



## Development of Active Learning Model Type Reading Guide Assisted with Macromedia Flash in Learning Reading Exposition Text for Grade 8th MTS / SMP Students

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### **Abstract**

This development research was carried out to produce a reading type active learning model assisted by macromedia flash to improve students' reading comprehension skills. The active reading learning model consists of six phases, namely, conveying goals and motivating, presenting information, organizing students in groups, guiding group work and study, evaluation, and giving awards. This development research uses the 4D development model according to Thiagarajan. Product validation includes, namely (a) the feasibility of the model concept, (b) the initial design of the model, and (c) planning the development of the model, testing the properties of the data includes three ways namely normality test, homogeneity test, and t test. Product trials were carried out on six phases of the active learning model. Based on the results of validation, limited trials, and extensive trials, it can be concluded that the active learning model type reading guide assisted by macromedia flash is feasible to be applied in learning to read comprehension text exposition.

**Keywords:** *Active Learning Model; Active Learning Model Reading Guide Type; Macromedia Flash; Reading Comprehension; Exposition Text; Development Research*

### **A. Introduction**

Reading skills are one of the important aspects of communication skills that must be mastered in order for a person to be successful in life. Roger Farr (Damaianti, 2001: 4) states that "Reading is the heart of Education". Roger stated that reading is the heart of education, meaning that by reading, we will learn and reason, which leads to obtaining information as the main tool for a good life. Roger clearly mentioned how important reading was. That is, reading will provide important information that can be a means of obtaining a better life. However, it is very unfortunate that not all parties realize the importance of reading to support their life in a better direction. So, it is not an exaggeration if teaching reading needs to get a very important position because by reading we can access useful information as a tool to gain welfare.

Active learning is intended to optimize the use of all the potential that students have, so that all students can achieve satisfactory learning outcomes according to their personal characteristics (Hartono, 2008). Active learning includes various ways to make students active from the start doing activities that build group work and in a short time make them think about the subject matter (Silberman, 1996: 6). The reading guide learning model is a learning model that guides students to read the guides prepared by the teacher in accordance with the material to be taught at a predetermined time, on the other hand the teacher will also give questions that discuss the material that students have read (Ismail, 2008: 80).

According to Sudjana & Rivai (2009: 3-5) states that there are several types of teaching media that are commonly used in the teaching process. First, graphic media, namely in the form of images, photos, charts or diagrams, graphics, cartoons, comics, posters and others. Graphics media is two-dimensional media, namely media that has a length and width. The second media, three-dimensional media, namely media in the form of solid models (solid models), cross-sectional models, stacking models, work models, mock-ups, dioramas and others. The third is projection media, namely in the form of slides, film strips, films, use of OHP and others. The fourth is using the environment as a teaching medium.

Multimedia is a message delivery using various types of teaching materials that form a unit or package. An example of multimedia is a learning module consisting of printed materials, audio materials, and audiovisual materials which are packaged in one package (Indriana, 2011: 96). Reading is a process carried out and used by readers to get the message the writer wants to convey through the media of words / written language (Tarigan, 2008: 7). This opinion is supported by Sabarti Akhadiah, et al (1992/1993: 22), reading is an integrated set of activities that include several activities such as recognizing letters and words, connecting with sounds and their meanings, and drawing conclusions about reading.

Somadayo (2011: 11) states that reading comprehension is a reading activity that seeks to understand the contents of the reading / text as a whole. According to Syafi'ie (Samsu Somadayo, 2019: 9) reading comprehension is a process of building an understanding of written discourse. This process occurs by matching or linking the schema of knowledge and experience that has been previously owned with the content of information in the discourse. The term exposition comes from the word expose which means "to proclaim accompanied by analysis and explanation". An exposition text can be interpreted as a text that conveys arguments with the aim of convincing others. In its development, the exposition can use facts, examples, the author's ideas, or the opinions of experts. Even text, can be supplemented with visual media, such as tables, graphics, maps and others (Kosasih, 2014: 23).

## **B. Method**

This study used a 4D development research design according to Thiagarajan and Semmel (1978) consisting of four stages. The four stages include, define, design, develop, and disseminate. This research is a research conducted to develop learning models for students. The development of learning models will not be separated from the need for research data sources so that the products developed can be tested on students. Population refers to the entire group from which samples are drawn, while the sample reflects and determines how useful the sample is in the conclusions of the study. The population in this study were all 8th grade students of Public Madrasah Tsaniwiyah Ambon, 8th grade Al-Wathan Ambon, and 8th grade students of Atambua junior high School, Belu Regency, 2019/2020 Academic Year. The samples in this study were students of class 8th Public Madrasah Tsaniwiyah Ambon, students of public junior high School Al-Wathan, and students of public junior high School 1 Atambua. The limited trial was carried out in only one class at MTs Negeri Ambon. Furthermore, the development stage or broad trial was carried out in three classes, each of which was conducted at Public Madrasah Tsaniwiyah Ambon, public junior high School Al-Wathan, and public junior high School 1 Atambua. The sampling technique in this study was carried out by purposive sampling technique. This technique was chosen by

the researcher on the basis of the researchers' consideration of the two homogeneous schools. The sample chosen in this study were three schools in the study population.

Data collection techniques in this study were carried out through documentation study techniques, observation, questionnaires, interviews, and product assessments. Data processing or analysis is basically carried out to answer the formulation of research problems that have been compiled in Chapter I. This is closely related to the profile of learning to write exposition text, planning the development of active learning models of the type of reading guide assisted by macromedia flash in learning to read the comprehension of the exposition text, the responses involved during the learning process using the development of an active learning model (active learning) type reading guide assisted by Macromdia Flash.

The data in this study, there are two types of documents used, including primary documents and secondary documents. Primary documents are documents that are written directly by people who experience the incident while secondary documents are documents that are rewritten by people who have not directly experienced the event based on information obtained from people who directly experienced the event. The analysis and qualifications of the product regarding its feasibility are based on the assessment of learning model experts, instructional media experts, reading learning experts, and educators based on the following criteria.

**Table 1: Product Analysis and Qualification**

Percentage	Qualification	Follow-up
85%-100%	Very Worth it	Implementation
75%-84%	Well worth it	Implementation
55%-74%	Decent enough	Revision
<55%	Not worth it	Replaced

The data obtained will be processed through statistical formulas. The use of statistical formulas is carried out based on the previously described data collection techniques. Sudjana (1989, p. 2) argues that statistics are used to express data sets, numbers and non-numbers arranged in tables or diagrams, which describe or describe a problem. Statistics can help researchers in data processing. This is in line with what was stated by Subana et al. (1997, p. 10) that statistics have a very important function as a tool, namely a tool to process, analyze, and conclude the results that have been achieved in the assessment. The statistical data to be obtained is in the form of normality test data for pre-test and post-test limited trials, post-test class data for broad trials, homogeneity data for pre-test and post-test limited trials, hypothesis testing data (t-test) for pre-test and post-test limited trials, as well as hypothesis testing data (t test) post-test broad trials.

### **C. Results**

The results of product validation inform that the reading guide type active learning model can be implemented in learning exposition text with a little revision. Product validation is carried out on learning model experts, reading comprehension learning experts, and practitioners (teachers). First, the validation of the learning model expert's product refers to two aspects of feasibility, namely (a) the feasibility aspect of the active learning model concept obtaining a percentage of 90% and (b) the feasibility aspect of the

active learning model on the level of reading comprehension skills and the needs of students obtaining a percentage of 85 %.

Second, the validation of the reading comprehension learning expert's product refers to three aspects of feasibility, namely (a) the feasibility aspect of the active learning model concept reading guide type obtaining a percentage of 75%, (b) The feasibility of the steps of the active learning model reading guide assisted by macromedia flash in learning reading the exposition text the percentage of 90, (c) the feasibility aspect of the active learning model reading guide assisted by macromedia flash on the level of understanding and the needs of the student percentage of 90%. Third, the validation of the practitioner's (teacher) product refers to two aspects of feasibility, namely (a) the feasibility aspect of the active learning model model concept of reading guide assisted macromedia flash, the percentage is 75%, and (b) the feasibility aspect of the active learning model steps assisted reading guide Macromedia flash in learning to read exposition text is 85%. Based on the percentage acquisition of the three validators, it can be seen that the active learning model of reading guide assisted by macromedia flash is feasible to be implemented in learning to read reading comprehension of the exposition text.

The product test was carried out to determine the feasibility and response of students to the application of the active learning model reading guide assisted by macromedia flash. In applying the active learning model of reading guide assisted by macromedia flash in learning to read exposition text, there are four aspects of the feasibility of being assessed in reading comprehension skills, namely literal aspects, interpretation aspects, critical aspects, and creative aspects. To determine the effectiveness, the development of an active learning model of reading guides assisted by macromedia flash in learning to read exposition text was carried out in two trials, namely limited trials and extensive trials. The limited trial was carried out on 30 students of class 8-8th of Public Madrasah Tsaniwiyah Ambon, while the broad trial was carried out in class 8-9 of Public Madrasah Tsaniwiyah Ambon, class 8-2 of students of public junior high School Al-Wathan., and class VIII of and students of public junior high School 1 Atambua. For the results of the level of practicality the researcher gave a questionnaire to the teacher and to all students in each school.

**Table 2: Results of Normality Test of Pratest and Post-Test Class Limited Trials**

Class		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Results	Pratest	.129	29	.200*	.935	29	.072
	Post-test	.161	29	.052	.942	29	.116

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

Decision Making Criteria

a. Statistical Hypotheses in Normality Test Decision Making

Ho: Data comes from normal distribution

H1: The data comes from an abnormal distribution

b. Normality Test Decision Making Criteria

Sig value, or significance <0.05, so Ho is rejected

Sig value > 0.05, then H1 is accepted

### Results Shows

The significance value of pre-test data for class 8-8 of Public Madrasah Tsaniwiyah Ambon is 0.76 which means it is greater than 0.05 ( $0.76 > 0.05$ ) so that  $H_0$  is accepted. So, it can be seen that the pre-test and post-test data for class 8-8 of Public Madrasah Tsaniwiyah Ambon are normally distributed.

**Table 3: Post-Test Normality Test Results for the Broad Trial Class**

Tests of Normality						
	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
MTS_9	.135	30	.175	.932	30	.055
AL_2	.136	30	.162	.936	30	.071
SMP_1	.125	30	.200*	.931	30	.052

#### Decision Making Criteria

##### a. Statistical Hypotheses in Normality Test Decision Making

$H_0$ : Data comes from normal distribution

$H_1$ : The data comes from an abnormal distribution

##### b. Normality Test Decision Making Criteria

Sig value, or significance  $< 0.05$ , so  $H_0$  is rejected

Sig value  $> 0.05$ , so  $H_0$  is accepted

### Results Shows

The significance value of post-test data for class 8th-9 of Public Madrasah Tsaniwiyah Ambon is 0.55, which means it is greater than 0.05 ( $0.55 > 0.05$ ) so that  $H_0$  is accepted. Post-test data for class 8-2 junior high school Al-Wathan Ambon is 0.71, which means it is greater than 0.05 ( $0.71 > 0.05$ ) so that  $H_0$  is accepted. Then the post-test data for class 8<sup>th</sup> public junior high school Atambua is 0.52 which means that it is 0.05 ( $0.52 > 0.05$ ) greater so that  $H_0$  is accepted. So, it can be seen that the post-test data for class 8-9 of Public Madrasah Tsaniwiyah Ambon, class 8-2 Junior High School Al-Wathan Ambon, and grade 8th at Public Junior High School Atambua are normally distributed.

**Table 4: Homogeneity Test of Pratest and Post-test Limited Trial Class 8-8**

#### Test of Homogeneity of Variances

##### Pratest and Post-test Results

Levene Statistic	df1	df2	Sig.
3.375	1	58	.071

### Decision Making Criteria

#### a. Statistical hypothesis of decision making for homogeneity test

Ho: Data comes from populations that have the same variant (homogeneous)

H1: Data comes from populations that have the same variant (not homogeneous)

#### b. Basis for Decision Making

If the significance value  $> 0.05$ , the data distribution is homogeneous.

If the significance value  $< 0.05$ , the data distribution is not homogeneous.

Based on the results of the homogeneity test, the data shows a significance level of the mean (average) which is above 0.05 ( $0.71 > .05$ ). In this connection, it can be explained that the significance value is greater than 0.05, so that Ho is accepted. Therefore, it can be interpreted that the homogeneity test data at the limited test stage of class 8-8 of Public Madrasah Tsaniwiyah Ambon has the same variant or is homogeneous.

**Table 5: Results of Limited Trial Pratest and Post-test t-test data**

#### Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Results of Limited Trial Pratest and Post-test t-test data	69.73	60	11.829	1.527
	Class	1.50	60	.504	.065

#### Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Results of Limited Trial Pratest and Post-test t-test data	68.233	11.378	1.469	65.294	71.173	46.450	59	.000
	Class								

**Table 6: Results of T-Test Data for Post-Test Class Wide Trials  
Group Statistics**

Kelas	N	Mean	Std. Deviation	Std. Error Mean
Results of T-test data Post-test for Post-test Class Wide Trials	30	79.97	3.926	.717
Post-test	30	79.73	3.741	.683

### Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Results Post-Test Class Wide Trials	Equal variances assumed	.022	.881	.236	58	.000	.233	.990	-1.749	2.215
	Equal variances not assumed			.236	57.866	.000	.233	.990	-1.749	2.215

#### Decision Making Criteria

##### a. Statistical Hypotheses in Decision Making for the t Test

Ho: The two populations are identical or not significantly different

H1: The two populations are not identical or not significantly different

##### b. T Test Decision Making Criteria

Test Statistic: T test for two independent samples (two independent sample t-test)

Test Criteria: Ho accepted if  $\text{sig} > \alpha = 0.05$  and Ho rejected if  $\text{sig} < \alpha = 0.05$

The results show that the sig value (2 tailed) = 0.815 is greater than the significance level ( $\alpha = 0.05$ ) ( $0.815 > 0.05$ ) so that Ho is rejected. Thus, it can be stated that there is a significant difference between the post-test data limited and broad trials, namely class 8-9 Public Madrasah Tsaniwiyah Ambon, class 8-2 Junior High School Al-Wathan, and class 8th Public Junior High School Atambua. Thus, the development of an active learning model type reading guide assisted by macromedia flash in learning to read exposition text comprehension is proven to improve students' reading comprehension text comprehension skills in the broad trial stage.

#### ***D. Discussion***

The following is a discussion to answer the problem formulation in chapter I. The discussion includes the learning profile, the design of the active learning model development type reading guide assisted by macromedia flash in learning to read the understanding of the exposition text, and the responses involved in learning in teaching and learning activities using the reading type active learning model. Macromedia Flash assisted guide.

#### **Learning Profile Reading Understanding Text Exposition of Class VIII Students at Madrasah Tsaniwayah and Junior High Schools**

The initial state of learning to read includes several things. First, interviews were conducted with Indonesian language educators at Madrasah Tsaniwayah Ambon, Junior High School Al-Wathan, and Public Junior High School of Atambua. Based on the results of the interview, it was found that almost every school has the same problem regarding the ability to read students' understanding which is still very low and the learning model has not been applied in accordance with the problem. To overcome these problems, it is necessary to improve the learning process by using a learning model that can improve students' reading comprehension skills.

The reality in the field, educators still have difficulty increasing the ability to read students' understanding. This is due to monotonous learning and the lack of innovation of students, especially in learning to read exposition texts. Second, regarding the discussion of learning device analysis. Based on the results of these observations, the researcher concluded that in making the syllabus and lesson plans the teacher had followed the concepts set by the government. Therefore, teachers are less creative in the development or selection of learning models. In addition, the implementation of the learning process in the three schools has been able to apply the concepts that have been determined, but not optimally. From the results of the research, educators still cannot invite students to learn actively.

Apart from the results of interviews, analysis of learning tools and analysis of student questionnaires, the initial state of reading students' understanding can also be seen from the results of pre-tests conducted before the implementation of learning. The pre-test results show that the average reading comprehension ability of the exposition text is still at a low stage or does not meet the minimum completeness criteria (KKM). It can be seen from the reading scores of the students' exposition of 30 students. The average value obtained is 59.2, indicating that the ability to read is still in the sufficient category. To help solve problems related to reading comprehension skills, researchers offer the application of a learning model. Learning is carried out to help students improve their reading comprehension skills. Interesting and innovative learning models will certainly make it easier for students in learning activities.

The causes of the reader's inability to understand reading, namely the lack of vocabulary knowledge, limited grammar understanding, and limited conceptual knowledge (Taglieber in Alemi, 2010: 571). Taglieber's research findings are in line with the findings of this study. Students experience difficulties found in the text, minimal grammar knowledge, and little student conceptual knowledge. Based on the results of the analysis of the initial reading comprehension ability, many students whose reading comprehension ability was only limited to literal abilities. Many students are new to being able to understand explicit information contained in reading, but not yet able to understand implied information. Many students do not yet have the ability to read interpretive, critical, and creative understanding.



## **Planning for the development of an active learning model of the type of Reading Guide assisted by Macromedia Flash in Reading Learning Exposition Text Comprehension**

In this stage the researcher makes plans related to the model to be developed. Basic model planning results from previous preliminary studies. At this stage, the researcher explained the design of the active learning model development type reading guide assisted by macromedia flash in learning to read the understanding of the exposition text. The explanation is elaborated in the following ways: 1) the concept of developing an active learning model type reading guide assisted by macromedia flash in learning to read the understanding of the exposition text; 2) the design of the development of an active learning model type reading guide assisted by macromedia flash in learning to read the comprehension of the exposition text; 3) the initial design of the development of an active learning model type reading guide assisted by macromedia flash in learning to read comprehension text exposition.

The concept of model development is a first step taken by researchers in carrying out literature studies related to the development of the model to be carried out. Based on the results of the preliminary study, it is found that the active learning model of the reading guide type will be developed with the help of macromedia flash in learning to read the understanding of the exposition text. Active learning is intended to optimize the use of all the potential that students have, so that all students can achieve satisfactory learning outcomes according to their personal characteristics (Hartono, 2008). Active learning basically tries to strengthen and smoothen the stimulus and responses of students in learning, so that the learning process becomes fun, not boring for them. By providing active learning to students, it can help their memory, so that they can be delivered to learning goals successfully. Active learning includes various ways to make students active from the start doing activities that build group work and in a short time make them think about the subject matter (Silberman, 1996: 6).

Active learning is intended to optimize the use of all the potential that students have, so that all students can achieve satisfactory learning outcomes according to their personal characteristics. Besides that, active learning is also intended to keep students' attention focused on the learning process. According to Machampang (2008), here are the syntax or steps for the active learning model (Active Learning) consisting of five phases, namely, (phase 1): conveying student goals and motivation in this phase the teacher conveys all the lesson objectives to be achieved in learning motivate students. (phase 2): presenting information, in this phase the teacher provides a general explanation of the material to be studied to students. (phase 3): organizing students into groups, in this phase the teacher distributes reading texts that the group will read. (phase 4): guiding the work and study groups, in this phase the teacher guides the study groups as they do their assignments. (phase 5): evaluation, in this phase the teacher asks students to present the results of the discussion, the teacher evaluates the learning outcomes of the material that has been studied by providing questions and explanations.

The next step the researcher undertakes is to design the developed model. The model design prepared by the researcher is based on the models of teaching theory, namely that there are several components including the rationalization model, the social model system, the model reaction principle, the model support system, the model syntax, the instructional impact of the model and evaluation. The first step that the researchers took was to make an initial design that was developed based on the rationalization of the model, the resulting design contained the components contained in the implementation of the model. The design contains learning objectives, teaching materials, sources, tools, and media. In addition, the design also contains the learning activities carried out in the application of the model. The design ends with an assessment that is carried out after the implementation of the model is developed. In this section also, the researcher writes the learning steps that must be carried out during the learning implementation process using the developed model. These steps include preliminary activities, core activities, and closing activities.

## **Implementation of the Development of a Macromedia Flash-assisted Reading Guide Model Development in Reading Exposition Text Comprehension.**

The implementation of the development of an active learning model type reading guide assisted by macromedia flash in learning to read comprehension text exposition to improve reading comprehension skills of grade 8 Madrasah Tsaniwiyah / Junior High School students Based on the findings of research that has been conducted by researchers, there are several processes or stages in the implementation of developing this model. First, the initial design that has been described is then developed through the initial design validation stage with the help of an expert or expert judgment.

The expert who acts as this expert consists of five people. validator 1 (V1) Dr. Everd. M. Solissa, M.Pd as Lecturer at Pattimura University Ambon, validator 2 (V2) Martha Maspaitella, S.Pd., M.Pd as Lecturer at Pattimura University Ambon, validator 3 (V3) Novita Tabalessy, S.Pd., M.Pd as a Lecturer at Pattimura University and validator 4 (V4) Dr. Iwan Rumalean, M.Pd as a Lecturer at the University of Pattimura Ambon, validator 5 (V5) Petrus J Pattiasina, M.Pd as a Lecturer at the University of Pattimura Ambon. The five validators are lecturers who are experts in the field of learning models and learning media. Based on the results of the assessment of the five experts, it is used as input for improving the design of the developed model. All revisions or improvements based on expert judgment are then used by researchers to compile an initial draft that will be redeveloped through a series of field trials, namely limited trials and extensive trials.

The two trials in this study were carried out twice, namely limited trials and broad trials. In this study a limited trial was conducted in class 8-8 of Public Madrasah Tsaniwiyah Ambon. After carrying out the limited trial the researcher made improvements based on the input on the limited trial. Revisions were made based on input and suggestions from observers and students. Revisions were made in order to correct deficiencies in the model being developed. The revised results were retried at the broad trial stage. The implementation of extensive trials was carried out in classes 8-8 and 8-9 of Public Madrasah Tsaniwiyah (MTs) Ambon, class 8-2 of Junior High School Al-Wathan Ambon, and class 8th at Public Junior High School of Atambua. The results that have been obtained at the broad trial stage, the researchers use to make improvements and revisions. The revision of the results of the extensive trial was used to compile a final initial draft of the model development carried out by the researcher.

## **Response Involvement Involving Learning in Teaching and Learning Activities After Using the Active Learning Model Type Reading Guide Assisted by Macromedia Flash**

Based on the responses of students which are known through a questionnaire distributed after the implementation of the learning process at the limited trial and extensive trial stage, it can be concluded that the learning process provides many benefits for learners. The application of the active learning model type reading guide assisted by Macromedia Flash shows positive results. The results of the questionnaire show that the learning activities carried out by educators can increase interest and help motivate students so that they can improve reading comprehension skills and it is easy to understand a reading or text.

## ***Conclusions and Recommendations***

### **1. Conclusion**

The profile of learning to read the comprehension of exposition text in Madrasah Tsaniwiyah (MTs) and Junior High School in general is still not optimal. These findings became the basis for developing an active learning model type reading guide assisted by macromedia flash with a focus on reading comprehension of articles and exposition text in order to improve students' reading comprehension skills which were found to be still in the low category with indications of inability to

achieve the minimum completeness criteria (KKM). In observing the learning profile at MTs and SMP it was revealed that students had difficulty describing the main ideas, differentiating factual sentences and opinion sentences, and it was difficult to interpret and understand the purpose of writing in a text or reading. The development of an active learning model type reading guide assisted by macromedia flash in this study uses a 4D development model which includes define, design, develop, and describe. After going through the four stages, the active learning model type reading guide assisted by macromedia flash that was developed was feasible to be used in education, especially learning to read the understanding of the exposition text.

## 2. Suggestion

The active learning model type reading guide assisted by macromedia flash has gone through validation and field trials. The results of the validation and testing showed good value. In other words, the learning model developed is suitable for learning activities to read the understanding of the exposition text in the first education. This research is a research on one aspect of the 2013 curriculum, namely the exposition text for grade 8<sup>th</sup> Madrasah Tsaniwiyah (MTs) / Junior High School students. If further research will be carried out, this research can be carried out for other materials with different variables. This research can be conducted for descriptive text material, explanatory text, procedural text, and others. Research and development like this is still needed, given that the need for innovative and student-based learning models in schools is currently very high. This research was conducted with a limited time so that the completeness of the teaching material was still at the basic competencies being studied. Therefore, further researchers can add basic competency in learning in order to achieve broader learning objectives.

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