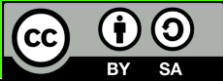


TEACHERS' STRATEGIES TO DEVELOP COGNITIVE DOMAIN STUDENTS AT SMPN 33 SINJAI

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ARTICLE INFO	ABSTRACT
<p><i>Article history:</i> Received: August 25, 2023 Revised: September 15, 2023 Accepted: December 10, 2023 Published: December 30, 2024</p> <p><i>Keywords:</i> Teachers' Strategies, Students response, Cognitive Domain.</p>	<p>This study was conducted to determine the purpose of the study, namely to describe Teachers' strategies to develop students' cognitive domain SMPN 33 Sinjai. The subjects in this study were two teachers and six students of SMPN 33 Sinjai. The purpose of this study is to find out the English teacher strategies to develop students' cognitive domains and to find out the students' responses toward the strategies implemented by teachers in developing cognitive domains. The instruments used to collect data are observation, interviews, and documentation. Data analysis in this study is Analysis (QDA), Data Reduction, and Data Display. The results showed that the English teachers' strategies to develop students' cognitive domain consisted of two strategies, namely the first is simple repetition, the second is using games to get students interested and the students' responses toward the strategies implemented by the teacher is developing cognitive domains, namely the student response to the simple repetition strategy and the student response using games to get students interested.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

Cognitive comes from the word cognition which has the same word as knowing. According to Mauliyah (2019) stated that based on the basic theory developed by Piaget, several authors define cognitive with different narratives, but basically the same, namely mental activity in knowing and knowing about the world. The cognitive domain is a realm that includes mental (brain) activity. In the cognitive domain there are six levels including: knowledge, comprehension, application, analysis, synthesis, and evaluation. Bloom's Taxonomy the cognitive domain according to its level including, remember: can recall certain

information and prior knowledge in memory, understanding: understanding and explaining the meaning, translation, and interpretation of instructions, application: applying ideas or ideas to new situations, analyzing: breaking material or information into something simpler, evaluate: make judgments about the value of information through deep reflection and create: Build or create a new element pattern through production or planning.

Cognition is defined as a thinking process in which information from the five senses is changed, reduced, elaborated, refined, and used. The term cognitive according to Chaplin is one of the areas or domains/realms of human psychology which includes mental behavior related to understanding, consideration, information processing, problem solving, intentionality, and belief (Mauliya, 2019). Cognitive domain vocabulary as well as Bloom's Taxonomy have been revised in the Revised Bloom's Taxonomy, the cognitive domain has been changed from nouns to verbs, which include remembering, understanding, applying, analyzing, evaluating, and creating (Lalogiroth and Tatipang, 2021).

The cognitive domain also has a relationship with the will and feelings related to the sense area. According to Santrock, cognition refers to the mental activity of how information can enter the mind, be stored and changed, and recalled and used in complex activities such as thinking. From the several definitions above, it can be understood that cognition is an aspect of individual development which includes mental abilities and activities related to the process of receiving-processing-and using information in the form of thinking, problem solving, and adaptation (Khiyarusoleh, 2016:4-5). Researcher believe that one of the most important components of textbooks in improving students' thinking skills is the use of questions (Igharia, 2013). Teachers must teach students how to think critically and apply higher-order thinking skills (Paranduk et al, 2021).

Tulung, et al (2022) stated that the strategies use by the teacher help students to more easily understand the material so that the goals of the teaching and learning process were achieved. This means that a teacher must have a teaching and learning strategy because with the right strategy lessons will be more easily accept by students, teachers must be able to read the general abilities and characteristics of their students. Teacher strategies in educating must look at the needs of their students, namely education based on the interests, needs, and abilities or potential of students (Amelia et al., 2022).

In order to accomplish learning objectives, a teacher is one of the most important factors in educational achievement. One of the key components in the teaching and learning process in schools is the instructor. Teachers are involved in the process of students' growth and development, starting with their knowledge, abilities, intelligence, and manner of life. This might demonstrate the significance of the teacher's role in the educational system. A professional who is able to make their students plan, analyze, and come to conclusions about the issues they encounter is a teacher. The teacher's job is to develop a set of interconnected behaviors that students should use to progress in their learning and behavior modification in a particular setting. This viewpoint leads to the conclusion that the success of education as a whole is influenced by the professional skill of the teachers (Wrightman, 2008).

One of a teacher's objectives is to impact students and help them develop their cognitive abilities. By utilizing a variety of strategies, methods, materials, and learning resources, teachers also assist students in learning as much as they can. When learning, pupils pay attention. Students become more engaged in seeking out and resolving educational issues. Additionally, instructors support students who need assistance comprehending and resolving challenges. The teacher when giving lessons has expectations that are expected during the learning process.

Every teacher hopes that when giving learning students can focus and pay attention to learning well, focus on the learning process in class so that learning objectives can be achieved, then students are actively involved in class where students and teachers are both active during the learning process. By being actively involved in learning, students can better understand the lessons conveyed by the teacher.

Based on the pre-observation at SMPN 33 Sinjai, researcher found that many students in class VIII were unable to understand the material given by their teacher. There are several factors that influence it. First, the researcher saw that many students did not focus on the material provided by the teacher. Second, many students lack of the confidence to answer the questions posed by the teacher. Therefore, researcher is interested in investigating how teachers develop students' cognitive domains during the learning process in class.

RESEARCH METHOD

A descriptive method with a qualitative approach is the type of research the author used for this project. Complex description, word analysis, in-depth summaries of respondents' opinions, and fieldwork are all components of descriptive research. "Descriptive research is research and understanding based on the methodology use, in this approach, the socially constructed nature of reality, the relationship between it and the subject under study," according to Noor (2018).

Students and English teachers from SMPN 33 Sinjai served as the study's subjects. Two female English teachers also served as the study's subjects. The first instructor instructing class XIII and the second instructor instructing class IX. The first teacher has the status of a civil servant (PNS) and the second teacher was still an honorary employee and both have accepted certification at SMPN 33 Sinjai and the students in this study total 6 people including 3 people from class VIII and 3 people from class IX where researcher chose students who are active in following the learning in class.

The term "instrument" refers to a device used to gather data for research. As the primary research tools in this study, observation and interviews will be used.

RESULTS AND DISCUSSION

Researcher conducted research at SMP Negeri 33 Sinjai, in the academic year 2022–2023, odd semester. Purposive sampling was used to choose the participants for this study, which included an evaluation of the cognitive domains of students and teachers of classes VIII and IX. The outcomes of observations and interviews served as the foundation for the research findings. As a result of classroom observation:

Based on the findings of the researcher's observations in the classroom. The investigator found:

1. Classroom teaching methods used by the instructors.

There are various different ways that teaching and learning take place in the classroom. strategies applied by English teachers, including:

a. The simple repetition strategy

based on the findings of the researcher's observations collected in class. The study discovered that certain students engaged in disruptive behavior during the teaching and learning process in the classroom. still could not explain the material that had been explained so that the English teacher repeated the material to make sure students understood and were able to repeat the material given. The level of comprehension of students is different so that not all of them can immediately comprehension the subject matter delivered by the teacher with one explanation. This repetition strategy is very effective in increasing student comprehension, this can be seen from the total number of students in the class, out of 27 students, there were 5 people who proposed repeating the material and after being asked to explain the material that was repeated previously, the 5 people were able to re-explain the material. and do not forget that there were around 22 people who did not ask for repetition and the teacher tested 10 people out of the total who did not ask for repetition and the 10 people were able to answer questions given by the teacher. so that. Based on these observations, this strategy is very effective in developing students' cognitive domains.

The analysis is taken from the results of direct observations in the classroom conducted by researcher, the following are the results of observations in the class, namely:

Pada pukul 08:00 wita Guru masuk kelas dan Sebelum memulai materi, guru menanyakan Kembali materi yang telah diberikan sebelumnya, siswa menjawab pertanyaan yang diberikan oleh guru, dari pertanyaan tersebut ada beberapa siswa yang belum memahami materi sebelumnya serta menginginkan materi tersebut diulang. (Pengamatan kelas 2023)

(Asking students to dialogue together, repeat learning material from previous material, make games, question and answer sessions, memorize to be stored at the next meeting).
(Class observation 2023)

This finding was strengthened by the results of an interview with an English teacher at SMP Negeri 33 Sinjai who said :

"Saat ini strategi yang saya gunakan didalam kelas itu adalah strategi pengulangan sederhana ..." (Interview, 31/08/2023)

(Currently the strategy I use in class is a simple repetition strategy)

From the results of the interviews, it can be seen that the teacher has a strategy to develop students' comprehension, namely by doing simple repetition.

Where this repetition strategy is used at the beginning of learning before entering the next material, where the teacher asks again about the previous learning material, the goal is to find out whether students still remember the previous learning material and whether students really comprehend the material given in the previous lesson. This finding was strengthened by the results of an interview with an English teacher at SMP Negeri 33 Sinjai who said

“Contohnya pada saat saya masuk ke dalam kelas sebelum memulai pembelajaran pada saat itu saya akan menanyakan pembelajaran pada minggu lalu atau pada hari kemarin yang saya berikan pada siswa sebelum proses belajar berlangsung agar supaya mereka masih mengingat Pelajaran sebelumnya sebelum memulai Pelajaran yang akan dipelajari pada hari ini”. (Interview, 31/08/2023)

(For example, when I enter the class before starting learning at that time I will ask about last week's lesson or yesterday's lesson that I gave to students before the learning process took place so that they still remember the previous lesson before starting the lesson that will be studied today.)

By using the repetition strategy, this is very effective to do because students are able to quickly comprehend the material given beforehand and students are also able to re-explain the material given before when the teacher does the repetition strategy. This finding was strengthened by the results of an interview with an English teacher at SMP Negeri 33 Sinjai who said

“Menurut saya itulah yang paling sederhana untuk anak-anak seusia mereka yang tidak terlalu muda dan cukup gampang untuk dipahami maksudnya easy going bagi siswa untuk memahami itu” (Interview, 31/08/2023)

(In my opinion, this is the simplest for children of their age who are not too young and easy enough to comprehend, meaning easy going for students to comprehension.)

From the results of the interviews, it can be seen that the teacher has a strategy to develop students' comprehension, namely by doing simple repetition.

b. Using games to make students interested

Based on observations made in class by researcher, researcher found that during the teaching and learning process in class the first step taken by the teacher was to try to attract students' attention by using game-based learning to instill a sense of interest

in students so that they liked the subject matter presented. like during the observation I saw the teacher mentioning one letter then the student had to answer by saying the name of the animal that starts with the letter mentioned by the teacher. Seeing this, where all students actively respond to the material provided by the teacher because in the middle of learning several games related to learning material are added, so this strategy is very effective in increasing students' comprehension.

The analysis is taken from the results of direct observations in the classroom conducted by researcher, the following are the results of observations in the class, namely:

Guru membuat games tebak-tebakan, guru menyebut huruf dan siswa menebak nama Binatang dengan awalan huruf yang disebutkan guru, ada beberapa siswa yang tidak bisa menebak games tersebut, siswa yang tidak menjawab diberi hukuman mengekspresikan Binatang atau meniru suara hewan (Pengamatan kelas 2023)

(The teacher makes guessing games, the teacher says letters and the students guess the name of the animal with the initial letter mentioned by the teacher, there are some students who cannot guess the game, students who do not answer are given a penalty for expressing animals or imitating animal sounds). (Class observation 2023)

This finding is also reinforced by the results of interviews with English teachers at SMP Negeri 33 Sinjai who said

"...selain itu ada beberapa lagi strategi yang saya gunakan dalam kelas untuk mengembangkan ranah kognitive siswa such us, membuat games untuk membuat siswa tertarik terhadap materi yang di ajarkan, ..." (Interview, 31/07/2023)

(Apart from that there are several other strategies that I use in class to develop students' cognitive domains such as making games to get students interested in the material being taught.)

From the results of the interviews, it is known that the teacher has a strategy to develop students' comprehension by using games so that students are more interested in learning and more easily comprehend the material being taught.

2. Students' Responses

There are several student responses to the strategies used by English teachers in carrying out the teaching and learning process in class, including:

a. Student response to repetition of simple strategies.

based on the findings of the researcher's observations collected in class. The study discovered that in the classroom's teaching and learning process, after the teacher repeatedly explained the material briefly, students could better comprehend the material that had been taught by the teacher, this was seen when the teacher gave questions to students, after explaining again it turned out that students were able to answer these This simple repetition is very effective for increasing students' comprehension.

The analysis is taken from the results of direct observations in the classroom conducted by researcher, the following are the results of observations in the class, namely:

Dialog Bersama, siswa sangat antusias dalam mengulang materi/belajar, siswa sangat senang dan aktif saat sesi games dan tanya jawab, antusias siswa sangat terlihat saat diberi tugas untuk menghafal. (Pengamatan kelas 2023)

Joint Dialogue, students are very enthusiastic in repeating material/learning, students are very happy and active during games and question and answer sessions, student enthusiasm is very visible when given assignments to memorize. (Class observation 2023)

This finding was also reinforced by the results of interviews with students at SMP Negeri 33 Sinjai who said

“Sangat bagus karena kami dapat mengingat kembali mengenai materi sebelumnya yang kami pelajari, juga sangat membantu kami misalkan saat kami mau ulangan kami dapat mengingat kembali materi yang sebelumnya di ajarkan dan tidak hanya fokus pada materi yang dipelajari saat ini....”
(Interview, 14/08/2023)

(Very good because we can recall the previous material we studied, it is also very helpful for us, for example when we want to take a test, we can recall the material previously taught and not just focus on the material being studied at this time)

From the results of the interviews, it is known that the teacher's strategy, namely repetition of simple material can develop student comprehension.

b. Student response using games to make students interested

During the teaching and learning process in class, the researcher discovered based on observations made in that setting students were more interested in material that used games to initiate learning and this strategy further increased students' comprehension and enthusiasm in following the lessons delivered by the English teacher. This was proven when as the material progressed it turned out that students were more active in asking questions after this strategy was carried out, so that this strategy was able to increase student comprehension.

The analysis is taken from the results of direct observations in the classroom conducted by researcher, the following are the results of observations in the class, namely:

Siswa sangat senang dan aktif saat sesi games dan tanya jawab, antusias siswa sangat terlihat saat siswa diberi games semua siswa menjawab dengan semangat. (Pengamatan kelas 2023)

The students were very happy and active during the games and question and answer sessions, the enthusiasm of the students was very visible when the students were given games, all students answered enthusiastically. (Class observation 2023)

This finding was also reinforced by the results of interviews with students at SMP Negeri 33 Sinjai who said

"kalau menggunakan games kami lebih enjoy dalam belajar, tidak bosan, kami juga tidak mengantuk, kalau pake games tebak-tebakan jawaban disitu kami lebih mudah mengingat pelajaran dan mudah masuk di otak..." (Interview, 14/08/2023)

(If we use games we enjoy learning more, we don't get bored, we don't get sleepy either, if we use games to guess the answers there it's easier for us to remember the lessons and it's easy to get into the brain).

From the results of the observation and interviews, it is known that the teachers' strategy is to use games to make students interested and can develop students' comprehension because students can better remember the material being taught.

Research is discussed based on conducted interviews, and data is gathered to categorize conclusions drawn from interview responses. This study discovered how English teachers develop their students' cognitive domains at SMP Negeri 33 Sinjai.

Teachers' strategies to develop students' cognitive domain at SMP Negeri 33 Sinjai

1. Teachers' strategies

Based on the results of interviews conducted with teachers at SMP Negeri 33 Sinjai. The researcher found that there were several English teacher strategies in developing students' cognitive domains. The first is Simple Repetition or Learning Review During the teaching and learning process in class there are some students who still cannot explain the material that has been explained, so the English teacher repeats the material to make sure students comprehend and are able to explain the material. Then the next strategy is using games to get students interested, during the teaching and learning process in class the first step the teacher takes is trying to attract students' attention by using game-based learning to instill a sense of interest in students so that they are interested and like the subject matter presented. The next strategy is Question and Answer (QnA) where the teacher gives questions to students to answer and the last strategy used by the English teacher is Memorize to increase vocabulary.

According to the description provided above, this is strongly related to what experts like:

a. Simple Repetition

Syaiful (2010: 95) stated that the Repetitive training method or also called practice, is a good way of teaching to instill certain habits. In addition, this method can also be used to gain dexterity, precision, opportunities and skills. Sudjana in Nurhasanah (2005:26) states that the method is the method used by the teacher in establishing relationships with students during learning, therefore the role of the teaching method is as a tool to realize the teaching and learning process.

Roestiyah (2012: 125) stated that repetition training is a technique that can be interpreted as a way of teaching in which students carry out training activities repeatedly, so that students have higher dexterity or skills than what they have learned.

Based on the explanation of the experts above, the repetition strategy if done continuously will make students have the skills and dexterity in developing student comprehension. This can be seen from the activeness of the students when answering the teacher's questions after the material has been re-explained.

b. Using games to get students interested

Mulyasa (2007) stated that the complexity of learning materials can be simplified with the help of media. Media can represent what the teacher cannot convey through certain words or sentences. In addition, the media can be used as a guide or message giver in learning, as a generator of attention, motivation and enthusiasm for student learning through more direct interaction between students and learning resources. In addition, the limitations of space, time, energy and the power of the five senses can also be assisted by the media.

Narottama (2008) states that regarding the effect of flash games on learning, it has an effect on learning outcomes. Rahmatsyam (2010) states that all the potential that games have as media is very possible to be used as a motivational learning medium for students. In addition, Pelletiere (2009) also stated that games have a very close relationship and have a positive effect on the learning process.

From the explanation of the experts above that using games as a learning medium can arouse students' attention, motivation and enthusiasm for learning, this can be seen during the teaching and learning process in the classroom, students was very enthusiastic about participating in learning when game strategies were used.

2. Students' Responses

Based on the results of classroom observations at SMPN 33 Sinjai, it is known that there are several student responses to the strategies used by English teachers in developing students' cognitive domains, one of which is student responses to simple repetition. during

the teaching and learning process in class there were some students who still could not explain the material that had been explained so the English teacher repeated the material to make sure students understood and were able to repeat it again, after the material was repeated the students were very active in answering any material asked by the teacher. then student responses used games to get students interested, during the teaching and learning process in class students were more interested in material using games to start learning and this strategy increased the enthusiasm and enthusiasm of students in following the lessons delivered by the English teacher.

Based on the results of the discussion above by looking at student responses to the two strategies, student responses to the two strategies implemented by the teacher received positive responses from students, this can be seen from the activeness and enthusiasm of students when the teacher implemented these strategies.

One way to develop students' cognitive domains is to take a personal approach between the teacher and students. The personal approach includes dialogue or direct and open communication between teachers and students. Teachers can ask many things related to the learning process and what hinders the acceptance of the material. From here, the teacher can analyze how students respond to the strategies applied in developing students' cognitive domains.

CONCLUSION

The findings and recommendations from this study are presented in this chapter. The conclusions are derived from the research questions, and the proposals give English teachers and potential researchers some ideas concerning teacher's strategy for developing the cognitive domain of students of SMPN 33 Sinjai

The researcher concludes by showing the results of observations and interviews with teachers that there are two strategies for English teachers in developing students' cognitive domains, namely: The first is simple repetition and the second is using games to get students interested. Both of these strategies are used during the teaching and learning process in the classroom and researchers see that these strategies really help improve students' cognitive domains.

There are also two student responses to the strategies used by English teachers in developing students' cognitive domains, namely: The first is the student response to the simple repetition strategy and the second is the student response using games to get students interested.

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