

Implementation of Kosa Rupa Book: Drawing and Coloring of Elementary School Teachers in Pegayaman Village, Bali

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ABSTRACT

Difficulty in teaching learning related to drawing from teachers to students is a problem experienced by elementary school teachers in Pegayaman Village, previous research provides information that there is one media to help teachers improve their drawing and coloring competencies, namely "kosa rupa". The purpose of this study was to implement kosa rupa in elementary school teachers in Pegayaman Village through training and mentoring. The method used is qualitative, descriptive and exploratory research design. Collection techniques through interviews, observations, and documentation. The instruments used are interview drafts, observation drafts, and documentation lists. Data validity testing is carried out by triangulation testing. Data analysis techniques use domain analysis, taxonomy, and componential. Respondents involved in the research setting were 3 teachers. The results of the research on the implementation of kosa rupa in elementary school teachers in Pegayaman Village through training and mentoring are: 1) Discussion of teaching experiences in drawing and coloring that have been applied to students, 2) Discussing and identifying problems faced by teachers, 3) Introducing and presenting kosa rupa and how it works, 4) Demonstrating kosa rupa based on aspects of composition, perspective, and color, 5) Conducting training and mentoring on the implementation of village-themed kosa rupa for teachers, 6) Conducting intensive open evaluation and reflection carried out by teachers on the results of work made based on aspects of composition, perspective, and color.

KEYWORDS

Kosa Rupa
Draw
Coloring
Elementary School
SDGs

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INTRODUCTION

The challenges for elementary school teachers recorded in 2023 will be more dynamic with the increase in competency achievement standards from the independent curriculum to encourage the achievement of quality education for all (Sucipto et al. 2024). Of course, these hopes and ideals are slowly being realized by making several efforts by the ministry, central government, local government, educational institutions, and parties who collaborate in boosting teacher competence to achieve the expected standards such as conducting webinars, seminars, training, mentoring, PPG for teachers (Nugraha et al. 2023). In order to reform the quality of education in Indonesia, the efforts of

the ministry, government, and other parties involved have slowly produced quite significant results (Kulsum 2023). This can be seen from the presence of a generation of driving teachers who provide new colors in the world of education, especially in the fields of science, natural sciences, social sciences, technology, and art (Faiz and Faridah 2022).

The various efforts of ministries and governments to increase teacher competence evenly, of course, are not sufficient with a time of 5 years and limited collaboration with parties (Husin et al. 2023). This issue needs to be taken initiative by academics who together contribute and play an active role in research through community service. So it is important to run planned programs for the development of elementary school teacher competencies (Muslim, Diningrat, and Islami 2024). Inequality of access to training and mentoring for elementary school teachers can be seen in the contrast of differences in regional topography, especially in the 3T regions and areas that do not yet have sufficient access to technological, economic, and other aspects with urban areas.

Structured reports received by researchers through village surveys conducted by the NGO Indonesian Youth Action found complaints from several elementary school teachers in Pegayaman Village, Suksada District, Buleleng Regency, Bali, that elementary school teachers really need more information and competency development through training and mentoring, because so far teachers are still getting PPG programs from the government and are not yet comprehensive for all teachers, of course a selection process is needed (Magdalena et al. 2021). In addition, teachers also complained about several problems faced such as difficulties in producing innovation in learning and difficulties in providing and explaining more intensive learning when learning the art of drawing, coloring, musical instruments, singing, and dancing.

Based on several identifications of problems experienced by several schools in the elementary school of Pegayaman Village with the subjects involved being teachers. Problem-solving needs to be done with a limited research scope so that the implications of the research solutions carried out can be more intense (Abubakar 2021). This study is limited to addressing the problem of teacher constraints in providing and explaining fine arts learning related to drawing and coloring. Learning media are needed that can facilitate teachers in demonstrating learning related to drawing and coloring in a relatively efficient time duration. Relevant to previous research, it was found that there is one learning media for drawing and coloring in the form of a book for teacher reference and LKPD for students that has been tested, developed, and disseminated, and the results of the research findings provide a positive response from teachers and schools to the media known as "Kosa Rupa Book."

Visual Kosa Rupa is a learning medium for drawing for students in grades 3, 4, and 5 at the elementary school level (Alhail 2024b). Kosa Rupa is the components of images from the shape of an object, the application of which is done by selecting and combining several selected image components to form one image theme, such as village views, beaches, cities, underwater, and others (Alhail 2024b). The Kosa Rupa book was created to help teachers who teach at the elementary school level demonstrate learning related to drawing to students (Kartono and Azis 2023). In the Kosa Rupa book, there are three assessment indicators, namely: composition, perspective, and color. The three indicators have a measurement value analysis based on the value weight to assess the ability to draw and color (Alhail 2024b). Improving the competence and ability of elementary school teachers in drawing and coloring can be done using assessment standards from the Kosa Rupa book (Kartono and Azis 2023). Then the implementation, how is the implementation of Kosa Rupa for elementary school teachers in Pegayaman Village through training and mentoring?

METHOD

This research was conducted using a qualitative method with a descriptive and exploratory research design. The chosen research location was SDN 1 Pegayaman Village, Suksada District, Buleleng Regency, Bali. The selection of the location was based on the regulation with the determination of Pegayaman Village as one of the Tourism Villages in Bali that still needs practical and applied information to support the growth rate of Pegayaman Village. The duration of research was carried out for 8 days from 6 to 13 July 2024 with 8 research agendas including initial observation, interviews of teaching media and teaching models for drawing so far, the introduction of Kosa Rupa, demonstration of Kosa Rupa, application of Kosa Rupa, subject observation, teacher

testimonials and responses, and data analysis and writing of papers.

The object selected in this study is the competence of elementary school teachers in Pegayaman Village in applying composition, perspective, and color in drawing using Kosa Rupa books. The subjects determined were teachers of SDN 1, SDN 2, and SDN 3 Pegayaman Village. Data sources were obtained through primary data sources by conducting interviews and direct observations of research subjects about the feelings and satisfaction obtained when using Kosa Rupa books, as well as secondary data sources obtained through interviews in the field of school curriculum (Alhail 2024).

Data collection techniques were obtained through structured and unstructured interview techniques, participant observation techniques, and documentation (Abdussamad 2021). The instruments or tools used to measure research variables are interview drafts, observation drafts, and documentation lists (Fiantika et al. 2022). Data validity testing is carried out using triangulation test techniques to record data from the same variables through different parties, in order to find similarities in the data obtained (Elpalina et al. 2024). Data analysis techniques are carried out using domain analysis or creating codes, taxonomic analysis or collecting codes based on their level of similarity, and componential analysis or grouping levels of codes to find data tendencies so that research conclusions can be drawn (Alhail, Wadiyo, and Wibawanto 2024). Respondents involved in the research setting were 3 teachers with the following provisions.

Table 1 List of Training and Mentoring Participants

No	Teacher Name	Agency	Homeroom Teacher
1	Nurul Lutfiani, S.Pd.	SD Negeri 3 Desa Pegayaman	Homeroom Teacher for Class 3
2	Ketut Fatwa Islam, S.Pd.	SD Negeri 2 Desa Pegayaman	Homeroom Teacher for Grade 4
3	Wayan Mohammad Hamzan Wadi, S.Pd.	SD Negeri 1 Desa Pegayaman	Homeroom Teacher for Grade 5

RESULT AND DISCUSSION

Implementation of Kosa Rupa Training and Mentoring

The implementation of Kosa Rupa training and mentoring is carried out in 7 stages, namely: 1) observation stage by observing the school environment and teacher activities which is carried out for 3 days from 6 to 9 July 2024, 2) interviews with teachers about teaching media and drawing teaching models used by teachers so far are lecture models and without media which are carried out for 1 day on 10 July 2024, 3) introduction of Kosa Rupa is carried out by explaining the definition, assessment indicators and how it works is carried out for 1 day on 11 July 2024 4) demonstration of Kosa Rupa by showing a work tutorial of Kosa Rupa and application rules is carried out for 1 day on 11 July 2024, 5) application of Kosa Rupa carried out by teachers is carried out for 1 day on 11 July 2024, 6) observation of teacher abilities based on 3 aspects of assessment, namely composition, perspective, and color is carried out for 1 day on 11 July 2024, 7) teacher testimonials and responses are carried out in the final session after the implementation Kosa Rupa and positive responses were given by the teacher, because they felt happy, satisfied, and helped by the Kosa Rupa book, the teacher could more easily demonstrate learning related to drawing to students which was carried out for 1 day on July 11, 2024, and 8) data analysis and paper writing which was carried out for 1 day on July 12-13, 2024.

Visual Kosa Rupa Drawing Competency Evaluation Results


The results of the evaluation of Kosa Rupa drawing competency were obtained through 3 assessment aspects, namely composition, perspective, and color with several indicators with a standard value that needs to be achieved of 75 as follows.

Table 2 Assessment Indicators

No	Assessment Aspects	Indikator
1	Composition	1. Able to use 10 components of Kosa Rupa 2. Able to place 10 Kosa Rupa components correctly 3. Able to apply the dimensions of 10 components of Kosa Rupa correctly
2	Perspective	1. Able to apply the measurement of point of view to 10 components of Kosa Rupa correctly 2. Able to apply the color gradation perspective to 10 components of Kosa Rupa correctly
3	Color	1. Able to use 4 colors in 10 color components of the Kosa Rupa 2. Able to apply color gradation to 10 components of Kosa Rupa 3. Able to apply free random shading techniques to 10 components of Kosa Rupa 4. Able to make contour lines on 10 components of Kosa Rupa

Based on the assessment aspects and indicators, the results of the evaluation of drawing Kosa Rupa of 3 teachers as subjects of the study were obtained, namely Nurul Lutfiani, S.Pd., Ketut Fatwa Islam, S.Pd., Wayan Mohammad Hamzah Wadi, S.Pd., from SDN 3, SDN 2, and SDN 1 Pegayaman Village.

Table 3 Drawing by Nurul Lutfiani, S.Pd.

		
No	Assessment Aspects	Mark
1	Composition	63,3
2	Perspektif	25
3	Color	22,5
Total Score		36,9


Based on the assessment results of work 1 by Mrs. Nurul Luthfiani, S.Pd., the data obtained on the competency achievement achieved by the teacher was 36.9. Of course, this achievement has not met the achievement standard, which is less than 75. The factors causing the failure to achieve the competency score are that the researcher did not conduct a pre-test first, the researcher did not give the same theme level treatment to the subjects studied, so that the response data obtained from work 1 had a score achievement that was far from the standard.

In terms of composition, work 1 can meet 8 out of 10 target achievements in the use of image components from the Kosa Rupa (clouds, building 1, building 2, trees, fences, sun, planes, and leaves), work 1 places 8 out of 10 Kosa Rupa components correctly (clouds, building 1, building 2,

trees, fences, sun, planes, and leaves), work 1 applies 3 out of 10 component layout sizes correctly (clouds, sun, plane).

In the perspective aspect, work 1 applies 3 out of 10 perspectives of the Kosa Rupa components correctly (clouds, sun, plane), work 1 applies 2 out of 10 perspectives on color gradation correctly (clouds and sun). In the color aspect, work 1 uses 0 out of 10 Kosa Rupa components that are graded with 4 colors, work 1 uses 4 out of 10 Kosa Rupa components that use color gradation (trees, clouds, sun, leaves), work 1 applies 5 out of 10 Kosa Rupa components shaded with the correct free random shading technique (trees, clouds, leaves, sun, building), work 1 applies 0 out of 10 contour lines on the Kosa Rupa components.

Table 4 Drawing by Ketut Fatwa Islam, S.Pd.


		
No	Assessments Aspects	Mark
1	Composition	56,6
2	Perspective	30
3	Color	35
Total Score		39

Based on the results of the assessment of the work of Mr. Ketut Fatwa Islam, S.Pd., the data obtained on the achievement of competencies successfully achieved by the teacher was 39. Of course, this achievement has not met the achievement standard, which is less than 75. The factors causing the failure to achieve the competency score are that the researcher did not conduct a pre-test first, the researcher did not provide the same theme level treatment to the subjects studied, so that the response data obtained from work 2 had a score achievement that was far from the standard.

In terms of composition, work 2 can meet 10 out of 10 target achievements in the use of image components from the Kosa Rupa (clouds, hills, fences, trees, climbing poles, sharpened bamboo, flagpoles, independence flags, hanging flags, cartoon men), work 2 places 4 out of 10 Kosa Rupa components correctly (clouds, fences, trees, flagpoles), work 2 applies 3 out of 10 component layout sizes correctly (clouds, fences, trees).

In the perspective aspect, work 2 applies 2 out of 10 perspectives of the Kosa Rupa components correctly (fence, tree), work 2 applies 4 out of 10 perspectives on color gradation correctly (cloud, tree, fence, sharpened bamboo). In the color aspect, work 2 uses 3 out of 10 Kosa Rupa components that are graded with 4 colors (tree, cloud, sharpened bamboo), work 2 uses 5 out of 10 Kosa Rupa components that use color gradation (tree, cloud, fence, sharpened bamboo, hill), work 2 applies 6 out of 10 Kosa Rupa components in shading with the correct free random shading technique (tree, cloud, fence, sharpened bamboo, hill, cartoon man), work 2 applies 0 out of 10 contour lines on the Kosa Rupa components.

Table 5 Drawing by Wayan Hamzan Wadi, S.Pd.

		
No	Assessment Aspects	Mark
1	Composition	86,6
2	Perspective	85
3	Color	72,5
Total Score		81,3

Based on the assessment results of the work of Mr. Wayan Hamzan Wadi, S.Pd., the data obtained on the achievement of competency achieved by the teacher was 81.3. The achievement of the teacher was obtained from the provision of appropriate treatment by the researcher, namely determining the theme with an easy level. Work 3 has met the achievement standard, namely above 75. In terms of composition, work 3 can meet 9 out of 10 achievement targets for the use of image components from Kosa Rupa (clouds, hills, coconut trees, fish, fishing rods, ships, birds, wooden docks, sea), work 3 places 9 out of 10 components of Kosa Rupa correctly (clouds, hills, coconut trees, fish, fishing rods, ships, birds, wooden docks, sea), work 3 applies 8 out of 10 dimensions of component layout correctly (clouds, hills, coconut trees, fish, fishing rods, ships, birds, sea).

In the perspective aspect, work 3 applies 8 out of 10 points of view of the Kosa Rupa components correctly (clouds, hills, coconut trees, fish, ships, birds, sea), work 3 applies 9 out of 10 perspectives on color gradation correctly (clouds, hills, coconut trees, fish, fishing rods, ships, birds, wooden docks, sea). In the color aspect, work 3 uses 7 out of 10 Kosa Rupa components that are graded with 4 colors (clouds, hills, coconut trees, fish, ships, wooden docks, sea), work 3 uses 9 out of 10 Kosa Rupa components that use color gradation (clouds, hills, coconut trees, fish, fishing rods, ships, birds, wooden docks, sea), work 3 applies 7 out of 10 Kosa Rupa components in shading with the right free random shading technique (clouds, coconut trees, fish, ships, birds, wooden docks, sea), work 3 applies 6 out of 10 contour lines on the Kosa Rupa components (hills, coconut trees, fish, ships, birds, wooden docks).

Teacher Response Results

Based on the interview results, teachers of SDN 1, SDN 2, and SDN 3 Pegayaman Village gave a positive response to the training and learning media of the Kosa Rupa book. The Kosa Rupa book really helps teachers in maximizing learning demonstrations related to drawing to students, in addition, teachers gain a lot of knowledge related to the use of composition, perspective, and color more practically and easily through the training and mentoring carried out (Interview Luthfiani, July 11, 2024). Teachers are satisfied with the Kosa Rupa training provided, because in addition to being complex and detailed, the Kosa Rupa book also provides LKPD sheets for students to access and use (Interview Islam, July 11, 2024). Teachers feel helped by the provision of open access to video tutorials that can be used by every teacher in grades 3, 4, and 5 to be displayed in front of the class as a demonstration media without the teacher having to practice it first (Interview Wadi, July 11,





2024).

Implementation Results

The Kosa Rupa Book has undergone two developments. At the beginning of its release, the Kosa Rupa book had 3 themes (village, beach, and city), the second development had 5 themes (village, beach, city, independence, and underwater) and the third development consisted of 10 themes (village, beach, city, independence, underwater, fruits, Islamic, ocean, waterfall, and spongebob cartoon). In community service in Pegayaman Village, the Kosa Rupa book volume 3 was implemented through training and mentoring by applying the village theme in the training.

The purpose of training and mentoring is to introduce Kosa Rupa as a learning medium that can help teachers in demonstrating learning related to drawing and coloring to teachers, improving teacher competence in drawing and coloring by considering aspects of composition, perspective, and color. The results of the analysis obtained qualitatively through structured observation, open interviews and focus group discussions, the implementation of Kosa Rupa with the village theme was carried out with 6 agenda stages, namely:

Table 6 Kosa Rupa Implementation Agenda

No	Agenda	Response Analysis	Documentation
1	Discussion of experiences in teaching drawing and coloring that have been applied to students.	The results of the discussion provided a response that in teaching experience in drawing lessons, teachers only gave assignments to students without starting with basic knowledge and drawing demonstrations.	
2	Discuss and identify problems faced by teachers.	In the assessment aspect, it does not consider the aspects of composition, perspective, and color. Apparently, the gap appears influenced by the competence of teachers who have not focused on these aspects.	
3	Introducing and presenting Kosa Rupa and how it works.	The results of the observation showed that the teacher's attention was focused on the introduction of Kosa Rupa. FGD provided information that the teacher felt fortunate to be introduced to Kosa Rupa.	
4	Demonstrate Kosa Rupa based on aspects of composition, perspective, and color.	The teacher observes and pays attention to the demonstration with focus.	

5 Conduct training and mentoring in implementing village-themed Kosa Rupa for teachers.

The teacher practiced drawing and coloring seriously. Seen in the guidance activity, the teacher was interactive and actively asked questions and showed great curiosity about the village-themed Kosa Rupa training.



6 Conducting open intensive evaluation and reflection carried out by teachers on the results of work created based on aspects of composition, perspective, and color.

Teachers evaluate each other's work qualitatively with subjective interpretation that teachers realize that there are still many shortcomings in the first work from the results of this training and mentoring when viewed from the aspects of composition, perspective, and color. Relevant to the results of the assessment conducted by the researcher based on assessment indicators and value weights, only 1 teacher achieved completion with a total score of 81.3. However, the open interview and FGD sessions provided information that the teachers were satisfied with their involvement in the training and mentoring of Kosa Rupa. The teachers felt that they had been equipped with the ability to draw and color to teach students.



The findings of this study provide full awareness for teachers to process in developing competence in drawing and coloring, new experiences in the process of learning to draw and color using Kosa Rupa, and understanding the procedures for using Kosa Rupa as a provision of knowledge to be applied to students.

Research Limitations

This study focuses on the process of implementing village-themed Kosa Rupa in training and mentoring for teachers of SD N 1, SD N 2, SD N 3 Pegayaman Village, Bali using qualitative methods and descriptive exploratory research design. Based on the implementation carried out, this study cannot reveal the significance of the increase in the implementation of the training and mentoring of the village-themed Kosa Rupa. This study still needs further research using quantitative experimental research procedures involving pre-test and post-test processes, so that it can see the level of progress of teachers' drawing and coloring competencies in implementing Kosa Rupa through training and mentoring.

CONCLUSIONS

The design of the implementation of Kosa Rupa for elementary school teachers in Pegayaman Village through training and mentoring is carried out with 6 agendas, namely: 1) Discussion of experiences in teaching drawing and coloring that have been applied to students, 2) Discussing and identifying problems faced by teachers, 3) Introducing and presenting Kosa Rupa and how it works, 4) Demonstrating Kosa Rupa based on aspects of composition, perspective, and color, 5) Conducting

training and mentoring on the implementation of village-themed Kosa Rupa for teachers, 6) Conducting intensive open evaluation and reflection carried out by teachers on the results of work made based on aspects of composition, perspective, and color.

The results of the implementation of Kosa Rupa in elementary school teachers in Pegayaman Village through training and mentoring are: 1) Teachers responded that in their teaching experience in drawing, teachers only gave assignments to students without starting with basic knowledge and drawing demonstrations, 2) In the assessment aspect, they did not consider the aspects of composition, perspective, and color. It turned out that the gap arose because the teacher's competence had not focused on these aspects, 3) The results of the observation showed that the teacher's attention was focused on the introduction of Kosa Rupa, FGD provided information that the teacher felt lucky with the introduction of Kosa Rupa, 4) Teachers observed and paid attention to the demonstration with focus, 5) Teachers practiced drawing and coloring seriously. Seen in the guidance activity, interactive and active teachers asked questions and showed their great curiosity about the village-themed Kosa Rupa training, 6) Teachers evaluated each other's work qualitatively with subjective interpretation that teachers realized that there were still many shortcomings in the first work from the results of this training and mentoring when viewed from the aspects of composition, perspective, and color. Relevant to the assessment results conducted by researchers based on assessment indicators and value weights, only 1 teacher achieved completion with a total value of 81.3. However, open interview sessions and FGDs provided information that teachers were satisfied with their involvement in Kosa Rupa training and mentoring. The teachers felt they had the skills to draw and color to teach students

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