


The Use of Mockup Media to Improve Explanatory Text Writing Skills for Class IX SMP Negeri 4 Gunungputri, Bogor Regency

 <https://doi.org/10.31004/jele.v10i6.1521>

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A B S T R A C T

This study aims to determine the improvement in the writing skills of explanatory texts of ninth-grade students at SMP Negeri 4 Gunungputri, Bogor Regency, using mock-ups. The problem raised is the lack of writing practice, which results in low mastery of basic skills such as vocabulary and the ability to organize ideas logically. In addition, the limited learning media in the classroom also becomes an obstacle, because students do not get a variety of media that can help them focus on learning to write, so that understanding of concepts in the learning process is also low. This study uses a quantitative approach with an experimental research method in the form of a quasi-experimental design. The population in this study were all ninth-grade students of SMP Negeri 4 Gunungputri, Bogor Regency, which consists of 7 classes. Therefore, the researcher took a sample from the population by involving a number of ninth-grade students. In this study, the population taken was ninth-grade students. Data collection techniques used in this study were test techniques in the form of written tests and non-test techniques in the form of questionnaires. Data analysis was carried out using validity tests, reliability tests, and t-tests. The results showed that the average score of the experimental class increased by 18.43 points (from 52.21 to 70.64), while the average score of the control class increased by 12.86 points (from 47.64 to 60.5). This indicates that the use of mockups is more effective than posters in improving students' explanatory text writing skills.

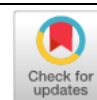
Keywords: *Learning, Explanatory Text, Mockups.*

Article History:

Received 23th September 2025

Accepted 21st December 2025

Published 23rd December 2025



INTRODUCTION

The education system in Indonesia continues to undergo various changes in line with the development of the times and the needs of society. The implementation of the Independent Curriculum initiated by the Ministry of Education, Culture, Research, and Technology has brought a major transformation in the world of Indonesian education (Melani & Gani, 2023; Rawung et al., 2021). This curriculum is designed to provide more flexibility to teachers and students in the teaching and learning process, thereby encouraging more relevant, contextual, and focused learning on the needs of students. Through the Independent Curriculum, students are expected to develop 21st century competencies, including creativity, critical thinking, cooperative skills, and communication skills that are in accordance with the character of the Pancasila Student Profile (Maulidia et al., 2023; Khoiruman, 2021).

At the junior high school (SMP) level, the Independent Curriculum offers flexibility that can be adjusted to the needs of students and the characteristics of the local area, especially in Indonesian language learning. This learning includes language skills, both oral and written, which are manifested in various types of texts, including explanatory texts which are one of the important competencies that must be mastered

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by grade IX students (Permatasari et al., 2025; Solissa et al., 2024). Explanatory texts are a form of expression of the human mind that is influenced by certain situations and contexts to explain the process of the occurrence of an event or phenomenon, whether related to nature, social, culture, or science. The ability to write explanatory texts requires the skill of organizing information clearly and systematically, so that readers can understand a phenomenon or process well (Sari et al., 2020; Prihatin & Sari, 2021).

However, writing skills are often a big challenge for students, especially in writing explanatory texts. The results of previous research show that students face various obstacles in pouring ideas into writing, which is caused by the lack of writing practice so that it has an impact on the lack of mastery of basic skills such as vocabulary and the ability to organize ideas logically (Sari et al., 2020; Qadaria, 2023). The most dominant difficulty experienced by students in writing explanatory texts from internal factors was determining interesting topics by 78.8%, while from external factors related to limited learning time by 58.3%. In addition, the most difficult to write explanatory texts is faced by students in the structure of explanatory texts, namely distinguishing general boundaries and explanatory series by 69.2%, and the use of linguistic rules of explanatory texts in special scientific fields by 63.5% (Sari et al., 2020; Masfi, 2020).

Another problem faced in learning to write explanatory texts is the limitation of learning media in the classroom which is a significant obstacle. Students do not get a variety of learning media that can help them focus more on learning to write, so the writing process becomes less interesting and tends to be monotonous (Wulandari, 2017; Khoiruman, 2021). This condition is exacerbated by the lack of teacher competence in understanding the function of educational media and the lack of skills in creating innovative Indonesian learning media. The problem of lack of media in language learning occurs because teachers do not understand the role of media in lessons, so that the learning carried out is not effective and students feel bored when receiving lessons (Wulandari, 2017; UNY, 2013).

To overcome these problems, innovations in learning media are needed that can help improve students' writing skills effectively. One of the media that can be used is a mock-up that allows learning to be more interactive, interesting, and supports the development of writing skills. Mockup media is an effective alternative to support learning by helping to convey concepts or information through physical models that resemble certain objects, situations, or phenomena (Alqadri, 2017; Ramadhan, 2023). The results of Alqadri's research (2017) prove that mockup media has an effect on Indonesian learning outcomes with an increase in the average score from 38.75 to 78, and the positive response of students reaches 80%. Similar research shows that the use of mockup media has a relatively high effectiveness in student learning outcomes with an effect size value of 1.48 which means high effectiveness (UNTAN, 2019; Shabrina, 2025).

Based on these problems, this study aims to determine the improvement of explanatory text writing skills of grade IX students of SMP Negeri 4 Gunungputri, Bogor Regency using mock-up media, as well as identify obstacles experienced in its application. The urgency of this research lies in the urgent need to develop innovative learning media that is in accordance with the demands of the Independent Curriculum and can overcome the problem of low explanatory text writing skills for junior high school students, where research shows the importance of choosing the right learning media that can improve students' learning outcomes, accelerate their understanding of the material, and increase their motivation to learn (Ramadhani, 2024; Shabrina,

2025). The novelty of this research lies in the integration of the use of mockup media in learning to write explanatory texts which are still rarely researched, especially in the context of the implementation of the Independent Curriculum at the junior high school level, as well as focusing on improving writing skills through three-dimensional visualization that can stimulate students' creativity and understanding of the phenomena described in explanatory texts, where previous research used more mockup media for social studies subjects and IPA (Alqadri, 2017; Ramadhan, 2023).

METHOD

Research Design and Approach

This study employed a qualitative descriptive design to thoroughly explore the speaking strategies and self-confidence building of hawkers at Kuta Mandalika Beach within an informal tourism context. A qualitative descriptive approach is particularly appropriate for examining complex social phenomena in their natural settings without manipulating variables (Creswell & Poth, 2022). This aligns with the flexible and context-sensitive frameworks described by Sugiyono (2021), who categorizes research designs into quantitative, qualitative, and mixed-method approaches, especially well-suited for educational and social research (Sugiyono, 2021). The descriptive methodology further ensures transparent and systematic documentation of how hawkers organically develop and employ communication strategies.

Instruments and Data Analysis Techniques

Data were collected using semi-structured interviews, non-participant observations, and supporting documentation to capture a multi-faceted understanding of hawkers' communicative behavior. Semi-structured interviews allowed for guided yet flexible conversations about strategy use and confidence, as endorsed in qualitative research protocols (Creswell & Poth, 2022). Observational field notes provided contextual richness by recording gestures, facial expressions, and interaction patterns. Thematic analysis was conducted through processes of transcription, coding, theme identification, and member-checking for validation, consistent with techniques outlined by Emzir (2021), who discusses in depth how to derive themes and ensure credibility in qualitative studies. Together, these instruments and analytical procedures support a thorough and trustworthy exploration of linguistic and psychological strategies among hawkers.

Population and Sampling

The study's target population comprised hawkers at Kuta Mandalika Beach who frequently engage with international tourists. A purposive sampling technique was used to select participants with varied educational backgrounds – from no formal education to elementary school – and differing levels of experience in selling (Creswell & Poth, 2022). This approach is consistent with Sugiyono's (2021) emphasis on selecting information-rich cases in qualitative research to foster depth over breadth. A small sample of three hawkers was chosen to enable in-depth exploration of individual strategies and confidence-building trajectories, offering nuanced insights rather than broad generalization.

Research Procedures

Data collection began with gaining informal consent and building rapport with hawkers to ensure naturalistic observation. Interviews were conducted in Bahasa Indonesia for clarity and comfort, then translated into English during transcription while preserving meaning. Observations focused on non-verbal cues such as gestures, smiles, posture, and repetitive linguistic routines. Data analysis followed the thematic

coding process: initial transcription → open coding → identification of themes pertaining to speaking strategies and confidence → member-checking to confirm accuracy. This aligns with steps recommended by Creswell & Poth (2022) and reflects the systematic procedures advocated by Emzir (2021) for maintaining validity in qualitative investigation.

FINDINGS AND DISCUSSION

Based on the value of the knowledge prates of the experimental class, namely (A) knowing the meaning of explanatory texts with an average of 14. (B) mentions the linguistic elements of the explanatory text with an average of 20.22. (C) explain the structure of explanatory texts with an average of 16. The overall average of the post-knowledge score of the experimental class was 50.22. which means that students in grades IX-2 of SMP Negeri 4 Gunungputri are declared *undercapable*. Meanwhile, the average prates of the explanatory text skill of the experimental class, namely (A) the accuracy of the content in the text obtained an average score of 2.2 (B) the structure used by students in writing the text obtained an average score of 2.13 (C) the vocabulary used in the text obtained an average score of 1.97 (D) the use of sentences obtained an average score of 1.88 (E) the mechanics used in the text obtained an average score of 2.13 From these results, an average score of 51.66 was obtained Value The highest score is 70 and the lowest is 30.

Based on this data, it is known that the skill prates in the experimental class of students are declared *to be incapable* of writing explanatory texts. The prates of explanatory text knowledge and explanatory text skill values are obtained with an average score of 2292 With the level of ability *to be less able* to understand and write explanatory texts.

Based on the recapitulation of the data, it can be concluded that students' ability in knowledge and skills to write explanatory texts is still relatively low. The highest prates score was at a mastery level of 60% - 74% with a total of 19 students, followed by a mastery level of 40% - 59% with 15 students.

Based on the post-knowledge value of the experimental class, namely (A) the definition of explanatory texts with an average of 15.62. (B) Mention the linguistic elements of the explanatory text with an average of 14.44. (C) Explain the structure of explanatory texts with an average of 39.48. The overall average of the post-knowledge score of the experimental class was 69.75 which means that students in grades IX-2 of SMP Negeri 4 Gunungputri were declared *quite capable*. Meanwhile, the average post-skill score of the experimental class (A) content is 2.93 (B), text structure is 2.82 (C), vocabulary is 2.95 (D), sentences, which is 3 (E), mechanical, which is 3.11. The highest score of the skill prates results in the experimental class was 90 and the lowest score was 60. When compared to the results of prates, the post-graduates increased after students received treatment of writing explanatory texts using mock-up media learning media.

Based on this data, the overall average of the experimental class skill prates score was 73.44 which means that students in grades IX-2 of SMP Negeri 4 Gunungputri were declared quite capable. Meanwhile, the average post-skill score of the experimental class (A) content is 2.93 (B), text structure is 2.82 (C), vocabulary is 2.95 (D), sentences, which is 3 (E), mechanical, which is 3.11. The highest score of the skill prates results in the experimental class was 90 and the lowest score was 60. When compared to the results of prates, the post-graduates increased after students received treatment of writing explanatory texts using mock-up media learning media.

Based on this data, the overall average of the experimental class skill prates score was 73.44 which means that students in grades IX-2 of SMP Negeri 4 Gunungputri were declared quite capable. Based on the recapitulation of the data, it can be concluded that the students' ability in knowledge and skills to write explanatory texts has increased. The highest post-graduate score was at a mastery level of 60% – 74% with a total of 29 students, followed by a mastery level of 40% – 59% with 15 students.

Meanwhile, the average value of the prates of the control class (A) content is 2.93 (B), text structure is 2.8 (C), vocabulary is 2.84 (D), sentences are 2.91 (E), mechanics, which is 2.8. The highest score of the skill prates results in the control class was 88 and the lowest score was 28. Based on this data, the overall average of the skill prates of the control class is 57.15 which means that students in grades IX-5 of SMP Negeri 4 Gunungputri are declared undercapable. Based on the recapitulation of the data, it can be concluded that the students' ability in knowledge and skills to write explanatory texts in the control class is in a fairly good category.

Based on the post-knowledge value of the control class, namely (A) the definition of explanatory texts with an average of 18.93. (B) Mention the linguistic elements of the explanatory text with an average of 18.62. (C) Explain the structure of explanatory texts with an average of 18.22. The overall average of the post-knowledge score of the control class was 55.44 which means that students in grades IX-5 of SMP Negeri 4 Gunungputri were declared *undercapable*. Meanwhile, the average post-skill score of the control class (A) content was 3.06 (B), text structure was 2.46 (C), vocabulary was 2.35 (D), sentences, which was 1.84 (E), mechanical, which was 2.04. The highest score of the skill prates results in the control class was 76 and the lowest score was 20. Based on this data, the overall average of the control class skill prates score is 47.11 which means that students in grades IX-5 of SMP Negeri 4 Gunungputri are declared *undercapable*. Based on the recapitulation of the data, it can be concluded that students' ability in knowledge and skills to write explanatory texts is still relatively low. The majority of students are in the *underprivileged category*, which is 66.67%, while only a small number reach the sufficiently *capable category*.

Based on the results of the research that has been carried out, the first hypothesis has been proven to be true. The improvement of students' explanatory text writing skills is evidenced through prates and post-prates data. The results of the average score of the students' prates showed a score of 2292, which was at the level of *being underprivileged* in understanding and writing explanatory texts. However, after the learning treatment using mock-up media, there was a significant increase in post-grading.

The average value of explanatory text writing skills in the experimental class after treatment increased to 73.44, which is included in the category of *quite capable*. To strengthen these findings, a t-test (average difference test) was calculated. The calculation results show that the tcal value of 14.84 is greater than the ttable at the significance level of 5% (1.987) or 1% (2.634), or can be written as $2.634 < 14.84 > 1.987$. This shows that there is a significant improvement in explanatory text writing skills after the application of learning media in the form of mockups.

The second hypothesis related to the obstacles experienced by students in writing explanatory texts using mockup media can also be proven through the results of questionnaire data analysis. Based on the questionnaire distributed to 45 students, information was obtained that most of them did not experience problems during the learning process using mock media. A total of 41 students (91%) already knew mockup

media as a learning medium, and all students (100%) stated that the mockup appearance was interesting. In addition, 41 students (91%) stated that mockup media was able to stimulate their learning activities in writing explanatory texts. All students (100%) also stated that they did not experience difficulties in compiling and understanding the structure of explanatory texts, as well as in relating the phenomena of daily life to explanatory texts when using mock-up media. In addition, the use of mockups is considered very helpful in understanding the cause-and-effect relationship in explanatory texts, as acknowledged by all students (100%). However, there are still 5 students (11%) who admitted to having difficulties in expressing ideas and ideas, as well as in finding vocabulary when writing explanatory texts. Meanwhile, only 4 students (9%) stated that they had difficulty understanding the learning material as a whole. These findings show that the obstacles experienced by students are minimal and not comprehensive.

Based on these results, it can be concluded that the first hypothesis is proven to be true, namely that the use of mockup media can significantly improve explanatory text writing skills in grade IX students of SMP Negeri 4 Gunungputri. This is supported by an increase in average values and t-test results that show significance. In addition, the second hypothesis is also proven even though the obstacles experienced by students are minor, namely only in the aspects of ideas and vocabulary. Overall, mockup media is considered effective in increasing students' motivation and understanding of explanatory texts.

Discussion

With the completion of the hypothesis proof, it can be seen that the use of learning media in the form of mockups can improve the writing skills of explanatory texts for grade IX students of SMP Negeri 4 Gunungputri. This research took place at SMP Negeri 4 Gunungputri with the research subjects being students in class IX-2 as the experimental class and class IX-5 as the control class. This research was conducted during two meetings on July 14 to 15, 2025.

Both the experimental class and the control class were given pre- and post-prates questions. The difference lies in the learning media used. In the experimental class, learning media in the form of a mock-up is used, while in the control class poster media is used. The pre- and post-credits questions consist of 2 knowledge description questions and one skill question that requires students to write explanatory texts based on predetermined topics.

At the first meeting, each class was given pre- and post-prates to find out the initial abilities of the students. The results of the experimental class pre- and post-prates showed an average knowledge value of 50.22 and a skill value of 51.66, so that a combined average of 50.94 was obtained. This value shows that students are still classified as less capable in writing explanatory texts.

The control class obtained an average knowledge score of 46.22 and skills of 57.15, with a combined average of 51.68 which also indicates the underprivileged category. In the second meeting, learning activities were carried out with different treatment in each class. In the experimental class, teachers use mock-up media in the form of miniature volcanic eruptions to build students' understanding of the cause-and-effect relationship, structure, and process of natural phenomena. Students listen, discuss, write observations, and present the results of explanatory texts made based on the mockup.

Meanwhile, in the control class, teachers used poster media that contained visual and text information on similar topics. The learning process runs with teacher

explanations, group discussions, and writing texts based on the information in the poster. After the learning process is completed, each class is given post-exam questions. In the experimental class, the post-graduate results showed an average of 72.44 knowledge and 73.44 skills, resulting in a combined average of 72.97. Thus, students were declared quite capable in writing explanatory texts.

As for the control class, the average value of knowledge was 49.26 and skill was 46.13, with a combined average of 47.7 which also showed an increase to the category of quite capable, although not as large as the experimental class. Based on the results of learning observations in experimental classrooms, students showed active involvement in the learning process. They pay attention to the teacher's explanations, discuss enthusiastically, write with earnestness, and convey the results of their work with confidence. The results of the students' work on the LKPD and explanatory texts also showed a better understanding.

The improvement of writing skills can also be seen from the results of pretests and posts. The average score of the experimental class increased by 18.43 points (from 52.21 to 70.64), while in the control class the increase was 12.86 points (from 47.64 to 60.5). This shows that the use of mockup media is more effective than poster media in improving students' explanatory text writing skills.

Furthermore, at the end of the lesson, students were asked to fill out a questionnaire related to obstacles in writing explanatory texts using the media used in each class. The results of the questionnaire showed that most of the students in the experimental class did not experience significant obstacles, while in the control class there were more obstacles in understanding and composing explanatory texts.

CONCLUSIONS

This study has succeeded in proving that the use of mockup media can significantly improve the writing skills of explanatory texts for grade IX students of SMP Negeri 4 Gunungputri, Bogor Regency. The main findings showed that the average score of the experimental class increased by 18.43 points (from 52.21 to 70.64), which was much higher than that of the control class which only increased by 12.86 points (from 47.64 to 60.5). The results of the t-test with a t-test value of 14.84 which is greater than the t-table at the significance level of 5% (1.987) and 1% (2.634) strengthen the evidence of the effectiveness of mockup media in learning to write explanatory texts. The questionnaire analysis showed a positive response of students to the mock-up media, with 91% of students already familiar with this media, 100% stated that it looked attractive, and 100% felt helped in understanding the cause-effect relationship in the explanatory text. The obstacles experienced by students are relatively minimal, only 11% have difficulty in expressing ideas and finding vocabulary, and 9% have difficulty understanding the material as a whole. Although this study showed positive results, there are several limitations that need to be acknowledged, including the research was only conducted in one school with a limited sample (45 students per class), the relatively short duration of the research (two meetings), and the focus on one type of text, namely explanatory texts with the theme of volcanoes. Therefore, further research is recommended to expand the scope by involving more schools and a more diverse sample, extend the duration of the study to measure long-term effectiveness, as well as explore the use of mock-up media for other types of texts such as descriptive texts, narratives, or arguments. The practical implications of this study show that Indonesian teachers can adopt mockup media as an effective and innovative alternative learning media to improve students' writing skills, especially in

explanatory text learning. Schools are also advised to provide facilities and training for teachers in the creation and use of concrete-based learning media such as mockups, as well as integrate the use of these three-dimensional media in the Indonesian learning curriculum in accordance with the demands of the Independent Curriculum which emphasizes contextual and innovative learning.

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