

Improving The Quality of Hadith Learning Through Academic Supervision By The School Principal And The Implementation of Mind Mapping Media In Grade VIII Of MTs Nahdlatul Muslimin Kudus

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MTs Nahdlatul Muslimin Kudus

DOI:

<https://doi.org/10.47134/ptk.v3i2.2390>

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Received: 22-12-2025

Accepted: 22-01-2026

Published: 22-02-2026



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Abstract: This research aims to improve the quality of Hadith learning through the application of academic supervision by school principals and the use of mind mapping media in Islamic Religious Education learning. This study uses the Classroom Action Research (PTK) approach with the Kurt Lewin model which is carried out in two cycles, including the stages of planning, action, observation, and reflection. The research subjects consisted of Islamic Religious Education teachers and grade VIII students. Data collection techniques include observation, tests, and documentation, while data analysis is carried out descriptively, qualitatively, and quantitatively. The results of the study showed that in cycle II there was a significant increase in teacher performance, student learning activities, and Hadith memorization ability. The teacher's performance reached 86%, the student's learning activities reached 85%, and the completeness of Hadith memorization reached 88% with an average class score of 81. These findings show that continuous academic supervision and the application of mind mapping media are able to improve the quality of the process and learning outcomes of Hadith. Thus, this study concludes that the synergy between academic supervision and visual-based learning strategies is effectively applied as an effort to improve the quality of Hadith learning and professional development of teachers.

Keywords: Academic Supervision, Mind Mapping, Hadith Learning, Classroom Action Research.

Introduction

Hadith learning is an integral part of the Islamic Religious Education (PAI) subject which plays an important role in the formation of morals, religious understanding, and strengthening students' memorization (Hamalik, 2017) (Suparman, 2014). Ideally, the process of learning Hadith not only requires mastery of the material by the teacher, but also demands a learning method that allows students to be active, meaningful, and able to internalize and memorize the text of the Hadith well (Joyc & Weil, 2018) (Mayer, 2024). However, in practice at Madrasah Tsanawiyah, many students, especially in grade 8, have a number of obstacles: teaching methods that are still conventional (lectures/semi-lectures), limited variety of learning media, low active involvement of students in memorization activities, and pedagogic competence of teachers who have not been directed to memory

strengthening strategies and material visualization skills. This condition results in the achievement of Hadith competence and the percentage of students who achieve the Minimum Completeness Criteria (KKM) are not optimal. (Arsyad, 2020) (Hamalik, 2017) (Joyc & Weil, 2018) (Suparman, 2014) (Susanti et al, 2025).

In the context of improving the quality of education, the role of the principal as an academic supervisor is very crucial (Sergiovanni, 1987). Collaborative and coaching-based academic supervision can improve learning practices through joint planning, directed observation, and professional reflection with teachers (Utomo et al, 2024). The use of learning media that supports visual thinking, such as mind mapping, shows strong potential in improving memorization skills, organizing concepts, and student involvement. Mind mapping helps students map relationships between concepts, utilize visual associations, and stimulate elaboration processes that are important in the formation of long-term memory (Buzan, 2012) (Glickman et al, 2018) (Mayer, 2009) (Sahertian, 2010)

Based on theoretical reviews (e.g., cognitive theories about meaningful learning, dual coding theory, and studies showing the effectiveness of visualization strategies in improving memorization), the combination of systematic academic supervision by school principals with the application of mind mapping techniques by teachers can be a potential intervention to improve the quality of Hadith learning (Al-Mosallam, 2013) (Hidayati, 2022) (Khayrun et al, 2024a) (Merchie et al, 2022) (Munsakorn, 2012). In addition, the Kurt Lewin-based classroom action model (PTK) – which emphasizes cycles of planning, action, observation, and reflection – is suitable for iteratively designing, implementing, and evaluating such interventions to enable continuous improvement in learning practices (Susanti et al, 2025) (Wooten & Cuevas, 2024).

The problems to be overcome in this study are formulated as follows: a) How does the influence of academic supervision based on mind mapping media carried out by the school principal on the quality of Hadith learning in grade 8 MTs Nahdlatul Muslimin?) (b) To what extent can the application of mind mapping techniques by teachers improve the memorization ability of 8th grade MTs Nahdlatul Muslimin students?) (How do the professional and pedagogic competencies of QUR'AN HADITS teachers change after receiving mind mapping-based academic supervision?

This gap between ideal conditions and reality is the basis for the urgency of this class action research (PTK). The study also has practical value because it places the principal researcher and supervisor – so the results not only provide empirical evidence of the effectiveness of the intervention, but also serve as evidence of the principal's professional performance in an academic supervision capacity. In addition, by sampling all classes totaling 33 students, this study is expected to produce adequate data to assess changes at the grade level.

The general objective of this study is to improve the quality of Hadith learning in grade 8 students through academic supervision based on mind mapping media for Qur'an Hadith teachers. Specifically, the research aims to improve the performance of Qur'an Hadith teachers at least reaches a success indicator of $\geq 80\%$ in terms of learning implementation and consistent use of mind maps, improve students' activities and

memorization skills so that learning activities are at least $\geq 80\%$ and the percentage of students who achieve KKM (e.g. ≥ 75) increases, produce evidence of improving the quality of learning and evidence of the principal's performance as a professional supervisor.

As a follow-up, the research will be carried out in two cycles according to Kurt Lewin's model (Planning — Action — Observation — Reflection). The results of the reflection of each cycle will be used to design improvements in the next cycle until indicators of success are achieved or show significant progress. (Machali, 2022) (Utomo et al, 2024)

Methodology

This research is a Class Action Research (PTK) with a qualitative and quantitative approach (Burns, 2009) (Stephen Kemmis & Robin McTaggart, 2014). PTK was chosen because it aims to improve and improve the quality of the learning process directly through real actions carried out cyclically and reflectively (Sagor, 2011). The PTK model used is Kurt Lewin's model, which consists of four main stages, namely planning, action, observation, and reflection (Lewin, 1946). The research was carried out in two cycles, with each cycle being used as the basis for improvement in the next cycle (Sagor, 2011).

The subjects of this study are Islamic Religious Education (PAI) teachers and grade VIII students in one of the junior high schools, with a total of 33 students. The object of this research includes several things, namely the performance of Qur'an Hadith teachers in planning and implementing Hadith learning using mind mapping media, student learning activities during the Hadith learning process, students' Hadith memorization ability after the application of mind mapping media, and the implementation of academic supervision by school principals in improving the quality of learning (Glickman et al, 2018).

In this study, the principal plays the role of a researcher as well as an academic supervisor, while the teacher of the Qur'an Hadith subject plays the role of the implementer of learning actions. The principal conducts academic supervision through joint planning activities, learning observation, providing feedback, and reflection on the implementation of learning using mind mapping media.

The research was carried out in two cycles, with the following stages:

- a. Planning: In the planning stage, the researcher and Qur'an Hadith teachers, compiled a Hadith teaching module based on mind mapping media, prepared learning tools, teaching materials, and mind map media. Compile instruments for observation of teacher performance and student activities. compiling Hadith memorization test instruments. establish indicators of research success (Arikunto, 2021).
- b. Implementation of Actions: At this stage, Qur'an Hadith teachers carry out Hadith learning in accordance with the teaching modules that have been prepared by applying mind mapping media. The principal conducts academic supervision by observing the learning process directly (Glickman et al, 2018).
- c. Observation: Observations were carried out to collect data on: the implementation of learning by teachers, student learning activities during learning, student responses to the use of mind mapping media, observations were carried out using observation sheets that had been prepared (Arikunto, 2021).

d. Reflection: The reflection stage is carried out by analyzing the results of observations and the results of students' memorization tests. The results of reflection are used to determine the advantages and disadvantages of implementing actions in the current cycle, as well as as the basis for improvement in the next cycle (Sagor, 2011).

The data collection technique in this study is carried out through several methods, namely observation used to obtain data on teacher performance and student learning activities during the learning process, tests that aim to measure students' Hadith memorization ability, and documentation that includes the collection of Learning Implementation Plans (RPP), photos of learning activities, and student work results as supporting data for research.

The data obtained was analyzed using qualitative descriptive analysis, to describe the learning process, results of academic supervision, and student activities and quantitative descriptive analysis, to calculate the percentage of achievement of teacher performance indicators, student activities, and Hadith memorization test results.

The research is said to be successful if the performance of Qur'an Hadith teachers in the implementation of learning reaches $\geq 80\%$ based on the results of observations, student learning activities reach $\geq 80\%$ and the percentage of students who reach the Minimum Completeness Criteria (KKM) in memorizing Hadith increases significantly compared to the initial condition.

Result and Discussion

Pre-Cycle

Based on the results of initial observations made before the implementation of academic supervision based on mind mapping media, Hadith learning in grade VIII is still taking place conventionally. Qur'an Hadith teachers tend to use simple lecture and question and answer methods without the support of varied learning media. Learning is teacher-centered, while the active involvement of students in the learning process, especially in Hadith memorization activities, is still limited. Students generally only listen to the teacher's explanations and memorize the text of the Hadith individually without the help of visual strategies or adequate organization of concepts.

The results of observation of teacher performance at the pre-cycle stage show that the implementation of learning has not been optimal. Teachers have not used learning media effectively and have not implemented strategies that can help students strengthen memorization. Based on the observation sheet, the percentage of teacher performance in the pre-cycle stage reached **around 62%**, which is still below the established success indicators.

In terms of student learning activities, the observation results show that the level of student activity in learning Hadith is still low. Some students lack focus, are passive in question and answer activities, and have not shown enthusiasm in memorization activities. The percentage of student learning activity in the pre-cycle stage was recorded at **around 60%**, which indicates that most students have not been optimally engaged in the learning process.

The results of the initial test (pre-cycle) of Hadith memorization ability showed that the achievement of student learning outcomes was still low. Of the **33 students**, only **15**

students ($\pm 45\%$) achieved the **Minimum Completeness Criteria (KKM) of 70**. The average grade of the class at the pre-cycle stage was in the range of **68**, which indicates that the students' Hadith memorization ability in general has not met the set completion criteria.

Based on the findings at the pre-cycle stage, it can be concluded that the quality of Hadith learning in grade VIII still needs to be improved, both in terms of teacher performance, student learning activities, and the results of Hadith memorization. This condition is the basis for the implementation of actions in the form of academic supervision by the principal and the application of mind mapping media in the learning of Hadith in the next cycle.

Cycle I

The implementation of the first cycle began with academic supervision activities by the principal through joint planning with Qur'an Hadith teachers. Teachers prepare Hadith Learning Implementation Plans (RPP) by integrating the use of mind mapping media. At this stage, the teacher begins to apply visual strategies in learning by introducing the concept of mind mapping and providing examples of making simple mind maps related to Hadith material. In this cycle, the teacher uses the Hadith narrated by Imam Bukhari & Muslim from Abu Hurairah r.a. about infaq



Picture 1. Mind Mapping Hadith HR. Bukhari & Muslim from Abu Hurairah r.a. Cycle I

Learning in the first cycle shows a change in learning patterns from being teacher-centered to more involving students.

The results of observations on teacher performance showed an increase compared to the pre-cycle stage. The teacher begins to use learning media and directs students to compile the important points of the Hadith in the form of a mind map. However, the use of mind mapping is not fully optimal because teachers are still in the stage of adjusting to visual-based learning steps.

Table 1. Results of Pre-Cycle and Cycle I Teacher Performance Observations

No	Stages	Teacher Performance Percentage	Category
1.	Pre-Cycle	62 %	Enough
2.	Cycle I	74 %	Good

Based on the table, it can be seen that teacher performance has increased by 12%, even though it has not reached the set success indicator, which is $\geq 80\%$.

Meanwhile, student learning activities in cycle I showed a fairly good increase. Students begin to engage in learning activities, especially when creating and developing mind maps. However, there are still some students who are passive and do not fully understand how to relate the concept of Hadith to the mind map.

Table 2. Observation Results of Pre-Cycle and Cycle I Student Learning Activities

No	Stages	Teacher Performance Percentage	Category
1.	Pre-Cycle	60 %	Enough
2.	Cycle I	72 %	Good

The data in the table shows that student learning activities increased by 12%, but have not reached the target of research success.

The results of the Hadith memorization ability test in the first cycle showed an increase in student learning outcomes. Most students began to be helped by the use of mind mapping in memorizing Hadith, although there were still students who had not yet reached the completion of their studies.

Table 3. Hadith Memorization Test Results Pre-Cycle and Cycle I

No	Stages	Number of Students	Completed Students (≥ 70)	Percentage Completion	Average Score
1.	Pre-Cycle	33	15 students	45 %	68
2.	Cycle I	33	22 students	67 %	73

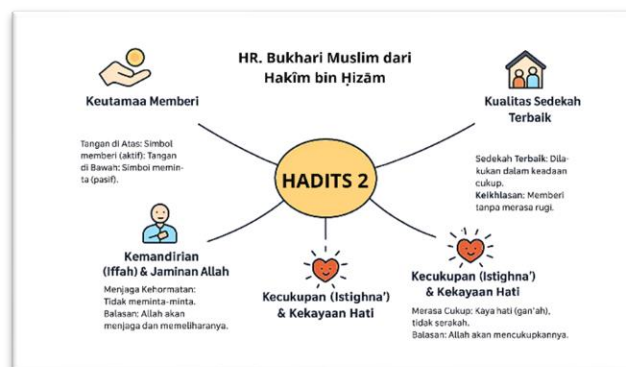
Based on the table, the percentage of learning completeness increased by 22%, with an increase in the average grade of the class by 5 points compared to the pre-cycle stage.

Based on the results of observations and tests in the first cycle, it can be concluded that academic supervision and the application of mind mapping media have begun to have a positive impact on teacher performance, student learning activities, and Hadith memorization skills. However, the results obtained have not fully met the indicators of research success. Some of the obstacles that are still found include limited learning time, uneven ability of students to make mind maps, and the need for more intensive guidance from teachers. Therefore, the results of reflection in cycle I are used as a basis for making improvements and refinement of actions in cycle II.

Cycle II

The implementation of cycle II was carried out as a follow-up to the results of reflection in cycle I. Improvement of actions is focused on improving teachers' skills in implementing learning based on mind mapping media in a more systematic manner, providing clearer mind map examples, and more intensive assistance to students in Hadith memorization activities. In addition, the management of learning time is also improved so that all stages of learning can be carried out optimally.

In this cycle, the teacher chooses the second hadith in the Infaq material, namely HR. Bukhari Muslim from Hakîm bin Hizâm with the following mind map design.



Picture 2. Mind Mapping Hadith HR. Bukhari & Muslim from Abu Hurairah r.a. Cycle I

The results of observation of teacher performance in cycle II showed a significant increase compared to cycle I. Teachers have been able to carry out Hadith learning using mind mapping media in a structured manner, starting from preliminary activities, delivery of material, guidance on making mind maps, to memorization evaluation activities. Teachers are also more active in providing reinforcement and feedback to students during the learning process.

Table 4. Results of Teacher Performance Observation in Cycle II

No	Stages	Teacher Performance Percentage	Category
1.	Pre-Cycle	62 %	Enough
2.	Cycle I	74 %	Good
3.	Cycle II	86%	Excellent

Based on the results of observations, the percentage of teacher performance in the second cycle reached 86%, which means that it has exceeded the set success indicator, which is $\geq 80\%$. This increase shows that academic supervision carried out on an ongoing basis has helped teachers in improving the quality of learning.

In line with the increase in teacher performance, student learning activities in cycle II also showed significant development. Students look more active, focused, and enthusiastic in participating in Hadith learning. Most students are able to compile a mind map independently and use the mind map as a tool in memorizing Hadith. Interaction between students and teachers, as well as between students, took place more intensively compared to the previous cycle.

Table 5. Observation Results of Pre-Cycle and Cycle II Student Learning Activities

No	Stages	Student Learning Activities	Category
1.	Pre-Cycle	60 %	Enough
2.	Cycle I	72 %	Good
3.	Cycle II	85%	Excellent

The results of the observation showed that the percentage of student learning activities in the second cycle reached 85%, so that it met the indicators of research success. This data shows that the use of mind mapping media is able to increase student involvement in the learning process.

This condition has an impact on increasing student learning outcomes, which can be seen from the results of the Hadith memorization ability test in cycle II. The results of the Hadith memorization ability test in cycle II showed a significant increase compared to cycle I. Most students have achieved learning completeness in accordance with the Minimum Completeness Criteria (KKM) set.

Table 6. Hadith Memorization Test Results Pre-Cycle and Cycle I

No	Stages	Number of Students	Completed Students (≥ 70)	Percentage Completion	Average Score
1.	Pre-Cycle	33	15 students	45 %	68
2.	Cycle I	33	22 students	67 %	73
3.	Cycle II	33	29 students	88%	81

Of the 33 students, 29 students (88%) have achieved KKM of 70, with an average class score of 81. The results of the Hadith memorization test in cycle II showed an increase in completeness of 21% compared to cycle I, with an increase in the average grade of 8 points.

Table 7. Hadith Memorization Test Results Pre-Cycle and Cycle I

No	Stages	Number of Students	Completed Students (≥ 70)	Percentage Completion	Average Score
1.	Pre-Cycle	33	15 students	45 %	68
2.	Cycle I	33	22 students	67 %	73
3.	Cycle II	33	29 students	88%	81

Based on the results of observations and tests in cycle II, it can be concluded that the implementation of academic supervision by the principal and the application of mind mapping media by teachers of Qur'an Hadith subjects have been running effectively. Teacher performance, student learning activities, and Hadith memorization results show significant improvements and have reached the set success indicators. Therefore, this class action research was stopped in cycle II because the research objectives had been optimally achieved.

Discussion

The results of the study in the second cycle show that the implementation of academic supervision carried out on an ongoing basis by the principal, combined with the use of mind mapping media in learning Hadith, has a significant positive impact on the quality of learning. The increase in teacher performance which reached 86% not only shows the achievement of success indicators, but also confirms that academic supervision that is coaching and reflective is able to encourage teachers to improve their learning practices in real terms. These findings reinforce the view that academic supervision will be more

effective if it is carried out as a collaborative process oriented towards improving the quality of learning, rather than solely as an evaluative activity. These results are in line with previous studies that have shown that learning-focused instructional supervision can improve teachers' pedagogic competence and have a direct impact on classroom learning practices (Glickman et al, 2018).

Along with the improvement in teacher performance, student learning activities in cycle II also showed significant development, with a percentage of 85%. This condition indicates a change in learning patterns from being teacher-centered to more oriented to student activities. The use of mind mapping media encourages students to be actively involved in the learning process, starting from understanding the material, organizing the concept of Hadith, to discussing its content and meaning. Theoretically, these findings can be explained through a cognitive learning approach that emphasizes the importance of active involvement of learners in building their own knowledge. Mind mapping as a visual strategy allows students to connect new information with the knowledge structure they already have, so that learning becomes more meaningful. These findings are consistent with the results of a study that reported that the use of mind mapping and other visual strategies can improve student engagement and the quality of interaction in learning (Merchie et al, 2022)

The increase in student learning activities has a direct impact on learning outcomes, especially the ability to memorize Hadith. The test results in cycle II showed that 88% of students had achieved the Minimum Completeness Criteria with an average grade of 81. This improvement shows that mind mapping is not only effective in improving the learning process, but also contributes significantly to student learning outcomes. From the perspective of information processing theory and dual coding theory, these findings can be understood as a result of integrating verbal and visual representations in learning. Mind mapping helps students organize Hadith recitations, meanings, and important points into a systematic visual structure, thus facilitating the recall process and strengthening long-term memory retention. This is in line with the results of research that show that visual-based learning strategies and dual coding are able to significantly improve students' memory and understanding (Khayrun et al, 2024b) (Merangin et al, 2018) (Susanti et al, 2025).

Overall, the findings of this study strengthen and expand the application of cognitive learning theory and academic supervision theory in the context of Hadith learning. Although this study did not develop new theories, the results of the study made a contextual contribution by showing that these theories are relevant and effectively applied to religious subjects that have been synonymous with conventional memorization approaches. This study also emphasizes that the effectiveness of academic supervision will be more optimal if it is synergized with learning innovations in the classroom, so that supervision not only improves teacher competence, but also has a direct impact on student activities and learning outcomes.

The implications of the findings of this study suggest that PAI teachers need to be encouraged to use more varied and visual-based learning strategies to improve student

engagement and memorization skills. In addition, school principals as learning leaders need to position academic supervision as a means of sustainable professional development and oriented towards improving the quality of learning. Thus, this study provides practical implications in the form of a Hadith learning model that combines academic supervision and media mind mapping as a good practice that can be adapted in the context of other schools with similar characteristics.

Conclusion

This study shows that academic supervision carried out continuously by school principals, when combined with the application of mind mapping media in Hadith learning, is able to answer the initial learning problems as described in the introduction. These interventions not only improve teacher performance, but also encourage changes in learning practices to be more innovative and student-centered. These findings confirm that academic supervision oriented towards professional development has a strategic role in improving the quality of the learning process, especially in Hadith subjects.

In addition, the use of mind mapping media has been proven to make a significant contribution to improving students' learning activities and Hadith memorization skills. Visual-based learning helps students organize material more meaningfully so that it has a positive impact on learning outcomes. This research opens up opportunities for future research to explore the application of other visual learning strategies in the context of Islamic religious education, as well as examine the long-term impact of academic supervision on teacher professional development and the quality of continuous learning.

Based on the findings of this study, future research is recommended to expand the scope of participants and research contexts, for example by involving different educational levels, Islamic Religious Education subjects other than Hadith, or by comparing the effectiveness of mind mapping with other visual learning media in order to obtain stronger generalizability of results and to examine the long-term effects on students' retention and understanding. Practically, schools should integrate mentoring-based academic supervision as a sustainable component of teacher professional development programs, accompanied by systematic training in the use of visual learning strategies such as mind mapping, so that instructional innovation is not incidental but becomes a consistent learning culture oriented toward improving both the learning process and student outcomes.

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