

## Analysis learning evaluation in Indonesian language subjects: An Islamic educational perspective at grade v of sdn 16 Bengkulu city

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### ABSTRACT

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Learning evaluation is an essential component of the educational process, including within the framework of Islamic education, which emphasizes the balanced assessment of cognitive, affective, and psychomotor domains. This study aimed to analyze the implementation of learning evaluation in Indonesian language subjects from an Islamic educational perspective among Grade V students at SDN 16 Bengkulu City. A descriptive qualitative approach was employed, involving Indonesian language teachers and students as research participants. Data were collected through observation, interviews, and documentation and analyzed using data reduction, data display, and conclusion drawing techniques. The findings revealed that learning evaluation was conducted through both test and non-test assessments; however, test-based evaluation remained more dominant. Non-test assessments, particularly those related to language skills and character development, were not implemented and documented optimally. Several challenges were identified, including limited instructional time, inconsistency in non-test assessment practices, and remedial activities that primarily relied on retesting. From an Islamic educational perspective, these findings indicate that the evaluation process has not fully reflected a holistic assessment that integrates knowledge, skills, and character. Therefore, strengthening authentic assessment practices and improving the implementation of non-test evaluation are necessary to support more comprehensive student development.

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## Introduction

The goal of elementary schools is to create or prepare students to have the skills to continue to higher levels of education. One effort made to achieve this goal is to improve student achievement. Elementary schools are the first formal education to prepare students' basic potential in order to pursue higher education, so that children have strong abilities or provisions and interact in social life. (Suparlan, 2020) Education in elementary schools (SD) plays a crucial role in developing students' basic language and literacy skills. In particular, learning Indonesian serves as the main foundation so that students are accustomed to using good and correct Indonesian both orally and in writing.

Language plays a crucial role in society, particularly in the context of elementary school education. Language is not only a means of communication but also an integral

part of the growth and development of students in interacting with their social environment. Language learning is not merely intended to introduce vocabulary or sentence structure, but rather serves as the primary foundation for shaping students' ways of thinking, behaving, and behaving in everyday life. The importance of language development is in line with Government Regulation of the Republic of Indonesia Number 57 of 2014 concerning National Education Standards. This regulation emphasizes that language development is a strategic effort to improve the quality of language use through the learning process at every type and level of education, as well as through the dissemination of good and correct language use to all levels of society (Delmawita and Latif, et al., 2025). In Islam, language skills hold a crucial position because language is a tool for conveying truth, knowledge, and good values. Allah SWT states in QS. Ar-Rahman verses 1–4 that Allah taught the Qur'an, created humans, and taught them eloquence (al-bayan). This verse shows that language ability is a gift that must be developed through the educational process.

Indonesian language learning in elementary schools plays a strategic role in developing students' basic skills, not only in language but also in developing critical thinking and literacy skills. As a subject that fosters student activity and serves as a means of communication, Indonesian language learning in elementary schools aims to equip students with the knowledge, skills, creativity, and attitudes that underlie general learning objectives. (Yani, 2025)

Therefore, implementing learning evaluations, both through tests and non-tests, is crucial for measuring students' understanding of the material and for monitoring their language development throughout the learning process. Appropriate evaluations also help teachers identify areas that need reinforcement through remedial or enrichment programs, ensuring optimal achievement of learning objectives (Wulandari et al., 2025).

From an Islamic perspective, educational evaluation is not only oriented towards measuring academic learning outcomes but also considers the holistic development of students, encompassing intellectual, moral, social, and spiritual aspects (Azmiy et al., 2024). In the context of school implementation, evaluation serves not only as a tool for measuring learning outcomes but also as feedback for teachers and schools to improve the learning process. Implementing evaluations that combine tests (e.g., oral/written tests) and non-tests (e.g., practical assessments) allows teachers to view student competencies more holistically, not only limited to cognitive aspects but also concrete language skills. This is especially important in elementary schools, where students' language and literacy development is highly dynamic and influenced by their social environment and family background.

Based on initial observations conducted at SDN 16 Bengkulu City, it was found that the evaluation practices of Indonesian language learning in both schools still emphasize the use of written tests such as daily tests, midterm assessments, and final assessments. Although teachers have implemented non-test evaluations such as reading and speaking practice assessments, their implementation has not been optimal and sustainable. In practice, non-test evaluations are often not systematically documented, so the results are not used to improve subsequent learning processes. Furthermore, several teachers reported that some students still experience difficulties in achieving the Minimum Completion Criteria (KKM), especially in aspects of language skills such as speaking and writing. When students have not reached the KKM, remedial measures are provided, but remedial measures are more often in the form of retests

rather than alternative approaches that are more appropriate to the characteristics of Indonesian language learning. This condition indicates the need for a more comprehensive evaluation between tests and non-tests so that student abilities can be measured more fully, especially in the context of the two schools that are the focus of this study.

This situation raises concerns that learning evaluations do not fully reflect students' language proficiency profiles, even though in elementary school, language competency development involves more than just memorizing material, but also mastery of literacy, communication skills, and language use in real-world contexts. These initial observations underpin the urgency of research describing how Indonesian language test and non-test evaluations are implemented, the obstacles encountered, and their implications for the quality of learning in elementary schools.

Several previous studies are relevant as references for understanding the practice of Indonesian language evaluation in elementary schools and other levels of education. I Gusti's (2025) research emphasizes that measurement, assessment, and evaluation have their respective roles in education and are interconnected. For example, measurement in education can be carried out through various tests that will later produce scores. (Dewi, 2025) Suci's (2024) research highlights and explains the innovation of non-paper-based assessments that can increase student engagement, develop communication skills, and encourage creativity and self-expression. In addition, this method also facilitates independent and collaborative learning, provides constructive feedback, and offers greater flexibility and accessibility in the learning process. Thus, this innovation has the potential to significantly improve the quality of Indonesian language learning in grade 8. (Oktaviani, et al., 2024) Furthermore, Aisyah's (2025) research states that evaluation and assessment in Indonesian language learning in elementary schools are very important for measuring learning achievement and improving the quality of education. This process must be carried out systematically with clear objectives, appropriate techniques, and structured information collection (Aisyah, 2025).

Based on previous research, most studies focus more on the conceptual aspects of learning evaluation, such as the role of measurement, assessment, and evaluation in general, as explained by I Gusti (2025), or focus on non-paper-based assessment innovations, as described by Suci, at the secondary education level. Meanwhile, Aisyah's research discusses the importance of evaluation in elementary schools, but is still limited to theoretical explanations without describing the practice of its direct implementation in the classroom. Thus, it can be seen that there is still very little research that describes in detail the implementation of a combination of test and non-test evaluation in Indonesian language learning at the elementary school level, especially those that describe the real conditions in the field and the obstacles faced by teachers. This indicates a gap in empirical research regarding how evaluation is implemented concretely in certain schools, including how teachers conduct remedial when students have not reached the Minimum Competency (KKM). Therefore, this study aims to fill this gap by presenting factual and contextual data from SDN 16, Bengkulu City, as the research location.

The novelty of this research lies in its focus on specifically describing the implementation of combined test and non-test evaluation in Indonesian language learning at the elementary school level, a field that has not been widely studied empirically. Unlike previous research that was conceptual in nature or focused on assessment innovation at the secondary level, this study provides a concrete picture of

how such evaluation is implemented at SDN 16, Bengkulu City, including the obstacles that arise in practice. Furthermore, this study presents a new contribution through an in-depth analysis of the implementation of remedial measures for students who have not achieved the Minimum Competency (KKM) as part of the evaluation cycle, thus providing a more comprehensive and contextual perspective in understanding the quality of Indonesian language learning evaluation in elementary schools.

This research is important because it provides a deeper understanding of how Indonesian language learning evaluation, both test and non-test, is implemented in elementary schools, particularly at SDN 16, Bengkulu City. The findings of this study can serve as a basis for teachers, schools, and policymakers to improve the evaluation system to make it more comprehensive, accurate, and appropriate to student characteristics. Furthermore, the results of this study provide empirical information that has not been widely available, especially regarding obstacles to evaluation and the implementation of remedial measures when students have not reached the Minimum Competency (KKM). Thus, this research plays a significant role in improving the quality of Indonesian language learning and supporting the development of more effective and equitable evaluation in elementary schools.

### **Method**

This study uses a qualitative research type with a descriptive approach that aims to describe in depth the implementation of test and non-test learning evaluation in the Indonesian Language subject in grade V of SDN 16 Bengkulu City. The research design used is descriptive qualitative, which focuses on direct observation of evaluation practices carried out by teachers and student responses in the learning process without any treatment or experiment. Participants in this study consisted of Indonesian Language teachers and grade V students of SDN 16 Bengkulu City, with the sampling technique used is purposive sampling, namely the selection of subjects based on the consideration that they are directly involved in the learning evaluation process. The research instruments include observation sheets, interview guidelines, and documentation, while data collection techniques are carried out through observation of the learning and evaluation process, interviews with teachers and students, and collection of documents such as test results, assessment records, and learning administration. Data analysis was carried out using descriptive qualitative techniques through the stages of data reduction, data presentation, and drawing conclusions to obtain a systematic picture of the implementation of test and non-test evaluation. This research was conducted in the even semester of the 2025/2026 academic year at SDN 16 Bengkulu City with an implementation time of approximately one month, starting from initial observation, data collection in the field, to the analysis stage and preparation of research results.

### **Results and Discussion**

Based on the results of research conducted in grade V of SDN 16 Bengkulu City, it was found that the implementation of Indonesian language learning evaluation has been carried out through two main forms, namely test and non-test evaluation. These two forms of evaluation are used to measure students' abilities in both cognitive aspects and language skills. However, in practice, the implementation of both types of evaluation has not been carried out in a balanced manner and various obstacles still exist that affect their effectiveness. The main findings of this study focused on how the implementation of test and non-test evaluations was carried out and the obstacles encountered in their implementation.

## **Implementation of Test and Non-Test Evaluation in Indonesian Language Learning**

The implementation of test evaluation in Indonesian language learning in fifth grade at SDN 16, Bengkulu City, remains the most dominant form of assessment used by teachers. This evaluation is conducted through various forms, such as daily tests, midterm assessments, and final assessments. Through test evaluation, teachers can measure students' level of understanding of the material taught, particularly in cognitive aspects such as reading comprehension, vocabulary use, and mastery of language structures. The use of test evaluation is considered more practical and easier to process, so it is more frequently implemented in daily learning activities.

On the other hand, non-test evaluations have also been implemented by teachers, although they have not been implemented optimally. The forms of non-test evaluation used include practical assessments of reading, speaking, and writing, which aim to directly measure students' language skills. However, their implementation is still incidental and not yet ongoing. Furthermore, the assessment instruments used in non-test evaluations have not been systematically developed, resulting in poorly documented assessment results and underutilization as evaluation materials for improving learning.

Furthermore, when implementing remedial courses for students who have not yet met the Minimum Completion Criteria (KKM), teachers still tend to use retests as a form of improvement. This approach indicates that evaluation still focuses on improving grades, rather than on improving students' overall language skills. However, in Indonesian language learning, non-test evaluations such as speaking or writing practice should be utilized as remedial alternatives that are more appropriate to the characteristics of the subject. This suggests that the implementation of test and non-test evaluations still needs to be developed to provide a more comprehensive picture of student abilities.

### **Obstacles in the Implementation of Test and Non-Test Evaluation**

One of the main obstacles to implementing test and non-test evaluations is limited learning time. The time available during the learning process is often insufficient to conduct in-depth non-test evaluations, such as speaking or writing practice assessments, which require more time. Consequently, teachers prefer to use test evaluations, which are considered more efficient and easier to administer within the limited timeframe.

Furthermore, teachers also face challenges in developing appropriate and systematic non-test evaluation instruments. Assessing language skills such as speaking and writing requires clear and structured assessment criteria, but not all teachers have a sufficient understanding of how to develop such instruments. Lack of training and guidance on non-test evaluation techniques also contributes to suboptimal evaluation implementation.

Other obstacles include the high administrative burden on teachers and factors within the students themselves. Teachers often struggle to document non-test assessment results in a structured manner due to time constraints and the sheer number of administrative tasks. Furthermore, differences in student ability and confidence levels also influence evaluation results, particularly in speaking skills. Some students still lack the confidence to perform or express their opinions, resulting in assessment results that do not fully reflect their true abilities. This suggests that more optimal efforts are needed to overcome these obstacles so that learning evaluation can be carried out effectively and comprehensively.

To strengthen the main findings, the research results are presented in a descriptive table depicting the implementation of test and non-test evaluations in Indonesian language learning in fifth-grade students at SDN 16, Bengkulu City. This data presentation aims to provide a clearer picture of the differences in characteristics, implementation, and utilization of the two types of evaluation in the field.

**Table.1 Comparison Table of Test and Non-Test Evaluation Implementation**

<b>Evaluation Aspect</b>	<b>Test Evaluation</b>	<b>Non-Test Evaluation</b>
<b>Assessment Form</b>	Daily tests, Mid-Semester Assessment (PTS), and Final Semester Assessment (PAS)	Reading, speaking, and writing performance assessments
<b>Assessment Purpose</b>	To measure students' mastery of learning materials and cognitive achievement	To assess students' language skills and competencies
<b>Implementation</b>	Conducted regularly according to a predetermined schedule	Conducted incidentally based on instructional needs
<b>Assessment Instruments</b>	Written tests in the form of multiple-choice and essay questions	Assessment instruments have not been systematically developed
<b>Documentation</b>	Well-organized and properly documented	Documentation remains limited and less systematic
<b>Utilization of Results</b>	Used as a basis for determining students' academic achievement	Not yet optimally utilized for instructional improvement
<b>Remedial Action</b>	Conducted through retesting	Rarely conducted through performance-based practice or skill assignments

Based on the table above, it can be seen that test evaluations are more structured and conducted routinely than non-test evaluations. Test evaluations have a clear scoring system and neat documentation, making them easier for teachers to use in determining student learning outcomes. Meanwhile, non-test evaluations, although conducted, lack a well-organized system, both in terms of instruments and documentation.

Furthermore, data visualization also shows that the utilization of non-test evaluation results is still suboptimal. Practical assessment results, such as reading and speaking, are not fully utilized as a basis for improving the learning process or implementing remedial measures. This differs from test evaluations, where results are directly used to determine student grades and follow-up learning.

Thus, this data visualization clarifies the disparity in the implementation of test and non-test evaluations. Test evaluations are more dominant and systematic, while non-test evaluations still need to be developed to provide a more comprehensive picture of student abilities, particularly in language skills. This finding underscores the importance of balancing the use of both types of evaluation to optimally achieve Indonesian language learning objectives.

The results of the study indicate that the implementation of Indonesian language learning evaluation in grade V of SDN 16 Bengkulu City has used two forms of evaluation, namely tests and non-tests, but the implementation has not been carried out in a balanced manner. Test evaluation is still the most dominant form used by

teachers because it is considered more practical and easier to process the results. Meanwhile, non-test evaluations such as reading, speaking, and writing practice have been implemented, but have not been carried out systematically and continuously. This causes the evaluation results to not fully reflect students' overall abilities, especially in the aspect of language skills.

Furthermore, the research results also show that remedial implementation still focuses on retests, thus failing to significantly improve language skills. Obstacles such as time constraints, a lack of understanding in developing non-test instruments, and teachers' administrative burdens are the main factors contributing to the suboptimal implementation of evaluations. On the other hand, student factors such as differences in ability and self-confidence also influence evaluation results, particularly in speaking skills.

In the final section of the analysis, these findings are reinforced by the theory that effective learning is not a one-way process but requires active student involvement in the learning process (Nurussofa & Astuti, 2023). An optimally utilized learning environment can help students develop critical and analytical thinking skills (Setiyaningsih et al., 2020). Furthermore, appropriate learning strategies will create a pleasant learning atmosphere and increase student engagement (Andriani et al., 2025). Students with high motivation tend to be more active and energetic in learning (Nisak & Wicaksono, 2025), which aligns with the concept of active learning, which emphasizes students' intellectual and emotional involvement in learning (Wulandari, 2022). Therefore, learning evaluation should not only focus on tests but also optimize non-test evaluations to support more active and comprehensive student engagement.

The results of this study align with research by I Gusti (2025), which states that measurement, assessment, and evaluation play interrelated roles in education. In the context of this study, the dominant test evaluations indicate that the measurement process is still more focused on grades, as explained in the study. However, this study also shows that using evaluations that focus solely on tests is insufficient to fully describe student abilities.

Furthermore, this research is also supported by Suci's (2024) findings, which emphasize the importance of innovation in non-paper-based assessments to increase student engagement and develop communication skills. Although Suci's research context is at a different level, the concept is relevant to the results of this study, which shows that non-test evaluations such as speaking and writing practice can increase student engagement if implemented optimally. However, in this study, the implementation of non-test evaluations was still not optimal, so this potential was not fully achieved.

Furthermore, the results of this study align with Aisyah's (2025) research, which states that learning evaluation must be conducted systematically with appropriate techniques and structured information collection. This study found that non-test evaluations were not systematically conducted and poorly documented, thus failing to provide comprehensive information regarding student abilities. This indicates that evaluation practices in the field still need to be improved to align with ideal evaluation principles.

The results of this study provide important implications for teachers and schools in improving the quality of Indonesian language learning evaluations. Teachers need to develop a more balanced evaluation process, combining tests and non-tests, to holistically measure students' abilities, not only in cognitive aspects but also in language skills. Furthermore, teachers need to improve their competence in

developing systematic and easy-to-use non-test evaluation instruments so that assessment results can be properly documented and utilized to improve learning.

Another implication is the importance of innovation in evaluation implementation, such as the use of more varied and contextual practical assessment methods. Schools are also expected to provide support in the form of training or mentoring to teachers regarding effective evaluation techniques. Thus, learning evaluation can become a tool that not only measures learning outcomes but also supports a more active, meaningful, and student-centered learning process.

## Conclusion

Based on the findings, it can be concluded that the evaluation of Indonesian language learning in Grade V of SDN 16 Bengkulu City has incorporated both test and non-test assessments, including written and oral tests, observations, and speaking and reading practices. However, test-based evaluation remains more dominant, resulting in a less comprehensive assessment of students' language competencies, particularly their practical skills. Several challenges were identified, including limited instructional time, inadequate documentation of non-test assessment results, and remedial activities that primarily rely on retesting. Despite these constraints, teachers continue to utilize evaluation as an essential component of the learning process. The findings highlight the importance of integrating test and non-test assessments to support authentic evaluation that encompasses students' knowledge, skills, and attitudes. Future studies are recommended to involve a wider range of schools and explore innovative or digital-based assessment models to enhance the quality and effectiveness of Indonesian language learning evaluation.

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