2015 concerning Morality. The Literacy Movement is one way to foster morality, and it is essential to carry out. Given the importance of reading and writing literacy in elementary schools, elementary school is the foundation for students' education in formal institutions.

Visual literacy is not only related to the ability to read a text but also involves understanding information presented in visual forms. This aligns with the concept of visual literacy, which is defined as the ability to interpret, negotiate, and create meaning from information presented in

the form of images, graphs, and symbols. In the context of education, visual literacy has become increasingly important in line with the development of technology and information. This skill allows students to understand and analyze complex visual information, as well as to communicate their ideas effectively through visual media. Therefore, integrating visual literacy into the elementary school curriculum can help students develop critical and creative thinking skills required in today's digital era. In today's digital age, the ability to understand and create visual content is increasingly important, especially for students growing up with technology. School bulletin boards at SDI Utaseko serve as an effective tool to enhance these skills, fostering creativity and interactive visual communication.

In the digital era, where visual media play an increasingly significant role in communication and information sharing, the ability to interpret and create visual content becomes essential. Visual literacy, defined as the ability to understand, interpret, and create meaning from visual forms of communication, is a crucial skill for students in today's world. One of the mediums that can enhance visual literacy in schools is the school bulletin board, a simple yet powerful tool used to convey information in a visually engaging manner. In many schools, including SDI Utaseko, bulletin boards are not just static displays but serve as dynamic and interactive platforms for students to express their creativity, communicate ideas, and engage with educational content. The role of school bulletin boards in improving visual literacy has become increasingly important as educators recognize the value of visual communication in enhancing students' understanding and creativity. Through bulletin boards, students are exposed to various visual elements such as images, colors, typography, and layout, which help them develop the ability to decode and produce visual messages. This research aims to explore the impact of school bulletin boards on improving visual literacy among students at SDI Utaseko, examining how they contribute to students' creativity, critical thinking, and overall communication skills. By focusing on the experiences of both students and teachers, this study seeks to understand the educational benefits of school bulletin boards and how they can be further optimized as an effective tool for fostering visual literacy. Through observation, interviews, and documentation, the study will provide insights into how these visual tools are integrated into the learning process, the skills they promote, and the potential they hold for enhancing students' ability to interpret and create visual content.

Research shows that the use of visual aids, such as graphs and diagrams, can improve students' understanding and retention of information. This is consistent with the thinking in visual literacy, which involves the ability to interpret and make meaning from information presented in the form of images, graphs, and symbols. The integration of visual literacy into the education curriculum is expected to enrich student's learning experiences and enhance the overall effectiveness of the learning process. Additionally, visual literacy plays an important role in lifelong learning, which emphasizes continuous learning not only in formal education but also in informal learning that occurs throughout life. This concept aligns with the philosophy of Indonesian education, which mandates that every individual continue to learn and improve their skills and knowledge in various fields. Reading skills, which are an essential part of the literacy culture, must begin at an early age to foster a society that loves reading and maximizes the acquisition of knowledge. According to (Mohamed-Iliasse et al., 2022), students' enthusiasm for reading needs to be improved, especially at the elementary school level. Education that focuses on good reading and writing skills, as stated by (Darnida et al., 2024), serves to prepare students to face the challenges of the times and the rapid development of knowledge.

Moreover, various studies also show that the ability to visualize and interpret visual information is becoming increasingly important in light of the rapid development of technology and information. Research conducted by experts such as (Bakri et al., 2023) indicates that combining visual literacy with digital literacy has a significant impact on developing students' critical and creative thinking skills. Using visual media in learning allows students to more easily understand complex concepts and express their ideas more effectively. This is crucial in a world that increasingly relies on technology, where information is often presented in multimedia formats. The importance of visual literacy is also reflected in reports from the National Education Center, which states that students' ability to understand and analyze visual information should be one of the main focuses in the education curriculum. In many countries, including Indonesia, lifelong learning is increasingly valued because it supports continuous learning throughout life. This concept provides opportunities for individuals to continue learning and expand their knowledge, both formally and informally. Therefore, integrating visual literacy into education can help improve the quality of human resources that can adapt to the changing times. Elementary education is a crucial foundation for developing visual literacy skills, as children at this age are highly responsive to visual media. This is further reinforced by recent research that shows that students exposed to teaching materials involving images, infographics, and data visualization tend to have a better understanding than those who rely solely on written text. Therefore, to support the development of visual literacy, educators need to continue developing teaching methods that integrate visual media and the latest technology, so that students not only master basic skills such as reading and writing but also acquire skills that are relevant to the current digital age.

## **METHODS**

This study uses a descriptive qualitative approach to examine the role of school bulletin boards in improving visual literacy among students at SDI Utaseko. This approach was chosen to provide an in-depth description of the phenomenon without making comparisons or conducting quantitative experiments. The subjects of this study include the students of SDI Utaseko who are involved in the creation and interaction with the school bulletin boards, as well as teachers and school staff who are responsible for managing the bulletin boards. Data collection techniques used in this study include observation, interviews, and documentation. Observation was conducted by directly watching the process of creating bulletin boards and students' interactions with them. Interviews were held with teachers and students to gather their views on the role of bulletin boards in enhancing visual literacy, using semi-structured interviews to obtain richer data. Documentation, in the form of bulletin boards created by students, was also collected for further analysis. The collected data were analyzed using thematic analysis, in which the researcher identified themes related to the role of bulletin boards in improving students' visual skills. Data validity was ensured through the use of triangulation techniques, comparing results from different data sources to ensure objectivity and accuracy. This research was conducted at SDI Utaseko during the 2024/2025 academic year, with data collection taking place over three months. Using this research method, it is hoped that a deep understanding can be gained of how school bulletin boards contribute to enhancing students' visual literacy, as well as their impact on students' creativity and visual communication skills.

## RESULTS AND DISCUSSION

### Results

In the activities that we carried out at SDI Utaseko for 4 days starting from 9 October to 12 October 2023, the activities took place during free time after the children carried out teaching and learning activities. The author wanted to know about the application of wall magazines to increase creativity in children. It was explained that creativity is important in children's growth and must be developed from an early age. In the program, the author wanted to maximize creativity development activities through the media of wall magazines. Considering the lack of opportunities or access for children at SDI Utaseko to channel their creativity, this program is needed. The making of wall art is also carried out simply and does not require a lot of money, but there are many benefits to be gained from making wall art at SDI Utaseko. Children's creativity is an important ability that needs to be encouraged. The activity was carried out over 4 days. On the first day, the author and all the children at SDI Utaseko made a wall magazine with the theme of Teacher's Day. The activity was carried out starting at 10.00, starting with the children writing and coloring origami paper, after which the children cut and pasted the paper onto the wallboard.

This research data was obtained by conducting observations and interviews. Observations were carried out by direct observation at the school by looking at the students' reading and writing abilities, interviews were carried out by interviewing the school principal and teachers to ask questions related to the provision of madding and the reading and writing abilities of SDI Utaseko students. Questions and observations asked or made by students are taken into account based on indicators measuring success in reading and writing literacy in reading and writing literacy support materials. According to the results of our interview, several problems were found, namely:

1. SDI Utaseko has not had a wall since the school was founded
2. There are several children whose reading and writing abilities are still very low
3. Lack of student creativity

From the results of observations made during the making of media to develop the reading, writing, and creativity skills of children at SDI Utaseko, almost all the children were enthusiastic and enthusiastic in the process of making the media. Many children asked for this activity to be held again because the activities of drawing, sticking, and making shapes from the paper were very fun, especially the results they made were displayed and could be shown off and seen by the teachers.

Table 1. Observation Results Mading

No	Indicator	Sub indicators	Information
1	Enthusiasm	Students' enthusiasm for wallpaper	Students are enthusiastic and enthusiastic about using wall media in class.
2	Attractiveness.	Student interest in the appearance of the wall magazine and Student interest in the content of the wall magazine.	The wall display displays students' written works such as pants, poetry, short stories, essays, and pictures, and the contents of the magazine are changed every three weeks.
3	Opt-in	Student participation in the use of wall media.	Students always participate in displaying the work they have created on the wall art in class together

Based on the results of interviews conducted with children, several different responses were obtained from the children, some children responded that "the activity of making this wall magazine helped me in channeling my talents and creativity", there were also those who thought that "with this wall magazine activity it is not boring and very exciting, because we can express our creativity freely according to our wishes" the children were very enthusiastic and enthusiastic in the process of increasing creativity through wall magazines. Because it can channel their creativity in drawing, and writing and can increase their imagination, this activity also influences children's fine motor skills from cutting, pasting, and writing activities. Hopefully, this activity can continue to be developed so that the means of channeling children's creative talents continue to exist and does not hinder children's creativity. This proves that wall magazines can improve children's reading, writing, and creativity skills at SDI Utaseko. Based on the research results, it can be concluded that using the wall magazine method can improve soft skills and creative thinking abilities and become a forum for channeling the creativity of SDI Utaseko children by inviting them to collaborate actively and consistently by contributing directly to its creation. Mading is used as a forum to channel and develop creative abilities in fostering students' enthusiasm because they can imagine, develop children's fine motor skills, and be creative. The role of wall media, especially for SDI Utaseko students, includes:

1. Foster creativity: wall media can be a forum for students' ideas, creativity and expression.
2. Developing writing skills: Mading can be a learning medium to develop students' interest and writing
3. Instilling character education: Mading can be a way to instill character education, such as discipline, cooperation and respect for other people.
4. Exhibition of student work: wall magazines can be used to display students' writing and work



**Figure 1.** Mading making has been completed

## **Discussion**

According to (Anderson et al., 2016) Literacy is the ability to access, understand, and use things intelligently through various activities, including reading, training, listening, writing, and speaking. Meanwhile, according to (Heins et al., 2023), literacy is the ability to read and write. In a broad sense, literacy includes language skills (listening, speaking, understanding, and writing).

According to (Lee et al., 2022), students' literacy abilities are closely related to the demands of reading skills which aim at the ability to understand information analytically, critically, and reflectively. The school literacy movement is a comprehensive effort to make schools a learning organization whose citizens are lifelong literate. Activities that support the literacy movement are library visits, this activity is carried out to foster interest in reading and improve reading skills so that students can increase their knowledge.

The School Literacy Movement (GLS) is a movement carried out by the Ministry of Education and Culture (Kemdikbud) to create a literal generation. GLS is an activity that is participatory and involves all school members, such as students, teachers, principals, and

education staff. The School Literacy Movement (GLS) is an initiative designed by the government to introduce, develop, and improve comprehensive and sustainable literacy education in society, especially among students (Burhan, Nurchasanah & (Lee et al., 2022). In research conducted by (Awad & Oueida, 2024), it was concluded that literacy is not only related to the ability to read and write but also includes other aspects that involve thinking abilities. These literacy components include numeracy literacy (the ability to count), science, information and communication technology (ICT), finance, culture, and citizenship. The following explanation provides a more detailed picture of these literacy components. Literasi Dini (Early Literacy), is the ability to listen, know spoken language, and communicate through spoken language and images developed from social interactions at home.

1. Library Literacy, among other things, can differentiate between physical and non-physical elements in stories.
2. Media Literacy, is the ability to understand the purpose of using various media, including electronic, print, and digital media.
3. Technological Literacy, involves mastery of the use and understanding of technology, including software, and the ethics of using technology.
4. Visual Literacy, refers to the ability to interpret and understand messages conveyed through visual and audiovisual media. Visual literacy combines aspects of media literacy and technological literacy in developing skills related to the use of visual and audiovisual materials.

The results of the analysis through interviews and observations above lead to the conclusion that SDI Utaseko students need to be given triggers to develop reading and writing skills. This is what makes Teaching Campus students provide creativity as a form of media to trigger the creativity and skills of SDI Utaseko students.

Wall magazines created by teaching campus students are intended to increase students' reading interest so that students can gain knowledge/insight with interesting media. Mading management at SDI Utaseko goes through two stages, namely the planning stage and the implementation stage. These two stages can be described as follows:

#### ***Planning Stages***

In the planning before the magazine is published, an announcement is first made to students from class to class by the manager of the magazine so that in the students' view there is a fairly good planning initiative before the magazine is published.

#### ***Determine the theme***

The first thing that must be determined when making a wall magazine is determining the theme. This theme was determined based on October with the theme My Hero. This theme is important because it will be the basis of everything in Madding. The theme of the madding will be changed every month.

#### ***Designing Sketches***

If you already have a theme, the next step is to design as attractive a sketch as possible related to that theme. First of all, you can make scribbles on paper or a rough design of how the wall will look later. Then, also list what rubrics will be in the magazine, as well as what equipment and materials are needed to make the magazine. The tools needed to make wall art include plywood, wood, paint, brushes, pencils, rulers, and nails.

#### ***Implementation Stages***

The activity of implementing wall media at SDI Utaseko is an activity carried out within the school. This activity aims to find out how far the school has achieved in the process of

implementing its wall magazine activities. According to the results of observations made by researchers, it can be concluded that the implementation of the School Mading at SDI Utaaseko is that it is not only the Teaching Campus students who express ideas, but teachers also provide suggestions and ideas in assisting with Mading activities, holding meetings before carrying out activities, dividing up their respective tasks, and good communication between members. School media can play a very important role and increasing visual literacy in SDI Utaseko students through creative management, improving writing and reading skills, and developing students' creativity and interest in reading.

The research results show that wall media can improve literacy, especially for SDI students at SDI in the context of visual literacy, namely the use of media to support students' reading and writing literacy, Mading is effective in helping literacy learning, especially in improving the reading and writing skills of SDI Utaseko students. Utilization of wall media as a literacy program for the Teaching Campus

1. The use of wall media as a literacy program for the Teaching Campus has a positive impact on increasing students' interest in reading. Mading is also used as a forum to promote literacy culture and improve the ability of the community and the school environment to become more literal.
2. Mading can increase the creativity and literacy of SDI Utaseko students
3. Mading functions to improve students' literacy levels, especially in reading and writing. Mading contains various works and writings. So that it raises students' curiosity and interest in seeing and reading. So this can increase students' interest in reading and writing
4. Having madding in school can foster students reading and writing literacy. Because students will read their work and be able to develop an attitude of pride in each student for their work.

Apart from that, students can also read and understand each other's written work through the presentation of madding. Literacy media has a positive influence on students to develop their potential to the maximum (John Green, 2022). One way to increase literacy among students is through making wall magazines as has been done. Wall magazines are a simple mass communication medium that can be read by the public. Apart from that, wall magazines are also used as a medium of communication, as a medium to train students' creativity and talents, and through wall magazines, students can improve their writing skills. Madding as a medium to channel and develop students' literacy skills in reading and writing. Apart from that, through madding media students can imagine and be creative by creating works which are then displayed on madding boards.

## **CONCLUSION**

Based on research related to the role of school bulletin boards in improving visual literacy, it shows that school bulletin boards can enhance students' literacy and creativity. School bulletin boards play a crucial role in enhancing visual literacy, especially at SDI Utaseko. As a visual medium integrated into the learning environment, bulletin boards provide educational benefits that go beyond cognitive aspects, offering students essential visual skills needed in today's information age. Through bulletin boards, students can develop their creativity in presenting information in various visual forms such as images, graphs, and texts. This trains students to become more sensitive to the visual messages being conveyed. Furthermore, bulletin boards also



enhance students' ability to communicate visually, where they learn to present information or messages in an engaging and easily understandable manner. The use of colors, images, and effective designs on bulletin boards helps students grasp the importance of visual composition in conveying information. Bulletin boards that contain relevant and interesting information can also motivate students to be more interested in reading and exploring the content, thus improving their information literacy. The process of creating bulletin boards typically involves collaboration among students, which encourages teamwork and active involvement in learning, while also boosting students' confidence in communicating their ideas. Moreover, bulletin boards promote the development of visual and analytical skills, where students are trained to think critically when creating and interpreting visual information. Overall, school bulletin boards at SDI Utaseko not only serve as an information medium but also as an effective tool for enhancing students' visual literacy, preparing them to face a world that increasingly relies on visual media to convey messages and information.

To further enhance the role of school bulletin boards in improving visual literacy at SDI Utaseko, several recommendations can be considered. First, it would be beneficial to involve students more actively in the design and creation of bulletin boards, allowing them to take ownership of the process and fostering deeper creativity and collaboration. Teachers could organize workshops or training sessions on effective visual communication, enabling students to learn more advanced techniques for conveying messages visually. Additionally, regular updates to the bulletin boards with varied and relevant content could maintain student engagement and keep the learning process dynamic and interesting. It would also be useful to incorporate digital tools, such as interactive bulletin boards or online platforms, to further engage students in modern visual communication methods. Lastly, it's important to encourage students to critically evaluate and reflect on the content presented on the bulletin boards, which could foster a more analytical approach to visual literacy. By implementing these suggestions, SDI UtasekoRE can continue to use bulletin boards as a powerful tool to enhance students' visual literacy and creativity in line with the demands of the information age.

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