



DEVELOPMENT OF VIDEO MEDIA ON INDONESIAN LEARNING CLASS X AT SMAN I SANGKAPURA

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ABSTRACT

The purpose of this development is to produce a video media for learning Indonesian subjects for Class X students. The development model used is Dick & Carey. The stages of development research in the Dick & Carey model consist of ten steps, namely: (1) identifying instructional objectives, (2) conducting instructional analysis, (3) analyzing student characteristics and context, (4) formulating specific instructional objectives, (5) developing assessment instruments, (6) developing instructional strategies, (7) developing and selecting appropriate instructional materials, (8) designing and conducting formative evaluations, (9) revising learning, and (10) designing and conducting summative evaluations. The development process involves subject matter experts, learning design experts and learning media experts to provide feedback and suggestions for improvement. The results of this development research are (1) Development of Video Media in Indonesian Language Subjects is developed based on the analysis of the needs of teachers and students through a needs questionnaire provided by the developer, (2) The results of the validation of material experts, media experts, and design experts on Video Media development products In Indonesian Language Subjects with very feasible criteria to be developed, and (3) Based on the results of research on the development of Video Media in Indonesian Language Subjects, it can be concluded that Video Media learning media is used in developing abilities in designing creative, innovative and interesting learning

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1. Introduction

The world of education is always related to our daily lives, because at any time we cannot be separated from going through the educational process (Anwar, 2021; Fajarani et al., 2021; Yusron, 2021). Currently, education in Indonesia is experiencing a serious problem, namely the decline in the quality of learning. This is evidenced by the decline in the education development index for all or education for all in Indonesia. Currently, Indonesia is still lagging behind Brunei Darussalam which is ranked 34th (Brock-Utne, 2021; Evans et al., 2021; Husain et al., 2021; Pirttinen et al., 2021). The low quality of education is reflected in the low quality of human resources caused by the lack of teacher attention to the quality of the learning process (Anggreni, 2021; Awwaliyah & Arcana, 2021; Ritonga, 2020; Syarifudin, 2020). Teachers have a strategic position on student learning success (Rufii, 2015). In learning, it is not uncommon for teachers to dominate learning by applying conventional models, even from year to year without any innovation. This model tends to be applied using the lecture method without being accompanied by learning media so that it can drown out students' interactivity, absorption, and interest in the subject matter (Amalia et al., 2020; Mulyani & Subandi, 2020; Suryani, 2020; Wahab & Rizuan, 2020).

Indonesian language lessons are generally not considered by students as a difficult subject. Students never categorize them as difficult subjects such as Mathematics, Physics, English, and others (Helmi, 2016; Prananingrum, 2020; Savira et al., 2018). But in fact the value of student learning outcomes in Indonesian subjects is not better than subjects that are considered difficult for students. This problem arises not only because of the lack of ability and motivation to learn, but also factors in the learning environment that are



less supportive. In this case, the creativity of Indonesian language teachers in managing learning has a very big influence in improving student learning outcomes (Andik, 2018; Devis & ZA, 2017; Rikawati & Sitinjak, 2020).

Based on this background, it is necessary to develop learning media for Indonesian language subjects. The development of learning media is expected to contribute to the learning process of Indonesian language subjects at SMAN I Sangkapura. The contribution in question is an increase in student learning motivation because this learning media is arranged according to the needs of students, using various methods, media and learning environments so as to create a fun and challenging learning atmosphere. Increased interest and motivation to learn students are also expected to improve learning outcomes.

A number of studies on the development of learning media have positive results on the learning process, the results of research conducted (Nurwahidah et al., 2021) conclude that the development of video media helps students develop their learning materials. Similarly, the results of the study (Hakim et al., 2021) concluded that the video media component developed was effective in improving learning outcomes. Consider the things above. it is very necessary to develop Indonesian language learning packages.

2. Methods

There are many research and development models in the world of education, in this research and development using the Dick & Carey model development which is the most suitable method for developing learning models and video media development. The stages of the Dick & Carey model are divided into 10 parts, namely: (1) Identify learning objectives, (2) Conduct instructional analysis, (3) Student and Context Analysis, (4) Formulate specific learning objectives, (5) Develop research instruments, (6) Develop learning strategies, (7) Use of Teaching Materials, (8) Designing and developing formative evaluations, (9) Revising learning programs, and (10) Designing and developing summative evaluations.

In detail this research and development (R and D) is described in the Flowchart below:

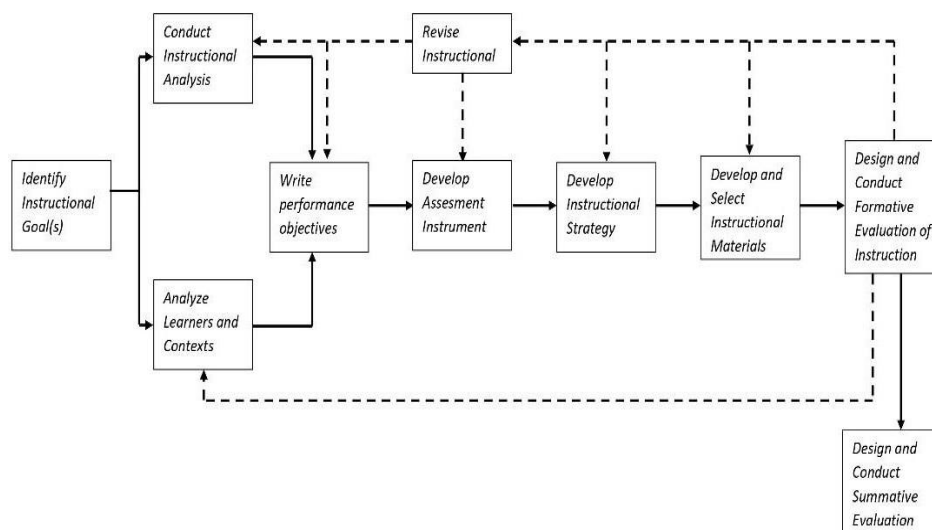


Figure 1. Flowchart of research activities

The trial design of the Indonesian Language Learning Video Media is described in the following diagram.

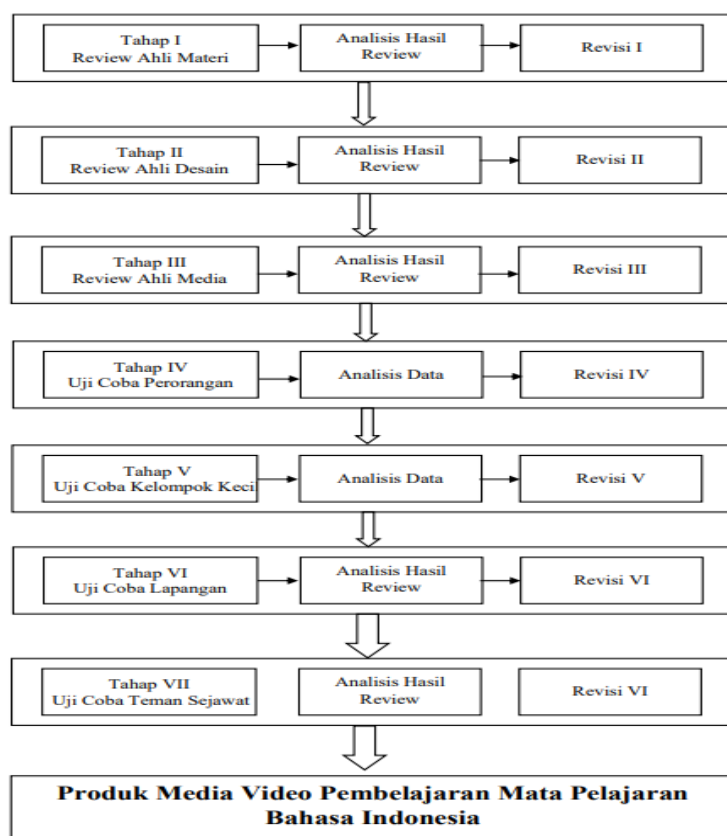


Figure 2. Trial Design

3. Results and Discussion

3.1 Results

Data and data analysis are presented in succession starting from the results of the review of Indonesian subject content experts, learning design experts, media experts, individual trials, small group trials, field trials, and peer trials. The data obtained from the results of this feasibility assessment are presented for analysis based on the assessment formula. Based on this analysis, it will be known the shortcomings or inadequacy of the learning content, the feasibility of the learning design and the feasibility of the media that has been prepared by the author.

a. Learning Content Expert Data

Content expert data is obtained from supervisors and people who are competent in their fields so that a reference or reference can be made for improving the Video Media in Indonesian Language Learning for students. Content expert questionnaire data for product revision of Media Video in Indonesian Language Learning Students can be seen in table 1:

Table 1. Content Assessment Analysis

| No | Indikator | Skor |
|----|---|------|
| 1 | Tingkat relevansi buku ajar dengan kurikulum..... | 4 |
| 2 | Ketepatan judul unit dengan uraian materi dalam tiap unit | 5 |
| 3 | Kejelasan pengantar pada setiap tema | 5 |
| 4 | Kejelasan kerangka isi (epitome) | 5 |
| 5 | Kesesuaian indikator dan kompetensi dasar | 5 |
| 6 | Kesesuaian indikator dengan uraian materi | 4 |

| | | |
|-------|--|-----------|
| 7 | Kesesuaian antara kompetensi dasar, indikator dan uraian materi | 5 |
| 8 | Kejelasan uraian | 5 |
| 9 | Kesesuaian contoh-contoh yang disajikan dengan materi pembelajaran | 5 |
| 10 | Kejelasan penyelesaian contoh soal di sela-sela uraian materi | 4 |
| 11 | Kejelasan isi rangkuman | 4 |
| 12 | Kesesuaian antara uji kompetensi dengan indikator | 5 |
| 13 | Kemenarikan komponen-komponen dalam buku ajar | 5 |
| 14 | Kemenarikan isi pembelajaran | 5 |
| 15 | Kemenarikan pengorganisasian Buku Digital dengan menggunakan model <i>Dick & Carey</i> | 4 |
| Total | | 70 |

Based on Table 1 on Learning Content Feasibility Scoring Analysis which has 15 assessment aspects, namely the formulation of learning content, formulation of learning objectives, selection and organization of teaching materials, selection of teaching materials, selection of learning resources and organization of assessment tools with 15 aspect indicators as outlined in the questionnaire. The score obtained from the questionnaire is 70 or the percentage of eligibility is 93.33%. So, the feasibility of content experts on Media Video for Indonesian Language Subject Class X SMAN 1 Sangkapura means that it is very suitable for students to use in learning.

b. Learning design Expert Data

Learning design expert data is obtained from supervisors and people who are competent in their fields so that a reference or reference can be made for improving students' Video Media. Design expert questionnaire data for Student Media Video product revisions can be seen in table 2.

Table 2. Analysis of Learning Design Assessment

| No | Indikator | Skor |
|-------|---|------|
| 1 | Kualitas penjiilidan | 5 |
| 2 | Kemenarikan desain cover | 4 |
| 3 | Ketepatan lay out pengetikan | 4 |
| 4 | Kekonsistenan penggunaan spasi judul, sub dan pengetikan materi | 5 |
| 5 | Kejelasan tulisan/pengetikan | 5 |
| 6 | Kelengkapan komponen-komponen pada setiap bab buku ajar | 5 |
| 7 | Ketepatan cara penyajian materi | 5 |
| Total | | 33 |

Based on Table 2 regarding the Feasibility Scoring Analysis of Learning Design which has 7 aspects of assessment, namely formulation, formulation of learning objectives, organization of teaching materials, design of learning scenarios, design of learning resources and design of assessment tools with 7 aspect indicators. The score obtained from the questionnaire is 33 or the percentage of eligibility is 94.29%. So the feasibility of the design expert on the Video Media of Indonesian Language Subject Class X SMAN 1 Sangkapura means that it is very suitable for students to use.

c. Learning Media Expert Data

Learning media expert data is obtained from supervisors and people who are competent in their fields so that references or references can be made to improve students' Video Media. Media expert questionnaire data for Student Media Video product revisions can be seen in table 3.

Table 3. Learning Content Feasibility Scoring Analysis

| No | Indikator | Skor |
|-------|--|------|
| 1 | Ketepatan ilustrasi yang digunakan dalam cover buku ajar | 4 |
| 2 | Kesesuaian antara materi dengan media yang digunakan | 4 |
| 3 | Kualitas kertas yang digunakan | 5 |
| 4 | Ketepatan ukuran huruf | 5 |
| 5 | Ketepatan penempatan gambar | 5 |
| 6 | Kualitas teks | 5 |
| 7 | Pengorganisasian desain pesan pembelajaran | 5 |
| Total | | 33 |



Based on Table 3 regarding Learning Content Feasibility Scoring Analysis which has 7 aspects of assessment, namely the formulation of learning content, formulation of learning objectives, selection and organization of teaching materials, selection of teaching materials, selection of learning resources and organization of assessment tools with 7 aspect indicators as outlined in the questionnaire. The score obtained from the questionnaire is 33 or the percentage of eligibility is 94.29%. So the feasibility of media experts on Video Media for Indonesian Language Subject Class X SMAN 1 Sangkapura means that it is very feasible to use for students in learning

d. Individual Trial Data

Data were taken from Class X SMAN 1 Sangkapura, using a questionnaire from 3 selected students. This trial data serves to test the quality of the elements of learning materials contained in the Student Video Media that is being developed and to correct the deficiencies that exist in this product.

Table 4. Analysis of Individual Trial Assessment

| Aspek | Skor Responden | | | Jumlah | Prosentase (%) |
|---------------|----------------|----|----|--------|----------------|
| | 1 | 2 | 3 | | |
| 1 | 5 | 5 | 5 | 15 | 100% |
| 2 | 5 | 4 | 4 | 13 | 87% |
| 3 | 4 | 4 | 5 | 13 | 87% |
| 4 | 5 | 4 | 5 | 14 | 93% |
| 5 | 5 | 5 | 4 | 14 | 93% |
| 6 | 5 | 5 | 5 | 15 | 100% |
| 7 | 5 | 5 | 4 | 14 | 93% |
| Jumlah | 34 | 32 | 32 | 98 | 93% |

Based on Table 4 Student Questionnaire Results on the Feasibility Scoring Analysis of Learning Content which has 7 aspects of assessment, namely the formulation of learning content, formulation of learning objectives, selection and organization of teaching materials, selection of teaching materials, selection of learning resources and organization of assessment tools with 7 aspect indicators as outlined in questionnaire. The score obtained from the questionnaire can be seen in the percentage of eligibility of 93%. So the feasibility of Video Media for Indonesian Language Subject Class X SMAN 1 Sangkapura means that it is very suitable for students to use in learning

e. Small Group Trial Questionnaire Data

Data were taken from Class X SMAN 1 Sangkapura, using a questionnaire from 9 selected students. This trial data serves to test the quality of the elements of learning materials contained in the Student Video Media that is being developed and to correct the deficiencies that exist in this product.

Table 5. Analysis of Small Group Trial Assessment

| Aspek | Skor Responden Kelompok Kecil | | | | | | | | | Jumlah | Prosentase (%) |
|---------------|-------------------------------|----|----|----|----|----|----|----|----|--------|----------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | | |
| 1 | 4 | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 41 | 91,11% |
| 2 | 5 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 5 | 41 | 91,11% |
| 3 | 5 | 5 | 5 | 4 | 5 | 4 | 4 | 5 | 4 | 41 | 91,11% |
| 4 | 5 | 5 | 4 | 5 | 4 | 5 | 4 | 5 | 4 | 41 | 91,11% |
| 5 | 4 | 5 | 4 | 5 | 4 | 5 | 5 | 4 | 4 | 40 | 88,89% |
| 6 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 5 | 4 | 40 | 88,89% |
| 7 | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 4 | 4 | 40 | 88,89% |
| Jumlah | 32 | 33 | 32 | 31 | 31 | 32 | 30 | 33 | 30 | 284 | 90,16% |

Based on table 5 Student Questionnaire Results of student questionnaires, basically the Student Video Media made by the author has met the requirements to motivate student learning. By using the learning steps of observing, asking, seeking information, reasoning and communicating on video media, students can train students to get used to the process skills contained in Indonesian language subjects.



f. Field Trial Questionnaire Data

Data were taken from Class X SMAN 1 Sangkapura, using a questionnaire from 21 selected students. This trial data serves to test the quality of the learning material elements contained in the Student Video Media that is being developed and to correct the deficiencies that exist in this product.

Table 6. Analysis of Field Trial Assessment

| Aspek | Skor Responden Lapangan | | | | | | | | | | | | | | | | | | | | | Jumlah | Prosentase (%) |
|---------------|-------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--------|----------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | | |
| 1 | 4 | 5 | 5 | 4 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 4 | 4 | 4 | 5 | 5 | 96 | 91,43% |
| 2 | 5 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 4 | 95 | 90,48% |
| 3 | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 4 | 5 | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 4 | 5 | 97 | 92,38% |
| 4 | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 99 | 94,29% |
| 5 | 4 | 5 | 4 | 4 | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 95 | 90,48% |
| 6 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 93 | 88,57% |
| 7 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 4 | 97 | 92,38% |
| Jumlah | 32 | 33 | 30 | 31 | 31 | 34 | 31 | 33 | 33 | 30 | 31 | 32 | 32 | 31 | 34 | 32 | 32 | 33 | 32 | 32 | 33 | 672 | 91,43% |

Based on Table 6 Student Questionnaire Results of the Student Questionnaire Field Test, basically the Student Video Media made by the author has met the requirements to motivate student learning. With the Video Media that uses learning steps to observe, ask questions, seek information, reason and communicate on Video Media students can train students to get used to doing the process skills found in Indonesian language subjects.

g. Peer Trial Data

The product trial for students' Media Video development was carried out in Class X SMAN 1 Sangkapura. Data obtained from friends in the field of study, namely Indonesian (colleagues) are used to find out weaknesses, product deficiencies so that further steps can be taken to improve this product.

Table 7. Analysis of Peer Trial Assessment

| No | Indikator | Skor |
|-------|--|------|
| 1 | Ketepatan ilustrasi yang digunakan dalam cover buku ajar | 5 |
| 2 | Kesesuaian antara materi dengan media yang digunakan | 5 |
| 3 | Kualitas kertas yang digunakan | 5 |
| 4 | Ketepatan ukuran huruf | 5 |
| Total | | 20 |

From the results of the Class X trial of SMAN 1 Sangkapura, there was no significant revision because in general respondents stated that the Video Media of Indonesian Language Subject Students of Class X SMAN 1 Sangkapura used Student Video Media. The product developed was easy, interesting, there were pictures presented sequentially. according to the scientific approach stage so that the material learned in the product can be understood and worked on by students. The activities of observing, asking, seeking information, reasoning and communicating presented in the student's Video Media have an impact on the average daily test for students of Class X SMAN 1 Sangkapura better.

3.2 Discussion

Based on observations at the analysis stage that have been stated in the research results, it is known that students find it difficult to absorb the material presented, learning media is limited to books and texts, the display is not attractive so students get bored of studying, therefore, develop learning media that can facilitate students in learning.

In the student analysis stage, it is known that students need learning media that can facilitate students in learning so that they are interesting and not bored to learn. The selection of learning videos as a supporter of learning media was developed because it can make it easier for students to learn and attractive appearance so that students like Indonesian lessons.

Learning videos can be used as teaching aids because learning videos are media that have elements of sound, motion and animation. Supporting software for editing the recorded video is the ProShow software, where in the proshow there are several filters that are quite interesting so that they can help in making the



learning video. After analyzing the problem, the researcher continued to select learning videos as learning video media.

After the analysis stage, the next stage is the design stage, at this stage the learning video planning format is carried out. Within the framework that has been determined, the planning of the title framework of the learning video, competency standards and basic competencies, material content, and videos after the design framework is complete, continues with the video editing stage. After everything is designed, then proceed with the evaluation stage of what needs are needed in this design stage which designs from some of the elements above.

Furthermore, the development stage, namely the media development stage, began to be made based on the design stage, at the design stage for making learning video media starting from the story design to the video editing stage and then an evaluation was carried out by material and media experts called validation.

The aim is to obtain suggestions to improve the learning videos developed. Input from education experts and practitioners as a reference for revision. In addition, filling out a validation questionnaire will determine the feasibility of the media to be tested on students. This revision was carried out as a step in making appropriate learning videos. The product that has been developed is then revised on several components that must be corrected in the media, such as changing the color of the unit ladder to make it look more attractive, increasing the volume to make it clearer and other components that must be improved.

The material expert's assessment of this learning media is included in the "appropriate" category with an average percentage of 86%. The media expert's assessment of this learning media is included in the "very feasible" category with an average percentage of 90.8%. After the media was revised and declared good to be tested, then it was tested on students. This stage is called the implementation stage. Student responses to learning videos on the results of the trial were included in the "appropriate" category with an average of 77.6% in the small group and 74.5% in the large group. At this stage the product does not undergo revision, because students have stated that the product developed is already good.

4. Conclusion

Based on the research results of Video Media Development in Indonesian Language Subjects Class X SMAN 1 Sangkapura, it can be concluded several things as follows: (1) Development of Video Media in Indonesian Language Subjects was developed based on an analysis of the needs of teachers and students through a needs questionnaire provided by the developer, (2) The results of the validation of material experts, media experts, and design experts on the product development of Video Media in Indonesian Language Subjects with very feasible criteria to be developed, and (3) Based on the results of research on the development of Video Media in Indonesian Language Subjects, it can be concluded that the media Learning Media Video is used to develop skills in designing creative, innovative and interesting learning.

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