

STRENGTHENING THE UNDERSTANDING OF THE QUR'AN WITH THE USE OF INDONESIAN ASSISTED BY THE MILLIONAIRE QUIZ GAME APPLICATION

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ABSTRACT

In the learning process, the TPQ language of instruction often uses regional languages and Arabic. This is one of the obstacles for students who do not understand Arabic and regional languages because they come from various backgrounds so they have difficulty understanding Al-Qur'an material. This research aims to strengthen understanding of the Al-Qur'an in the Al-Qur'an Education Park using Indonesian based on the billionaire quiz game application. This research used a quantitative approach carried out at the Al-Qur'an Education Park at the Darul Falah Islamic Boarding School, West Bandung. The method in this research uses a survey method and an independent sample t-test. The population in this study was all students at the Darul Falah Islamic Boarding School. The sample in this study consisted of male and female students in classes V A and V B, numbering 15 and 20 for a total of 35 students. In this study, it can be concluded that the average scores obtained by male and female students were 82.67 and 850. Meanwhile, the standard deviation scores were 5,627 and 5,104 with a total of 2,996. In the research, it was found that the pretest and posttest scores showed that there was no correlation or significant difference in the understanding of the Qur'an in the use of Indonesian based on the millionaire quiz game application.

Keywords: Understanding the Koran, using the Indonesian, millionaire quiz game application

ABSTRAK

Proses pembelajarannya bahasa pengantar TPQ seringkali menggunakan bahasa daerah dan bahasa Arab. Hal ini menjadi salah satu kendala bagi santri yang belum memahami kemampuan bahasa Arab dan juga bahasa daerah karena dari berbagai latar belakang santri yang berbeda sehingga mereka kesulitan untuk memahami materi Al-Qur'an. Penelitian ini bertujuan untuk memperkuat pemahaman Al-Qur'an di TPQ dengan penggunaan Bahasa Indonesia berbantuan aplikasi game kuis milioner. Penelitian ini menggunakan pendekatan kuantitatif yang dilaksanakan di Taman Pendidikan Al-Qur'an Majelis Ilmu Darul Mahabbah Bandung Barat. Metode pada penelitian ini menggunakan metode survey dan uji independent sample t test. Adapun populasi pada penelitian ini adalah seluruh santri di Majelis Ilmu Darul Mahabbah. Adapun sampel pada penelitian ini terdiri dari santri laki-laki dan perempuan pada kelas VA dan VB berjumlah 15 dan 20 maka total jumlah sebanyak 35 santri. Penelitian yang disimpulkan ditemukan = nilai rata-rata yang diperoleh pada siswa laki-laki dan perempuan sebesar 82.67 dan 850. Sedangkan nilai standar deviasinya adalah 5.627 dan 5.104 dengan total sebesar 2.996. Pada penelitian di dapatkan bahwa nilai pretest dan posttest menunjukkan tidak adanya keterkaitan dan perbedaan yang berarti pada pemahaman Al-Qur'an dalam penggunaan Bahasa Indonesia berbantuan aplikasi game kuis milioner.

Kata Kunci: Pemahaman Al-Qur'an, Penggunaan bahasa Indonesia, aplikasi game kuis milioner

INTRODUCTION

The Qur'an Education Park (TPQ) which offers Qur'an learning has a crucial role in instilling Islamic values and increasing religious understanding for the nation's next generation. The Al-Qur'an Education Park (TPQ) is present as an oasis that soothes the soul in the midst of the onslaught of modernization and secularization. In this place, the next generation is invited to enjoy the beauty of the Qur'an, gain religious knowledge, and inculcate the noble values of Islam. TPQ is very important to instill faith and noble morals in children more than just teaching them to read and memorize scriptures. They are guided to know the meaning of the Qur'an, understand its values, and apply it in daily life under the guidance of dedicated teachers and teachers.

TPQ is a second home for children to learn about sharia, worship, and Islamic faith. Here, they are not only taught about the pillars of faith and Islam, but also taught noble morals such as honesty, compassion, and caring. Qur'an learning at TPQ pays attention to cognitive and psychomotor aspects in addition to affective and psychomotor aspects. Children are encouraged to follow Islamic principles in their daily lives, such as prayer, fasting, and noble morals. TPQ is the hope to be able to produce young generations who have faith, piety, and noble character through continuous coaching. This generation will understand the Qur'an and use it as a guide for life so that they can face various obstacles in the future. TPQ has an important role in Islamic education. Its role as an important pillar in realizing the nation's goal of producing a superior next generation with character, and always adhering to noble religious values.

The learning process is that the language of instruction for TPQ often uses regional languages and Arabic (Sunardi, 2022). These two languages are used to help each other in building a generation of Qur'anis who are proficient and characterful. That is, regional languages are used as a basic language to help students communicate and understand the material. This is especially important for preschoolers who are still in the early stages of learning a language. Using the local language can encourage them to learn more and better understand the basic concepts of the Qur'an. Then as the main language of instruction to study the Qur'an, Arabic is used so that students can understand the meaning of the holy verses directly and become familiar with the original language. By learning Arabic, students also have the opportunity to learn various other fields of Islamic science that use Arabic.

But this is one of the obstacles for students who do not understand the ability of Arabic and also regional languages because they come from various different backgrounds so that they have difficulty understanding the material of the Qur'an (Desrinelti et al., 2021). At the Al-Qur'an Education Park (TPQ), there are many different backgrounds of students, which causes many challenges in the learning process, especially in terms of understanding the Qur'an. Some students may not be proficient in speaking Arabic or regional languages, which can be a barrier for them to understand the material well. If the students are not proficient in speaking Arabic, which is found in the Qur'an, students may feel frustrated or depressed and not interested in learning. On the other hand, the inability to understand the regional language of instruction, which is the language often used in TPQ, can also be an obstacle for students to receive explanations and instructions from teachers.

The role of Indonesian as the language of instruction in the world of education can unite various different backgrounds (Sijabat et al., 2024). Indonesian language serves as a unifier of the nation in the midst of Indonesia's cultural and ethnic diversity. Its role is very important in society and education. The use of Indonesian as the language of instruction in the learning process helps students from different backgrounds interact with each other as well as as a unifying language, students can easily interact and communicate with each other, reducing language barriers and allowing them to understand each other, exchange ideas, and learn together. Indonesian is not only a means of communication but also a bridge of culture. By using them, students can learn about the customs and cultures of others, foster mutual respect and tolerance, and strengthen Indonesia's sense of unity. Indonesian as the language of instruction makes it easier for teachers and students to collaborate in the world of education. Imagine a class made up of students from different backgrounds and native languages. Communication and knowledge transfer would be difficult without a unifying language. Indonesian helps all students understand that students can collaborate, speak, and exchange information without language barriers because they are united in one language that is understood together. Cultural and ethnic diversity has turned into a wealth that enriches the Indonesian teaching and learning process in the world of education more than just a means of communication; It instills a sense of nationalism and unity.

This unifying language instills awareness of the identity of the Indonesian nation since childhood. The students learn to understand cultural diversity, appreciate differences, and work together for mutual progress. Indonesian as the language of instruction affects cognitive,

affective, and psychomotor. Communication and interaction in one language can foster confidence, tolerance, and mutual cooperation. Indonesian language plays an important role in realizing inclusive and quality education for all Indonesians. This language enables the unity, understanding, and progress of the nation, leading the next generation to a glorious future. The role of Indonesian as an introduction can enrich Indonesian vocabulary and understanding, increase students' motivation and participation in learning at TPQ, and foster interest in learning the Qur'an more fun which can be integrated with learning innovations using millionaire quiz game applications. Technology can be an effective tool to achieve goals in the modern era. One example is by incorporating innovation in learning through the millionaire quiz game app, which can be a more fun and interactive way to foster interest in learning the Qur'an. This interesting and challenging way of playing can encourage students to continue learning and understanding the content of the Qur'an. One of the advantages of using the millionaire quiz game application in learning the Qur'an at TPQ is as follows:

1. Fun and interactive, educational games can increase students' desire to learn. This will make them more challenged and enthusiastic to study the Qur'an.
2. Encourage students to actively participate in the teaching and learning process.
3. Expand their understanding of Qur'an material through educational games. They will be more active in answering questions, speaking, and completing tasks.
4. Help them learn visually, auditory, and kinesthetics. They will feel happy and enthusiastic to learn the Qur'an because it is like playing a game.

The Qur'an learning process at TPQ also still faces several obstacles, such as the lack of interest in children's learning (Ramadhani & Wulandari, 2022), difficulties in understanding Arabic (Sa'diyah & Abdurahman, 2021), lack of interesting learning media (Islamiyah et al., 2022), suboptimal teacher motivation (Yuliyanti et al., 2022), and lack of parental support (Fuad & Masuwd, 2023). These obstacles result in the children's understanding of the Qur'an in TPQ which is not optimal. Therefore, innovative solutions are needed to increase the effectiveness of learning the Qur'an at TPQ, one of which is the use of Indonesian as the language of instruction and the millionaire quiz game application as an interesting and interactive learning medium. It is hoped that with this innovative solution, students at TPQ can learn the Qur'an better and increase their love for Islam.

Then research that correlates with learning the Qur'an at TPQ is still relatively rare. Previous research has emphasized the effectiveness of Qur'an learning in formal schools (Kuswandi & Putri, 2021; Saem et al., 2020; Supriatna et al., 2021; Triani & Putra, 2023), with various learning models in their application. So that this research offers novelty with the application of learning in learning the Qur'an which is assisted by innovative with the use of millionaire quiz game applications. As for holistically, learning is implemented in Indonesian teaching, where Indonesian teaching requires literacy that allows students to better understand the things implicit in a sentence.

Thus, to fill the gap in the previous research, this study aims to strengthen the understanding of the Qur'an in TPQ with the use of Indonesian with the help of a millionaire quiz game application. This research is expected to provide *insights* and *something new* to strengthen research in the future where conventional learning has begun to be renewed with more innovative learning and utilizing technology. Given the development of today's times, technological developments are very accelerating in their transformation like exponential. In addition, humans who are faced with technology need distinctive *skills* to be able to coexist with *Artificial Intelligence*.

METHOD

This research uses a quantitative approach carried out at the Al-Qur'an Education Park of the Darul Mahabbah Majlis Ilmu Bandung Barat. The method in this study uses the survey method and the independent sample t test (Sugiyono, 2021). The population in this study is all students at the Darul Mahabbah Science Council. The sample in this study consisted of male and female students in VA and VB classes with a total of 15 and 20, so the total was 35 students. The instrument used is a test with an examination of data analysis needs. This is done to ensure that the data meets the requirements of the analysis. The normality test was carried out in this study using the Kolmogorov-Smirnov method and the SPSS program. One of the requirements for conducting parametric statistical data analysis is data with normal distribution. The purpose of the normality test is to determine whether the data obtained has normal distributed data. To test the normality of the data, the Kolmogorov-Smirnov method compares the observed distribution of data with the standard normal distribution. SPSS (Statistical Package for Social Sciences) is a statistical program that helps the data analysis process. The program has many features for performing statistical data analysis, such as the Kolmogorov-Smirnov normality

test. By conducting a test of the data analysis requirements, researchers can ensure that the data obtained is valid and meets the assumptions necessary to conduct further data analysis. This will improve the quality and credibility of the research results.

Independent two-sample t-test testing is a type of parametric statistical test with the aim of testing the average difference data between 2 unpaired or independent data groups. Hypothesis zero (H_0) was tested by a t-test of two independent samples, which showed that there was no significant difference between the average of two unpaired or independent data groups. In other words, both data groups are considered to be from the same population and each has the same average.

Testing on independent samples was carried out on two data to be compared from different individual samples. The independent t-Test assumption that must be met is that the data in both groups must be from the interval or ratio data category, which means they have significant sequence and distance. The data from each group must be unpaired or independent of each other. In other words, data from one group has no relationship with data from another group. The data in both groups should be normally distributed, which means that they are symmetrically distributed around their mean values. In the t-test of two independent samples, the assumption of homogeneity of variance is not required. This means that the variation, or variance, in both groups does not have to be the same.

The t-test of two independent samples cannot be used if the assumption of the normality of the data is not met. An independent t-test of two samples cannot be used if the assumption of the normality of the data is not met. Researchers can then use the Mann Whitney test, which is a nonparametric statistical test. The Mann Whitney test is a non-parametric statistical test whose function is to test the null hypothesis that there is no significant difference between the median of two unpaired or independent data groups. This test is carried out if the data obtained is not normally distributed because it does not have an assumption of normality.

RESULT AND DISCUSSION

Result

The data analyzed in this study are pretest and post test data obtained from male and female students in different classes. This means showing data collected from two groups of students, namely male and female students, which are separated based on certain abilities or features. Pretest and posttest data allow researchers to be able to measure the changes that occur

in students after interventions or learning process programs. The pretest is conducted before the intervention or learning program, and the posttest is conducted after the intervention or learning program. In this study, data were collected from differentiated classes, so that researchers could analyze the data generated from the differences between male and female students in terms of their learning progress after different learning interventions or programs, with the aim of providing more individualized and effective learning for each student. Analysis of pretest and posttest data from different male and female students can provide important information about how effective a learning program or intervention is for different groups of students.

Here is the output data that can be generated from the calculation using the SPSS application.

Table 1. Output Data Statistik Deskriptif

Kelas	Mean	Std. Deviasi	N
V A	82.67	5.627	15
V B	850	5.104	20

The results of table 1 show the number of male students in the VA class and female students in class V B as many as 15 and 20 with a total of 35 students. The average score data obtained for male and female students was 82.67 and 850. Meanwhile, the standard deviation values are 5,627 and 5,104 with a total of 2,996. This data analysis was carried out to find out the students' understanding of the Qur'an on the use of Indonesian with the help of the millionaire quiz game application. Furthermore, the pre-test scores of the two classes were tested for normality. This is done using the Kolmogorov Smirnov test to be at a significant criterion $\alpha = 0.05$.

Table 2. Output Uji Normalitas Data *Pre-test*

Kelas		Kolmogorov-Smirnov ^a		
		Statistic	Df	Sig.
Nilai	V A	.224	15	.042
	V B	.216	20	.016

The results of Table 2 of the significance values for classes V A and V B show data of 0.042 and 0.016. The resulting data showed a significance value of < of 0.05. The pre-test data

of classes V A and V B were concluded to be not normally distributed. For data accuracy, the levene test is used.

After the normality test and it is known that the data of classes V A and V B are not normally distributed, then a variance homogeneity test is carried out. To test the homogeneity of variance, the researcher will use the SPSS *Statistics for windows* software with *Homogeneity test statistics*, to find out whether the data belongs to the homogeneous or non-homogeneous category.

Table 3. Result Output Uji Homogenitas Data Pre-test menggunakan uji Levene

Levene Statistic	df1	df2	Sig.
2.220	1	33	.146

According to Table 3, the significance value is 0.146, greater > than 0.05 therefore the H0 hypothesis is accepted. This means that the variance data from both classes is homogeneous or has the same variance value. Thus, data processing will be continued with the Mann-Whitney test.

Table 4. Output Uji Mann Whitney

	Nilai
Mann-Whitney U	148.500
Z	-.051
Asymp. Sig. (2 Tailed)	.960

The results obtained based on Table 4 the significance value is 0.960 > or greater than 0.05 therefore H0 is rejected. This shows that there is no difference in the students' understanding of the Qur'an in the use of Indonesian with the help of the millionaire quiz game application.

This data analysis was carried out to find out the students' understanding of the Qur'an on the use of Indonesian with the help of the millionaire quiz game application. Furthermore, the post-test scores of the two classes were tested for normality. This was determined by using the Kolmogorov-Smirnov test at the significance level $\alpha = 0.05$. The formulation through the statistical hypothesis of testing the normality of *pre-test* scores is as follows:

Table 5. Knowing the Results Output Uji Normalitas Data Pre-test

	Kelas	Kolmogorov-Smirnov ^a		
		Statistic	Df	Sig.
Nilai	V A	.190	15	.153
	V B	.208	20	.024

Based on Table 5, the significance values for classes V A and V B are 0.153 and 0.02. Data show the acquisition of a significance value < 0.05 . The post-test data of classes V A and V B are not distributed normally. The Levene test is used next.

The normality test was obtained and it was found that the data of classes V A and V B were unnormally distributed, then the variance homogeneity test was carried out. To test the homogeneity of variance was carried out using the SPSS *Statistics 27 for windows* software with *Homogeneity test statistics* to find out if the data belongs to the homogeneous or non-homogeneous category. This statistical test was carried out because the two samples taken were independent. The formulation of the statistical hypothesis of the homogeneity of the *post-test* data variant is.

Table 6. Output Results Data Homogeneity Test *Post-test* and Levene test

Levene Statistic	df1	df2	Sig.
.213	1	33	.647

From Table 6 above, the significance level value is 0.647 or greater $>$ than 0.05, then the H_0 hypothesis is accepted. With the results, there is variance from both classes that are homogeneous or have the same variance value. Thus the data processing will be carried out by Mann-Whitney testing.

Tabel 7. Output Uji Mann Whitney

	Nilai
Mann-Whitney U	13000
Z	-.541
Asymp. Sig. (2 Tailed)	.589

From Table 7, it was found that the results of the significance value showed that there was no difference in the understanding of the Qur'an for students in the use of Indonesian with the help of the millionaire quiz game application.

Based on the results of statistical testing, the selection of the two classes, namely V A and V B which were used as research samples, came from an abnormally distributed population. This can be seen from the significant value of less than 0.05 in the Pretest or based on the data distribution of the Normal Q-Q shown in the following figure.

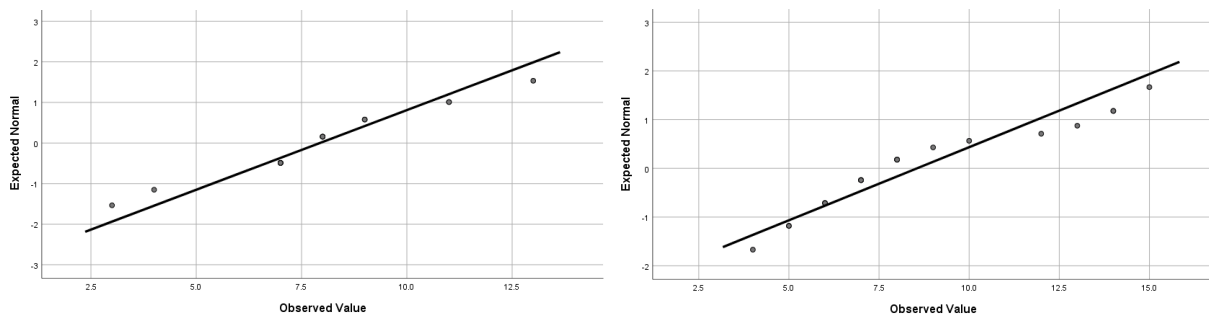


Figure 1. Normal Q-Q Pretest

Based on figure 1 above, the Normal Q-Q Plot of pre-test *scores* for classes V A and V B in the Indonesian study assisted by the millionaire quiz game application appears data or the dots of the diagram are not spread around the diagonal line and the dots are far from each other from the line, so it can be said that the data is not normally distributed.

Then a data homogeneity test was carried out which showed that the data had the same variance in its distribution, this was evidenced by the significance value in the levene test which was above 0.05. Based on this, the next test was the Mann Whitney Test because the data obtained was not normally distributed. As for the data distribution normally, it is followed by an independent sample t test. Based on the non-parametric statistical tests carried out, it was shown that the pretest data from the two classes did not have a significant difference. This is evidenced by a significance value above 0.05.

However, the students' posttest data showed the spread of Normal Q-Q data, as shown in the figure below.

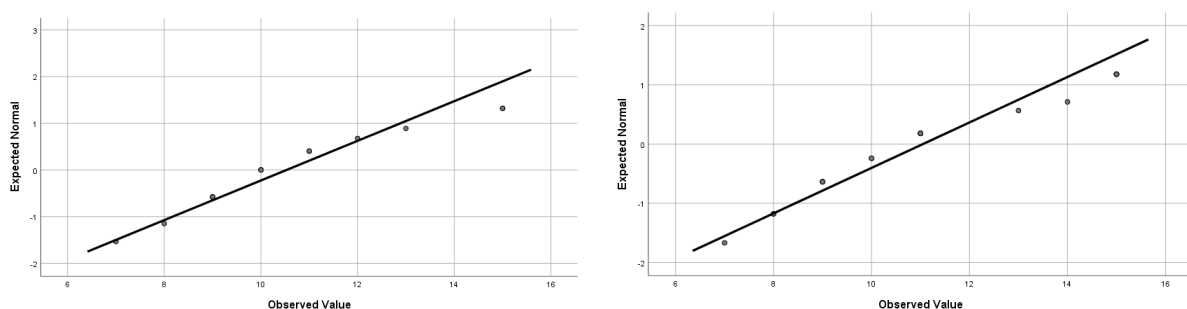


Figure 2 Normal Q-Q Posttest

Based on figure 2 above, the Normal Q-Q Plot of pre-test *scores* for classes V A and V B in the Indonesian study assisted by the millionaire quiz game application is displayed data

or the points contained in the diagram do not spread around the diagonal line and are far from each other from the line, so it can be said that the data is not normally distributed.

The next test was carried out a data homogeneity test which showed that the data had the same variance in its distribution, this was evidenced by the significance value in the levene test which was above 0.05. Based on this, the next test was the Mann Whitney test because the data was not distributed normally. As for the data distribution normally, it is followed by an independent sample t test. Based on the non-parametric statistical test carried out, it was shown that the posttest data of the two classes did not have a significant difference. This is evidenced by a significance value above 0.05.

CONCLUSION

The conclusion of this study is that the average scores obtained from male and female students are 82.67 and 850. Meanwhile, the standard deviation values are 5,627 and 5,104 with a total of 2,996. In the study, it was found that the pretest and posttest scores showed no meaningful linkages and differences in the understanding of the Qur'an in the use of Indonesian assisted by millionaire quiz game applications. The results of a study conducted to evaluate how the understanding of the Qur'an is influenced by the use of Indonesian and quiz-based educational game applications purchased by millionaires show interesting results. There is no significant relationship between these variables, according to the data collected. This means that the level of understanding of the Qur'an of the research participants was not statistically influenced by both the use of Indonesian and the millionaire quiz educational game application.

Although the study did not find significant results, it does not mean that Qur'an learning is bad due to the use of millionaire and Indonesian quiz educational games. For this reason, from the stages above, it is necessary to conduct further research with a better and more accurate design and consider various variables that can affect the results. This study provides an initial overview of the potential use of educational games and Indonesian language in learning the Qur'an. Continuous efforts are needed to develop and evaluate innovative and effective learning methods to achieve a level of public understanding of the Qur'an. So that for further research, it is hoped that research can be carried out to analyze the understanding of the Qur'an given to students and students in the use of Indonesian in students or students who are reviewed based on the student's gender using the Analysis of Variance test to see the differences and interactions that occur.

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