

The Application of *the Discovery Learning Model* Assisted by Picture Card Media in Improving Indonesian Language Learning Outcomes

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A B S T R A C T

Indonesian language learning in elementary schools requires a learning model that can improve student activity and learning outcomes. However, the Indonesian language learning outcomes of grade III C students of SD Negeri 010 Ujung Batu are still low with a learning completion percentage of only 48%. This study aims to determine the application of the discovery learning model assisted by picture cards in improving students' Indonesian language learning outcomes. This study is a Classroom Action Research (CAR) conducted in two cycles, each consisting of two meetings, with 21 students. Data collection techniques used learning outcome tests and observation sheets for student and teacher activities. The results showed that learning completion increased to 90% at the end of cycle II with an average score of 84.76. Student activity also increased from 55% in cycle I to 90% in cycle II. Thus, the application of the discovery learning model assisted by picture cards can improve students' Indonesian language learning outcomes.

Keywords: *Discovery Learning Model, Picture Card Media, Learning Outcomes, English*

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INTRODUCTION

The development of an increasingly modern era, especially in the era of globalization like today, requires the existence of high-quality human resources. Improving the quality of human resources is an absolute prerequisite to achieve development goals, one of the vehicles to improve the quality of human resources is education (Nurfitasari, 2023). Education is the right of every child of the nation, as stated in the preamble to the 4th paragraph of the Constitution of the Republic of Indonesia in 1945, namely protecting the entire Indonesian nation and all Indonesian bloodshed, advancing public welfare, educating the nation's life, and participating in implementing a world order based on independence, lasting peace, and social justice. In addition, it is also stated in article 31 paragraph 1 that every citizen has the right to get education.

In this article, the government should closely supervise the running of a process and how to develop education in Indonesia in order to reduce the loss of the right of every citizen to get education. Education is a conscious and planned effort to develop the potential of students to have spiritual strength, self-control, personality, intelligence, and noble morals (Abd Rahman, 2022). Education is also a process of inheriting knowledge and skills, as well as character development, which can take place through formal (school), non-formal (outside school), or informal (daily experience) (Irsalulloh, 2023). In an increasingly advanced era, education is the main tool in creating individuals who have the skills, knowledge, and character needed to face the challenges of the times (Fricitarani, 2023).

The quality of education is determined by the quality of teachers. No matter how good the existing curriculum is, if the quality of teachers is still inadequate, education will not run according to expectations. Therefore, teachers are the main key to improving the quality of

education. According to Nalapraya (2023) teachers are professional educators whose main task is to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education through formal education, primary education, and secondary education. Teachers are a very decisive component in the implementation of the learning process in the classroom as an element of educational success (Rusnawati, 2020).

Learning is the process of student interaction with education and learning resources in a learning environment (Isnaeni, 2020). Learning is a complex aspect of human activity, which cannot be fully explained. According to simple learning, it can be interpreted as a product of continuous interaction between development and life experience (Winarso, 2023). Learning in a complex sense is the conscious effort of a teacher to teach his students (directing student interaction with other learning resources) in order to achieve the expected goals (Sutiah, 2020). One of the learning in elementary schools is Bahasa Indonesia.

Indonesian is a subject studied in elementary schools from grade 1 to grade 6. According to Kurniawan (2020) Indonesian language learning in elementary school, learning to get materials and skills in good and correct language. Indonesian language learning in the current curriculum is designed to create students who are able to communicate effectively (Ali, 2020). Learning Indonesian language makes students able to enjoy and utilize literary works to develop their personalities, expand their life horizons, and improve their knowledge and language skills and so that students.

The Indonesian language learning process requires optimization not only in the material aspect, but also in the use of learning methods and techniques in the classroom (Ali, 2020). Indonesian language learning provided to students aims to train students to be proficient in language (listening, speaking, reading, and writing) by pouring out their ideas and ideas creatively and critically (Gereda, 2020). The purpose of learning Indonesian in elementary schools is to enable students to enjoy and utilize literary works to develop their personalities, expand their life horizons, and improve their knowledge and ability to speak or communicate effectively and efficiently, both orally and in writing in order to get good learning results. Learning outcomes are a very important component that students must have. Good learning outcomes will draw cognitive, psychomotor and effective abilities will be able to be used well by students in social life (Mira, 2021).

The learning outcomes of students obtained through education will be able to compete in various activities of community life (Dakhi, 2020). Learning outcomes are a change in the individual who learns, not only in the form of knowledge, but also in shaping skills and appreciation in the individual who learns (Rianto, 2023). Learning outcomes play an important role in the learning process by providing information to teachers about student progress in order to achieve learning goals through educational activities and further learning (Wardani, 2024). The learning outcomes are used to find out the extent to which students can understand and understand the material in the Dakhi learning process (Mira, 2021). A component in the learning process is the learning model.

The learning model is The form of learning that is drawn from beginning to end is presented distinctively by the teacher (Siregar, 2021). The learning model is a conceptualized framework and systematic procedure in grouping learning experiences in order to achieve the goals of a certain learning and serves as a guideline for teaching designers and teachers in carrying out teaching and learning activities (Hendracipta, 2021). The learning model is one that is designed to design the process of teaching and learning in the classroom, both in terms of the tools used, the curriculum used, and the strategies or methods used to help students so that the goals of learning can be achieved properly (Yusuf, 2020).

Based on the results of the researcher's observation on September 29, 2025 in grade III of SD Negeri 010 Ujung Batu, there are several things that are the focus of the researcher's attention, namely: (1) students have difficulties in understanding the material and working on problems because when teaching, teachers still use conventional learning models such as lectures and assignments, (2) teachers have also never applied *the discovery learning model* With the help of picture card media. From the student factor, (3) students are lazy to learn because

the material has not been mastered and difficult to understand, making students bored. (4) Students are also embarrassed to ask questions about material that they have not understood, even though the teacher has given them the opportunity and provoked students to ask questions. (5) The achievement of learning competencies in Indonesian subjects that is less than optimal makes the Indonesian learning outcomes of students low. The percentage of Indonesian language learning outcomes of third grade students of SD Negeri 010 Ujung Batu can be seen in table 1 below:

Table 1 Daily Grade III Students in Learning Indonesian Language

CD	Number of students	Accomplished students	Percentage of students who complete	Students who have not completed	The percentage of students has not been completed
75	21	10	48%	11	52%

Source: Guardian of the third grade of SD Negeri 010 Ujung Batu

Based on table 1 about the daily value of grade III students in learning Indonesian, it can be seen that only 10 students or 48% have completed a score of 75 and above. Meanwhile, the remaining 11 students or 52% who did not complete got a score below 75. For this reason, it is necessary to apply the Learning Model in grade III to learning Indonesian, by using the correct learning model, it can foster students' enjoyment of the lessons they learn, and students more easily understand the lessons so that they get better learning results.

One of the learning models that can be used to overcome these problems is the learning model *Discovery Learning* With the help of picture card media. Learning model *Discovery Learning* It is defined as a learning process that occurs when the teacher presents learning materials not in their final form, but students are required to carry out various activities, such as collecting information, comparing, categorizing, analyzing, integrating, organizing materials and making conclusions (Desy, 2023). Learning model *Discovery Learning* is a learning model that focuses on students and can make students find their own learning concepts and make it easier for students to solve problems (Sunarto, 2022). Models *Discovery Learning* is a learning process that can provide motivation for students to get data and information, problems and answers when learning is taking place in the classroom (Alfitry, 2020).

Based on the opinions of the experts above, it can be concluded that the discovery learning model is a student-centered learning model, where the teacher plays the role of a facilitator who provides opportunities for students to discover new concepts, knowledge, and understanding through activities observe, collect data, analyze, compare, and draw conclusions.

Meanwhile, picture card media is a learning tool in the form of cards containing pictures or symbols made to make it easier for students to understand the subject matter and improve learning outcomes (Musdalifah, 2021). Picture card media is a small card that contains an image, text or symbol reminding or leading the student to something related to the image (Musyadad, 2021). By Nurfitasari (2023) model *Discovery Learning* Media-assisted picture cards are a learning model that Invite students to learn through the process of discovery (*Discovery*), where they are discover new concepts or knowledge on your own with the help of Picture cards as visual media to make it easier to understand. Picture card media is a method of reading pictures by using cards to introduce vocabulary, the cards contain pictures and words that are familiar around students (Arsini, 2022).

Based on the opinions of the experts above, it can be concluded that the media of picture cards is a tool that makes it easier for teachers to convey material or messages that will be conveyed to students to achieve learning goals. Models *Discovery Learning* Illustrated card media is A learning approach that emphasizes the discovery of concepts or principles by the students themselves (through the guidance of the teacher), with Media assistance in the form of picture cards as a tool to facilitate understanding and trigger exploration (Sugriwa, 2024).

By model Nurfitasari (2023) *Discovery Learning* Media-assisted picture cards are a learning model that Invite students to learn through the process of discovery (*Discovery*), where they are discover new concepts or knowledge on your own with the help of Picture cards as visual media to make it easier to understand. With a learning model *Discovery Learning* Based on picture card media will be able to increase students' activeness and understanding of the material taught. Some previous studies have shown that the learning model *Discovery Learning* based on image media affects students' writing skills.

The *Discovery Learning* model assisted by picture card media consists of six learning stages, namely stimulation, problem statement, data collection, data processing, verification, and generalization (drawing conclusions) (Darmawan, 2023). In the stimulation stage, students are given picture cards to attract their attention and curiosity. Next, students identify problems based on the images presented, collect relevant information, process the data obtained, verify their findings, and finally draw conclusions from the learning activities. Through these stages, students actively construct their own understanding while interacting with visual learning materials.

The use of picture cards in the *Discovery Learning* model provides several advantages in the learning process. According to Sawitri (2023), picture cards can attract students' attention, making learning activities more engaging and enjoyable. In addition, students can directly observe concrete examples related to the lesson, which helps them better understand specific concepts and situations. The media also encourages students' active participation and increases their motivation to learn because they are directly involved in discovering knowledge through observation and discussion.

Despite its benefits, *Discovery Learning* assisted by picture card media also has several limitations. This model is not suitable for all subjects, especially those requiring direct explanation of complex concepts. Furthermore, some students may have limited rational thinking skills, making it difficult for them to independently discover concepts. Other challenges include the considerable amount of time required for implementation and the need for high levels of creativity and readiness from teachers to design effective learning activities. Therefore, careful planning is essential to maximize the effectiveness of this learning model.

Based on the above background description, the researcher is interested in conducting a research entitled "The Application of *the Discovery Learning* Model Assisted by Picture Card Media in Improving Indonesian Language Learning Outcomes of Grade III Students of SD Negeri 010 Ujung Batu". Thus, the purpose of this study is to determine the application of *the discovery learning model* assisted by picture card media in improving the learning outcomes of Indonesian language learning for grade III students of SD Negeri 010 Ujung Batu. The benefits of this research are that it can contribute thoughts, suggestions, and help increase teachers' insights in finding useful solutions in improving student learning outcomes in the Indonesian language learning process, especially in elementary school education.

METHOD

Types of Research

This research is a Class Action Research (PTK) or *Classroom Action Research* which is carried out in the classroom in order to provide changes or improvements in the learning process that can be carried out by teachers or researchers. According to Susilo (2022) classroom action research (PTK) is a study that is carried out systematically on various actions carried out by teachers who are also researchers, from the preparation of a plan to the assessment of various real actions in the classroom in the form of teaching and learning activities, to improve the learning conditions carried out. Classroom action research is a research activity conducted by teachers that is focused on learning situations in the classroom and has the goal of improving and improving learning (Utomo et al., 2024). This study uses the Arikunto model which consists of 4 stages, namely

Planning



At this stage, the first thing that is done is to prepare an activity plan that will be carried out before the implementation of actions in the cycle, namely creating teaching modules that are in accordance with the curriculum, preparing learning materials, preparing teacher and student observation sheets, and making question sheets.

Implementation of Not

The implementation of this action is a stage of implementing learning activities that can be carried out using the discovery learning *model* assisted by picture card media.

Observations

The research also involves observers who are tasked with observing the activities of teachers and students during learning in Indonesian language learning, this is done to provide input and opinions on the implementation of learning carried out, so that these inputs can be used to improve learning in the next cycle.

Reflection

Reflection is an activity to bring back what has been done. The results of the observations obtained were then analyzed. Observers and teachers re-analyze the implementation or implementation of the action implementation plan that has been implemented. Based on the results of the analysis, teachers can reflect on whether the implementation of learning is appropriate and whether learning outcomes can be improved with a discovery learning *model* assisted by picture card media. If the results of observations in the first cycle have not been able to improve the learning outcomes of third grade students of SD Negeri 010 Ujung Batu, then improvements will be made in cycle 2.

Research Subject

The subjects in this study are grade III students of SD Negeri 010 Ujung Batu, Rokan Hulu Regency for the 2025/2026 school year with a total of 21 students, namely 13 male students and 8 female students. The object of this study is the *discovery learning model* assisted by picture card media and student learning outcomes. The reason why the researcher conducted the research at SD Negeri 010 Ujung Batu is because the discovery learning *model* assisted by picture card media at SD Negeri 010 Ujung Batu has never been carried out and the school provides full support for the implementation of this research, and the condition of grade III students is considered representative to be the subject of the research. So the researcher is interested in conducting research at SD Negeri 010 Ujung Batu.

Research Instruments

Research instruments are tools used in a research activity, especially as a measurement and data collection. In this class action study, the researcher used the following research instruments:

Observation Sheet

Observation is one of the more specific data collection techniques compared to other data collection techniques. Observations were carried out systematically on the object of research, both individuals and groups in the field (Hasanah, 2017).

Tests

Learning outcome tests are tools used to measure the level of understanding and mastery in the form of questions or practice questions that are systematically arranged. The learning outcome test serves to measure students' mastery of the material that has been taught by the teacher which is used as data and evaluation materials for teachers and schools (Febrianti, 2022)

Documentation

Documentation is a data collection technique that involves collecting data and information from a variety of written and non-written sources, such as archives, books, letters, diaries, photographs, and recordings. The goal is to obtain data that can support research, such as to process information and use it as analytical material (Purwanto, 2022)

Data Collection Techniques

The data collection techniques used in this study are:

Observations

Observation is a way of collecting data using observation without the help of other standard tools for this purpose. This observation is used for a systematic planned research on how the Indonesian language learning process for third grade students of SD Negeri 010 Ujung Batu.

Learning Outcome Tests

Learning outcome tests are a way of collecting data using test questions. The purpose of providing a learning outcome test is to obtain clear and concrete data about the learning process for grade III students of SD Negeri 010 Ujung Batu.

Data Analysis Techniques

The data analysis technique uses quantitative and qualitative data to determine the size of the percentage of observation scores and the completeness of student learning outcomes with *the discovery learning* model assisted by picture card media.

Student Learning Outcome Data Analysis Techniques

The technique used in analyzing the data and determining the percentage of activity level and learning completeness using the following formula:

Individual Student Absorption

$$DSI = \frac{x}{y} \times 100\%$$

Description:

DSI = Individual Absorption.

X = Student's score

Y = Maximum Question Score

Completeness of Student Learning Outcomes in a Classical Way

$$KBK = \frac{N}{S} \times 100\%$$

Description :

KBK = Classical learning completeness

N = Number of students who completed

S = The total number of students.

Sources: (Bakri, 2025)

A class is said to be complete learning if the percentage of classical learning completeness is equal to 80% of students have completed.

Technical Data Analysis Observation Sheet

Based on data observations carried out to improve teacher activities and student activities, the following formula is used:

$$\text{Percentage of average score (NR)} = \frac{\text{jumlah skor}}{\text{skor maksimal}} \times 100\%$$

The criteria for the level of success of the action are determined as follows:

Table 2 Categories of Teacher and Student Activities

Yes	Interval	Categories
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1	81-100%	Excellent
2	61-80%	Good
3	51-60%	Enough
4	<50%	Less

Source (Putri, 2023)

Success Indicators

This research is declared successful if the results obtained have been in the good or excellent category. The success indicator in this study is that students complete classically by 80%, the KKTP for learning Indonesian is 75.

FINDINGS AND DISCUSSION

This study aims to determine the application of the model *Discovery Learning* assisted by picture card media in improving the learning outcomes of Indonesian language students in grade III of SD Negeri 010 Ujung Batu. Models *Discovery Learning* is a learning process that can provide motivation for students to get data and information, problems and answers when learning is taking place in the classroom. (Alfitry, 2020) Learning model *Discovery Learning* is a Student-centered learning model (*Student-Centered*), where Teachers play the role of facilitators which provides opportunities for students to discover new concepts, knowledge, and understanding for yourself through activities observe, collect data, analyze, compare, and draw conclusions. Meanwhile, picture card media is a learning tool in the form of cards containing pictures or symbols made to make it easier for students to understand the subject matter and improve learning outcomes (Musdalifah, 2021). By model Nurfitasari (2023) *Discovery Learning* Media-assisted picture cards are a learning model that Invite students to learn through the process of discovery (*Discovery*), where they are discover new concepts or knowledge on your own with the help of Picture cards as visual media to make it easier to understand.

Based on research conducted by the one entitled Implementation of Learning Models (Risda, 2024) *Discovery Learning* Median Assisted *Flash Card* Based *Powered by E-Mail* On the learning outcomes of students. Based on the results of the study, it is explained that there is an influence of the model *Discovery Learning* media-assisted *Flash Card* based *Powered by E-Mail* to student learning outcomes on market equilibrium price material, where H_a is accepted if the sig. (2-Tailed) ≤ 0.05 and based on the research, the value of sig. (2-Tailed) by $0.000 < 0.05$.

In line with the research conducted by the one entitled Improving the Ability of Elementary School Students in Compiling Question Sentences with (Septyajaya, 2023) *Model Discovery Learning* Image Media-based. The data of the research results were analyzed by descriptive statistical analysis techniques and inferential statistics (t-test). The results of the hypothesis analysis obtained that $t_{cal} = 3.822$ is greater than $t_{table} = 1.998$ based on a significance level of 5% and with $dk = 63$, so that H_0 is rejected. Thus, there is a significant difference in the use of the model *Discovery Learning* based on image media on the ability to compose sentences with Indonesian content in grade III of elementary school.

Based on observations of teacher and student activities, there has been an increase in each cycle. The recapitulation of the observation sheet of teacher and student activities can be seen in the table below:

Table 3 Recapitulation of Teacher and Student Activity Observation Sheet

NO	ACTIVITIES	CYCLE 1		CYCLE 2	
		Meeting 1	Meeting 2	Meeting 1	Meeting 2
1	Observation of Teacher Activities	55% (Sufficient)	75% (Good)	78% (Good)	90% (Excellent)
2	Observation of Student Activities	53% (Sufficient)	70% (Good)	73% (Good)	90% (Excellent)

Source: Processed Data in 2026

Based on table 3, the data obtained is a recapitulation of the results of observation of teacher and student activities. From the data, it can be seen that the implementation of teacher and student activities has increased. In cycle 1 of the meeting, 1 percentage of teachers' activities in the learning implementation process was 55% with the category obtained as sufficient, while student activity was 53% with the sufficient category, this happened because the cooperation between teachers and students was still not visible so that students did not understand the concepts given by teachers in learning. In cycle 1, the 2 teacher activity sheets were 75% in the good category while 70% in the good category. In the implementation of the activities carried out by teachers, it has been carried out well but still needs to be improved.

In cycle 2 of meeting 1, the results of the teacher's activity observation sheet were 78% in the good category, while the student observation sheet was 73% in the good category. Then in cycle 2 of the 2 meetings of teacher activity sheets of 90% with the category of very good. In student activities, there was also an increase in the results of student observation sheets by 90% because students already understood the concepts and directions given by the teacher, so the results obtained were in accordance with what was expected with the category of very good. For more details, you can see the recapitulation chart of the observation sheet of teacher and student activities below:

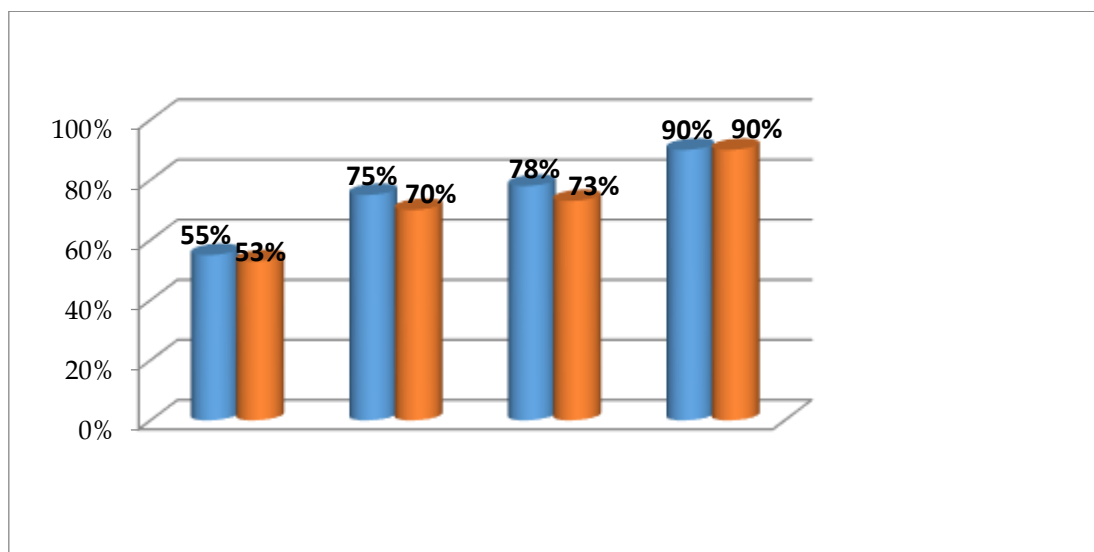


Figure 1. Recapitulation Graph of Teacher and Student Observation Results in Cycle 1 and Cycle 2

With the application of the *discovery learning* model assisted by picture card media, the learning outcomes obtained by students also increased from each cycle, this proves that the application of the *discovery learning* model assisted by picture card media has succeeded in increasing student learning outcomes. For more details, you can see the table below:

Table 4. Recapitulation of Student Learning Outcomes Cycle I and 2

Yes	Cycles	Meeting I		Meeting II	
		% of students complete	% of students are not complete	% of students complete	% of students are not complete
1	Cycle 1	48%	52%	57%	43%
2	Cycle 2	71%	29%	90%	10%

Based on table 4, the data obtained shows the recapitulation of student learning outcomes in cycle I and cycle 2. In cycle 1 of the meeting, 1 percentage of students who completed was 48% while students who did not complete were 52%. Then in cycle 1 of the meeting of 2 students who completed 57% while students who did not complete were 43%. In cycle 2, 1 student completed 71% of the meeting, while 29% did not complete it. Meanwhile, in cycle 2, 2 students who completed were 90% while students who did not complete were 10%. Based on this description, the implementation of actions in the application of *the discovery learning model* assisted by picture card media has been successfully carried out to improve the learning outcomes of grade III C SD Negeri 010 Ujung Batu. For more details, you can see the following graph:

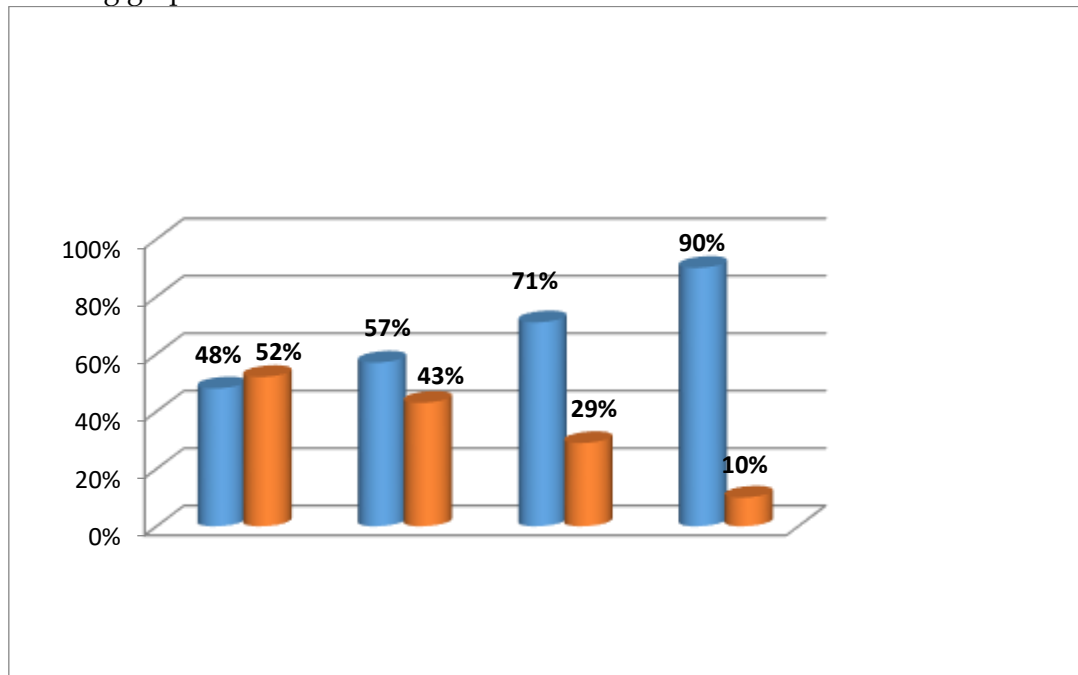


Figure 2. Cycle 1 and 2 Student Learning Outcomes Recapitulation Chart

Based on the graph above, it shows that the increase from cycle 1 and cycle 2 has increased learning outcomes. This shows that the application of *the discovery learning model* assisted by picture card media can improve the learning outcomes obtained by students. In cycle 1, the meeting of 2 students who completed was 57% while the students who did not complete were 43%. In cycle 2, 1 student completed 71% of the meeting, while 29% did not complete it. Meanwhile, in cycle 2, 2 students who completed were 90% while students who did not complete were 10%.

The application of the *discovery learning model* learning strategy assisted by picture card media in improving student learning outcomes has increased significantly, this is evidenced by data observation sheets conducted by observers and the results of student observation sheets increased from cycle 1 to cycle 2. The student observation sheet used contains 10 statements that are guided by indicators of student learning outcomes. At the initial meeting, of course, students need time to adapt to different learning activities in the usual meetings that are applied in their classes. However, at the next meeting, students seemed to have begun to get used to learning activities. Then on the teacher's observation sheet, it can be seen that each cycle has increased from cycle 1 to cycle 2. This proves that the actions taken by teachers in the process of implementing learning to implement the *discovery learning model* assisted by picture card media have been successfully carried out.

CONCLUSIONS

The implementation of the Discovery Learning model assisted by picture card media effectively improved the Indonesian language learning outcomes of Grade III C students at SD Negeri 010 Ujung Batu. Students' achievement showed continuous improvement across the two research cycles. The average score increased from 71.43 in Cycle I Meeting 1 to 84.76 in Cycle II Meeting 2. Likewise, the number of students achieving mastery learning increased from 10 students in the first meeting to 19 out of 21 students (90.47%) in the final meeting, exceeding the predetermined classical mastery criterion of 80%. These results indicate that the integration of Discovery Learning with picture card media created a more active, engaging, and meaningful learning environment that encouraged student participation and understanding. Although two students had not yet achieved mastery due to differences in initial reading ability, text comprehension, and vocabulary knowledge, the overall learning outcomes improved significantly. Therefore, the study concludes that Discovery Learning assisted by picture card media is an effective instructional approach for enhancing Indonesian language learning outcomes in elementary school students. Future studies are recommended to explore other innovative learning models and media to further improve student engagement and academic achievement in different educational contexts.

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