Use of an Active Thinking Approach Using Interactive Media to Improve Class III Writing Skills

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ARTICLE INFO

A B S T R A C T

This research was motivated by the low writing skills of class III students at SDN 13/I Muara Bulian. This research is Classroom Action Research (PTK) which aims to describe the use of the MIKiR active approach using interactive media to improve writing skills in class III. This research was conducted at SDN 13/I Muara Bulian. Research data was obtained using observation, interviews, tests and documentation techniques. The types of data in this research are qualitative and quantitative data. The research results show that using the MIKiR active approach in the learning process using interactive media can improve writing skills in class III. This can be seen from the results of observations in cycle I, meeting I, the average percentage of 41.03% was still in the quite good criteria and this percentage increased because at meeting II the average percentage was 46.73% even though it was still in the quite good category. In cycle II there was a significant increase where from the average percentage of students' scores in cycle II, meeting I, the average percentage was 63.58%, which was still within the good criteria and this percentage increased because at meeting II the average percentage was 75.54%, which was included into the very good category. In this case it is concluded that the use of the MIKiR active approach using interactive media can improve writing skills in class III at SDN 13/I Muara Bulian.

1. Introduction

Elementary school is the first part of basic education which is very useful as a fundamental for developing students' language skills. The aim of national education is to make the nation's life more intelligent. National Education System No. 20 of 2003 Article 4 paragraph 5 confirms that "Education is carried out by developing a culture of reading, writing and arithmetic for the entire community".

The mandate of this law is the legal basis for the need to strengthen reading, writing and arithmetic skills in learning in elementary schools. Minister of Education and Culture Regulation Number 81 of 2013 is the juridical basis for the preparation of "Technical Guidelines for Learning Reading, Writing and Arithmetic in Elementary Schools in the Context of the 2013 Curriculum".

According to Dhari et al (2022), language skills consist of four aspects, namely listening, speaking, reading and writing skills. Everyone must be able to master these four language skills in order to improve quality language competence through oral or written language. Skills are a person's ability to do something. Gereda (2020) states that skills are said to be the ability to complete tasks. In the early classes, language learning places more emphasis on reading and writing aspects, as expressed by Muhyidin (2017). The goal of language learning is to equip students with an understanding of reading and writing to make it easier for them to study in the next class. One of the factors that determine the progress of education is what the teacher does in learning in the classroom (Bella, 2023).

Writing is a language skill that is instructed to students to complement existing language skills. Because writing is the highest level of language competence. Lazulfa (2019) states that writing is the process of conveying messages (ideas, notions, opinions, knowledge and information) to other people in writing. In line with Ali's (2021) opinion, writing is a language skill that is used to express thoughts or ideas in the mind through written language so that other people can read and understand it. So, writing can be understood as a means of communication to express ideas to other people through writing.

Writing is a skill that can be learned and practiced because it is a skill that improves with frequent practice. Writing is an activity of expressing knowledge gained through paying attention and reading. By reading frequently, experience will increase and knowledge can be conveyed in written form. Writing skills are an area that students use repeatedly, both in the field of education and in the field of society. In the opinion of Kesuma (2019) writing skills are active-productive, which means this skill is useful for students writing essays, and the result of the essay will become a work. Adnan et al (2020) said that achieving increased student learning outcomes can be seen from students' writing skills, therefore writing skills must be developed. Children should master writing as early as possible in school.

Writing activities in the learning process must be carried out with an active learning approach, so that students can play an active role in the learning process so that students' abilities can develop optimally. This is in line with what was stated by Yantoro (2020) that in order for students' abilities to develop more optimally, an active learning approach is needed. One active learning approach that can be used is the MIKiR (Experiencing, Interaction, Communication and Reflection) approach. Oktarina et al (2021) stated that "the MIKiR approach is one aspect of active learning to improve student competence". Widodo (2010) believes that the MIKiR approach is a learning strategy that can be used as a substitute to provide diversity and change in supportive learning. The MIKiR

approach has several steps: "Mi" is orientation towards problems and concept formation, the word "Ki" is collaboration to overcome problems, then "R" is reflection and conducting discussions and e-portfolios. The MIKiR approach can optimize problem solving, general knowledge and skills in applying concepts.

Prasetyawati (2021) stated that appropriate and appropriate teaching methods or methods can help teachers achieve success, if the method used is not appropriate then the opposite will happen. Apart from this method, learning media can also be a link for achieving success in learning. Mayasari (2021) stated that learning media is a tool in the teaching and learning process that is used to make it easier to convey lesson material and is expected to be easier for students to understand. This is in line with what was stated by Afinda (2023). One of the media that can be used is visual media. Pujiwisata (2020) explain that visual media are teaching aids used by teachers in the learning process which can be enjoyed by students through sight or the five senses of the eye. One way to use visual media is to help students use their imagination so that more vocabulary appears when they write.

The aim of using learning media according to Wulandari et al (2023) is to help teachers convey messages or topics to their students so that the messages are easier to understand, more interesting and more enjoyable. If the learning environment is used intentionally, it provides different and varied learning experiences that stimulate students' interest in learning. As well as fostering attitudes towards certain abilities in the field of technology, creating a learning atmosphere that is not easily forgotten by students, and giving students motivation to learn.

Students can be interested in writing if stimulated by providing references to the experiences of famous people and reading friends' notes or essays published in books, newspapers or magazines. Apart from that, teachers must encourage students to have unforgettable knowledge. Memorable knowledge can be joyful, surprising, frightening, or sad. In addition, children were asked to keep daily and conformity records. Unforgettable knowledge is easy to write and tell, let alone make readers touched and amazed. Writing is very easy. The thing that makes students' writing skills low is that teachers often don't give students time to write. Nurlaily (2022) explain several factors that influence students' low writing skills, namely the lack of role of both parents, factors from the family environment and from the student's environment.

Increasing students' passion for writing and contextual writing skills is carried out in two cycles. It has been proven that since this activity the students' passion or interest and writing skills have increased. Applying seven concepts in a contextual approach has a positive impact on lessons. With the concept of a learning community, students are encouraged by a sense of belonging, cooperation and encouragement to take action with each other. Dare to ask questions to motivate them to search, examine, understand and concentrate. By using research and the principles of constructivism, students can gradually build knowledge by finding ideas, sentences presented, gist, paragraphs and forms: acquiring structure, terms and pronunciation. Starting from activities planned by educators, students'

knowledge and the information they receive in learning becomes anchored strongly and deeply. Students create products from learning. Therefore, the product should be evaluated in some form as a gift for students.

Educational institutions are encouraged to continue developing effective digital media to support learning activities (Hanum, 2023). Then by reflecting at the end of the lesson, students and teachers can conclude and explain again the skills they have learned and the obstacles they feel whether there is a need for further improvement. Applying a contextual approach in each cycle shows an increase in students' desire and writing skills. Overall, students who are not interested cannot even write down their knowledge well. After knowing the lesson context, students' desire and skills in writing increase.

Based on initial observations carried out at SDN 13/I Muara Bulian in class III A on Thursday, 27-29 October 2022, it is known that there are still some students who still cannot understand the vocabulary in the text about the concept of characteristics of needs, the development and growth of living creatures in the local area is presented orally or in writing. And not yet able to decipher the message in the fairy tales presented orally and in writing. Of the 23 students in class III A, only 6 students were able to decipher the message in fairy tales presented orally and in writing, using ideas and paragraphs. Then there were 3 students who could not yet decipher the message in the fairy tales presented orally and in writing. The rest could be said to be starting to understand but still had to be guided in writing.

This is due to students' lack of interest in writing skills and students always want to finish writing quickly, which makes their writing sloppy, teachers pay less attention to students' writing, that's why students don't attach much importance to writing. In the interview conducted with the homeroom teacher of class III A at SDN 13/I Muara Bulian, there was still a lot of unfinished writing, from what the class teacher said was that the strategies and models that educators still use with the usual system to explain theory are not very diverse, but he was aware that Assessment of writing skills is very important for the future. So that's what makes students feel bored, bored, they already know how the teacher will do it. Teachers should place more emphasis on writing skills and give them examples of good writing and what it looks like, so that students can see it or use interactive media (Power Point), so that students don't get bored and are comfortable learning in class.

The aim of this research is to describe the use of the MIKiR active approach using interactive media to improve writing skills in class III.

2.   Methodology

This research was carried out at SDN 13/I Muara Bulian, in the even semester of the 2022/2023 academic year in class III of SDN 13/I Muara Bulian. The type of research used is classroom action research (PTK). Azizah (2021) states that

classroom action research is a scientific activity carried out by teachers in the classroom by taking conscious actions to improve the quality of learning. The types of data in this research are qualitative and quantitative data. The qualitative data in this research are words or descriptions that are able to explain information about the results of observations using the MIKiR active approach using interactive media to improve writing skills in class III. Meanwhile, quantitative data is data presented in the form of numbers or result scores to measure changes that have occurred in improving the writing skills of students in class III.

The data collection technique in this research uses observation, interviews, tests and documentation techniques. The data validity test technique uses triangulation. The data analysis technique uses percentage techniques, using the Percentage Formula:

$$p = \frac{\sum Earned\ Score\ x\ 100\%}{\sum Total}$$

Information:
P = Level of success

The classroom action research (PTK) procedure is a description of the real steps carried out in an action. This research was conducted in two cycles. Each cycle includes the following: (a) Planning, (b) Action, (c) Observation, (d) Reflection. The cycle will stop if students' problem solving abilities increase. The cycle chosen in this research is the PTK model cycle according to Kemmis & Taggart.

3.   Results and Discussion

Cycle I observation activities were carried out to determine the improvement in students' writing skills during the teaching and learning process. The aspect assessed is student learning independence which is based on several indicators, namely: 1) determining ideas/content, 2) organizing content, 3) using vocabulary choices, 4) using language, 5) using spelling and writing system. From these indicators, the researcher will explain each indicator in detail, according to the events that occurred during the learning process. The results of observations made in cycle I can be seen in table 1 of student activity observations below. Table 1 shows the results of the average number of students' writing skill points.

Based on this table, the average number of points for students' writing skills in the first cycle of meeting I was 6.56 points (out of a total of 20 points), with an average percentage of 41.03%, which is included in the quite good category. Then in cycle I of the second meeting, the average number of student points increased to 7.47 points (from a total of 20 points), with an average percentage of 46.73%, in the quite good category. In cycle I, learning did not go as expected. According to researchers, this can happen because students are still adapting to the use of the active MIKiR approach which uses interactive media (Table 1).

Table 1. Cycle 1 Student Observations

No	Indicator	Cycle I	The average point is 23 students.	
		Observed aspects	MI	M2
1.	Determining ideas	Students are able to get ideas to make into writing	1,30	1,60
2.	Organizing content	Students can organize the ideas they get and make them into writing	1,43	1,47
3.	Use vocabulary choices	students choose good and correct vocabulary	1,34	1,52
4.	Use of Language	Students are able to choose language that can be included in a piece of writing	1,34	1,43
5.	Use spelling and writing grammar	Students are able to use word spelling and writing grammar well and correctly	1,13	1,43
	Average Number of Points		6,56	7,47
	The percentage of student learning independence is average		41,03%	46,73%

Table 2 shows the frequency of the number of students who meet the indicator criteria in cycle 1.

Table 2. Frequency Data for Cycle I Students

No	Interval (%)	F	Percentage	Category
1.	75 - 100 %	0	0,00 %	Very good
2.	50 - 74,99 %	5	21,73 %	Good
3.	25 - 49 %	18	78,27 %	Pretty good
4.	0 – 24,99 %	0	0,00 %	Not good
	Total	23	100,00 %	

Based on this table, it shows that there are no students who are categorized as having a Very Good level of writing skills, 5 students have a level of writing skills in the good category, and as many as 18 students have a level of writing skills in the quite good category, in this first cycle there are also no students who fall into the category of having a poor or low level of writing skills. Cycle II observation activities were carried out to determine the improvement in students' writing skills during the cycle during the teaching and learning process. The results of the actions in cycle II can be seen in table 3 of student activity observations below, where table 3 shows the results of the average number of students' writing skill points.

Based on this table, the average number of points for students' writing skills in cycle II, meeting I, was 10.17 points (out of a total of 20 points), with an average percentage of 63.28%, which is included in the good category. Then in cycle II of the second meeting, the average number of students' points increased to 12.08 points (from a total of 20 points), with an average percentage of 75.54%, in the very good category. In cycle II, learning went according to expectations. Where significant improvements can be found in students (Table 3).

Table 3. Results of Cycle II Student Observations

No	Indicator	Cycle I	The average point is 23 students.	
		Observed aspects	PI	P2
1.	Determining ideas	Students are able to get ideas to make into writing	1,91	2,43
2.	Organizing content	Students can organize the ideas they get and make them into writing	2,13	2,43
3.	Use vocabulary choices	students choose good and correct vocabulary	2,00	2,43
4.	Use of Language	Students are able to choose language that can be included in a piece of writing	2,13	2,47
5.	Use spelling and writing grammar	Students are able to use word spelling and writing grammar well and correctly	2,00	2,30
	Average Number of Points		10,17	12,08
	The percentage of student learning independence is average		63,58%	75,54%

Table 4 shows the frequency of the number of students who meet the indicator criteria in cycle II.

Table 4. Frequency Data for Cycle II Students

No.	Interval (%)	F	Percentage	Category
1.	75 - 100 %	10	0,00 %	Very good
2.	50 - 74,99 %	9	95,65 %	Good
3.	25 - 49 %	4	4,35 %	Pretty good
4.	0 – 24,99 %	0	0,00 %	Not good
	Total	23	100,00 %	

Based on this table, it shows that there are 10 students who are categorized as having a Very Good level of writing skills, 9 students have a level of writing skills in the good category, and as many as 4 students have a level of writing skills in the quite good category, in cycle II there are also no students who fall into the category of having poor or low levels of writing skills.

This classroom action research was carried out on class III students at SDN 13/I Muara Bulian. In initial observations, researchers found problems regarding the low level of writing skills among students. Then the researcher collaborated with the class teacher on how to improve the writing skills of class III students. The result of the collaboration between researchers and class teachers was to implement an active MIKiR approach using interactive media. Sukanto (2018) stated that the MIKiR approach is a process of changing behavior through experience or thought processes so as to achieve the goals you want to achieve. The elements contained in it are Experiencing (M), Interaction (I), Communication (Ki) and Reflection (R).

1. Experiencing Observing: Asking questions whose answers can be found if you make observations. Students and teachers conduct questions and answers based on the results of observations that have been made. Experiment:

determine what will be asked and the answer can be answered if you do research. Consult: ask students to look for specific information and ask for sources used in the questioner's guide. Completion of work: determine the obligation to complete the work in accordance with the LKPD guidelines. By giving work/assignments to create literary works

2. Discussion Interaction: determining the problem to be discussed and ordering each group member to give their opinion. Questions: invite students to ask questions. Expressing opinions: asking students to express opinions about authenticity. Leave an opinion: ask to leave a comment or opinion. Teamwork: provide appropriate work in teamwork. Explain each other's work: ask the groups to explain each other's work. Answering teacher questions: answering and asking questions. All groups dare to ask and answer questions given by the teacher.

3. Demonstrating Communication: asking to provide information. Explanation: ask the child to express and convey. Tell a story: ask students to share their experiences. Report: ask students to present their findings in person or in writing. Presented: ask students to think, make sounds to explain.

4. Reflection: consider again. Students and teachers reflect on each other's learning. Assessment of work: asking questions and having students comment (reflection). then it was conveyed that; "Experiencing" when learning involves many senses, so understanding strategies must be mature;

Learning uses MIKiR's active approach using interactive media, namely using Power Point. The initial steps taken by the teacher can be seen in Figure 1, the teacher provides stimulation to students by displaying pictures and learning videos.

Figure 1. Teacher Provides Stimulation or Encouragement
to Students Displaying Learning Images and Videos

In cycle I, meeting I, the teacher stimulated students by showing a learning video about making presto milkfish. At meeting II a reading text was presented about types of food. Then, in cycle II, the stimulus given by the teacher at meeting I was

to present a text about processing cassava and at meeting II, namely a text about processing cow's milk.

At this stage the teacher asks students to observe the images and videos displayed on Power Point and explore the information contained in them to create active learning. Hasanah (2018) said that active learning is learning activities that involve students in carrying out something and thinking about what they are doing. Syaparudin et al (2020) stated that active learning strategy is a term in the world of education, namely as a strategy in the teaching and learning process to improve the quality of education, and to achieve effective and efficient student involvement in learning. And according to Fitrah et al (2022), by implementing active learning, students are required to be able to explore knowledge from many sources so they can study it and the learning process that takes place in class.

After observing, the teacher asks students to discuss problems related to the learning material that has been presented. By discussing, students will actively exchange ideas with their group. This is in line with the opinion of Raehang (2014) that one of the characteristics of active learning is that during the learning process students carry out various learning activities such as viewing, conducting discussions and experimenting with the material. Next, the teacher gives LKPD to each student. Then it can be seen in Figure 2, each student writes down the results of their ideas on the LKPD that has been distributed to answer the problems presented.

Figure 2. Students Working on LKPD

then the teacher and students reflect on the results of the students' answers and writing and draw conclusions regarding the learning that has been carried out.

Improving Writing Skills after Implementing the MIKiR Approach Using Interactive Media

After taking action, namely by implementing the MIKiR approach using interactive power point media, students' writing skills improved. This can be seen from the results of the first cycle of action, meeting I, the average percentage was

41.03%, still in the quite good criteria, and at meeting II the average percentage was 46.73% even though it was still in the quite good category. In cycle I, meetings I and II experienced an increase of more than 5%. In cycle II there was a significant increase where the average percentage of 63.58% was still in the good criteria and this percentage increased because at the second meeting the average percentage was 75.54% which was included in the very good category. The comparison between cycle I was only 43.88%, during cycle II it increased to 55.54% or an increase of 11.66%. This increase was quite significant when compared to the increase in previous cycles.

The results of cycle I, meeting II have entered the success value where the target is to be achieved, therefore, the cycle can be stopped. The results of this research are supported by research conducted by Sinaga et al (2022) entitled The Influence of the MIKiR Active Learning Approach on Persuasive Text Writing Skills. The research results show that there is an influence of the MIKiR active learning approach on persuasive text writing skills. The percentage of students' writing skills increased in each cycle from the initial condition to the good category, as can be seen in Table 5. The results of the increase in students' writing skills during the actions from cycle I to cycle II are presented.

Table 5. Recapitulation of Results of Improving Students' Writing Skills from Cycle I and Cycle II

Cycle	Average Value
Cycle I meeting I	41,03%
Cycle I meeting II	46,73%
Cycle II meeting I	63,28%
Cycle II meeting II	75,54%

Based on the table above, writing skills can be improved by using the MIKiR active approach by using interactive media in the learning process. This research shows that MIKiR active approach using interactive media can have a good impact in improving students writing skills which can be seen in the improvement in each cycle.

4.   Conclusion

Based on the results of the classroom action research data analysis that has been carried out, it can be concluded that MIKiR's active approach using interactive media in the learning process has been proven to be able to improve writing skills in class III students at SDN 13/I Muara Bulian. This can be seen from the indicators of student learning independence which were implemented well in the learning process in cycle II, so that students' writing skills improved quite significantly. In preparing the lesson plan used to carry out the learning process, the researcher was assisted by the class teacher. With the achievements in cycle II, there are no longer any class III students at SDN 13/I Muara Bulian who fall into the low category in writing skills, thus the expected level of research success has been achieved well.

Acknowledgement

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How to cite this article:

Sartika, D., Kuntarto, E., & Pamela, I. S. (2024). Use of an Active Thinking Approach Using Interactive Media to Improve Class III Writing Skills. *Journal of Educational Sciences*, *8(1)*, 47-58.