



The Development of Interactive Learning Media Using PowerPoint on Intrinsic Elements of Stories for Grade XI Students of SMKN 2 Lamongan

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ABSTRACT

Indonesian language learning on the intrinsic elements of short stories still faces various obstacles, especially the limited use of interactive learning media, which causes students to be less motivated and have difficulty in understanding the material. This study aims to describe the process of developing Cerlita (Cerita Literasi Nusantara) learning media based on interactive PowerPoint for learning the intrinsic elements of short stories for grade XI students at SMKN 2 Lamongan. The study used the Research and Development (R&D) method with the 4D development model (Define, Design, Develop, Disseminate) developed by Thiagarajan, Semmel, and Semmel. The research subjects were grade XI students of SMKN 2 Lamongan. Data collection was carried out using material expert validation sheets, media expert validation sheets, pre-test and post-test tests, and student response questionnaires. Data were analyzed quantitatively using percentage analysis to determine the level of validity, practicality, and effectiveness of the media. The results showed that the Cerlita media development process was successfully implemented through four stages of the 4D model, namely learning needs analysis, media design, product development and validation, and implementation in learning. The developed media combines materials, images, animations, navigation buttons, and interactive evaluations to create more engaging, interactive, and student-centered learning. Based on the validation, revision, and implementation results, Cerlita media is declared suitable for use as an alternative Indonesian language learning medium for the intrinsic elements of short stories. This media development is expected to increase learning motivation, student engagement, and support the understanding of the intrinsic elements of short stories at the vocational high school level.

Keywords: interactive learning media, powerpoint, intrinsic elements, stories

Pengembangan Media Pembelajaran Interaktif Menggunakan PowerPoint tentang Unsur Intrinsik Cerlita bagi Siswa Kelas XI SMKN 2 Lamongan

ABSTRAK

Pembelajaran bahasa Indonesia tentang unsur-unsur intrinsik cerita pendek masih menghadapi berbagai kendala, terutama terbatasnya penggunaan media pembelajaran interaktif, yang menyebabkan siswa kurang termotivasi dan kesulitan memahami materi. Penelitian ini bertujuan untuk mendeskripsikan proses pengembangan media pembelajaran CERLITA (Cerita Literasi Nusantara) berbasis PowerPoint interaktif untuk pembelajaran unsur-unsur intrinsik cerita pendek bagi siswa kelas XI di SMKN 2 Lamongan. Penelitian ini menggunakan metode Penelitian dan Pengembangan (R&D) dengan model pengembangan 4D (Define, Design, Develop, Disseminate) yang dikembangkan oleh Thiagarajan, Semmel, dan Semmel. Subjek penelitian adalah siswa kelas XI SMKN 2 Lamongan. Pengumpulan data dilakukan menggunakan lembar validasi ahli materi, lembar validasi ahli media, tes pre-test dan post-test, serta kuesioner respons siswa. Data dianalisis secara kuantitatif menggunakan analisis persentase untuk menentukan tingkat validitas, kepraktisan, dan efektivitas media. Hasil penelitian menunjukkan bahwa proses pengembangan media CERLITA berhasil diimplementasikan melalui empat tahapan model 4D, yaitu analisis kebutuhan pembelajaran, desain media, pengembangan dan validasi produk, serta implementasi dalam pembelajaran. Media yang dikembangkan menggabungkan materi, gambar, animasi, tombol navigasi, dan evaluasi interaktif untuk menciptakan pembelajaran yang lebih menarik, interaktif, dan berpusat pada siswa. Berdasarkan hasil validasi, revisi, dan implementasi, media CERLITA dinyatakan cocok digunakan sebagai media pembelajaran bahasa Indonesia alternatif untuk unsur-unsur intrinsik cerita pendek. Pengembangan media ini diharapkan dapat meningkatkan motivasi belajar, keterlibatan siswa, dan mendukung pemahaman unsur-unsur intrinsik cerita pendek di tingkat sekolah menengah kejuruan.

Kata kunci: media pembelajaran interaktif, powerpoint, unsur intrinsik, Cerlita

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INTRODUCTION

Learning Indonesian is an educational process that aims to develop students' language skills, including listening, speaking, reading, and writing (Ubaidillah et al., 2025; Razak, 2000;). Through this learning, students are not only encouraged to understand the structural rules of language, but also trained to be able to use language as a means of thinking, communicating, and expressing themselves. Furthermore, learning Indonesian serves to instill an appreciation for literary works, such as short stories, poetry, or drama, which contain aesthetic and moral values (Saptadi et al., 2025). Thus, learning Indonesian is not only oriented towards cognitive abilities, but also on the formation of attitudes, critical skills, and the ability to understand the culture and national identity through language.

Ideally, Indonesian language learning should develop language skills while fostering an appreciation of literature. However, in practice, students often feel bored because the learning model used is still conventional and monotonous (Saptadi et al., 2025). Lecture methods or simply reading texts without the support of interesting media make students less motivated to actively engage in learning. As a result, students' understanding of the material, including the intrinsic elements of short stories, is limited and not in-depth (Siregar, 2025). This condition indicates that Indonesian language learning needs to be developed with a more interactive, creative approach, and in accordance with the characteristics of the digital generation so that students not only understand the material but also feel interested and actively involved in the learning process.

In Indonesian language learning, particularly in short stories, intrinsic elements are an important part that students must understand because they are directly related to how they analyze and appreciate literary works. Intrinsic elements of short stories include theme, characters and

characterization, plot, setting, conflict, moral, and point of view (Azelia et al., 2025). By understanding these elements, students can see how a story is built from within to produce a complete meaning. However, in practice, many 11th grade students find it difficult to understand intrinsic elements because the presentation of the material is still monotonous and less interactive. Therefore, the development of interactive PowerPoint-based learning media such as Cerlita is present as a solution to present the intrinsic elements of short stories in a more visual, interesting, and easy-to-understand way (Patangai, 2025). With this media, students not only memorize theory but can also actively explore short stories so that their understanding of the structure and meaning of the story becomes deeper.

According to Maulida et al. (2023) in the study "Application of Interactive Powerpoint Media to Improve Lecture Text Analysis Skills in Class XI IPA 4 Students of SMAN 7 Balikpapan", it was found that the use of interactive PowerPoint succeeded in improving students' analytical skills: the average score of students in cycle I was 77.94, increasing to 88.13 in cycle II.

Learning media is a crucial factor in the learning process. Teachers typically use learning media as a medium to convey material so that students can understand it. The use of learning media in the learning process can develop new interests and desires, stimulate motivation, and even have a psychological impact on students' learning (Wulandari et al., 2023).

This phenomenon was also observed at SMKN 2 Lamongan, where eleventh-grade students still require more interactive learning media that are relevant to their learning styles in the digital age. Although the curriculum outlines the importance of understanding the intrinsic elements of short stories, its implementation is often hampered by various factors.

One of these is the limited availability of learning media, which has not fully accommodated



students' increasingly visual and digital learning styles. Learning to analyze the intrinsic elements of short stories still faces obstacles in the form of limited use of learning media specifically designed to help students systematically understand each intrinsic element. In practice, teachers often rely solely on textbooks and oral explanations, making it difficult for students to differentiate and connect elements such as theme, characters and characterization, plot, setting, point of view, and moral messages contained in short stories. The lack of interactive media makes the learning process less engaging and provides fewer opportunities for students to explore the content of short stories independently. As a result, students' understanding of the intrinsic elements of short stories tends to be low, and the resulting analysis results are less than optimal.

This situation indicates the need to develop learning media that can present the analysis of intrinsic elements of short stories in a more engaging, interactive, and easy-to-understand manner, namely by using technology-based learning media, such as interactive PowerPoint. This way, students not only passively receive information but are also actively involved in the process of identifying and analyzing intrinsic elements of short stories, so that learning objectives can be achieved more effectively.

Cerlita (Indonesian Literacy Stories) is an interactive PowerPoint-based learning innovation specifically designed to help students understand the intrinsic elements of short stories more easily and enjoyably. This medium combines literacy concepts with technology, so that the presentation of material is not only in the form of text, but also equipped with images, animation, audio, and interactive quizzes. Through Cerlita, students are invited to explore various Indonesian short stories in a more visual and engaging way, so they can understand the theme, characters, plot, setting, conflict, moral, and point of view in more depth. This media is expected to alleviate students'

boredom with the monotony of Indonesian language learning, while also fostering an interest in reading and an appreciation for Indonesian literature. Thus, Cerlita serves not only as a means of understanding theory but also as a bridge for students to develop a love of literacy and Indonesian culture.

Therefore, the development of Cerlita interactive PowerPoint-based learning media is expected to be an innovative solution to address these challenges. Given these challenges, developing innovative learning media is a necessity. Interactive PowerPoint presents a promising solution, given its popularity and ease of access and modification. With interactive features such as hyperlinks, navigation buttons, sound, and video, this media can transform the learning experience from passive to active and participatory.

Cerlita doesn't just present information; it also encourages students to interact directly with the material, solve problems, and even create their own narratives. Cerlita aims not only to facilitate students' understanding of the intrinsic elements of short stories, but also to foster an interest in literacy and introduce them to the richness of stories from various regions across the archipelago.

Based on the description, this research is focused on the process of developing interactive PowerPoint-based Cerlita learning media for learning intrinsic elements of short stories for grade XI students at SMKN 2 Lamongan. The focus of the research is formulated in the research question, namely how is the process of developing interactive PowerPoint-based learning media for learning intrinsic elements of short stories for grade XI students at SMKN 2 Lamongan?

In line with the formulation of the problem, this research aims to describe the process of developing interactive PowerPoint-based learning media for learning intrinsic elements of short stories for grade XI students at SMKN 2 Lamongan. The results of this research are

expected to produce learning media that are suitable for use as an alternative innovation in Indonesian language learning, especially in the material of analyzing intrinsic elements of short stories in SMK.

This research is expected to significantly contribute to improving the quality of Indonesian language and literature learning, particularly at SMKN 2 Lamongan, and serve as a reference for the development of similar learning media in the future. The development of Cerlita is expected to not only improve students' learning outcomes in understanding the intrinsic elements of short stories, but also foster their love for Indonesian literary heritage.

Previous research relevant to this study will be described as follows. Research by (Ningsih et al., 2024) developed interactive learning media based on PowerPoint triggers specifically for understanding short story text material in high school. Expert validation results showed that the media was highly valid (average validation H 92%) so it is suitable for use in short story learning at the high school level.

Research by (Khrisna et al., 2024) developed interactive media based on Articulate Storyline for short story material for Grade XI SMK students. Practicality and effectiveness tests showed that the media was practical and effective: there was an increase in learning outcomes (N-Gain H 0.59) and a significant difference between pretest and posttest. These results support the idea that interactive digital media can improve short story comprehension.

Research by (Safitri et al., 2024) developed interactive PowerPoint-based learning media for English subjects for Grade XI students at MAN 1 East Lampung. The research used the R&D (ADDIE) model, involving expert validation, practicality testing, and effectiveness testing in the target class; the results showed that the interactive PowerPoint media was feasible, practical, and effective in improving student learning outcomes

so that it is relevant as empirical evidence that the development of interactive media (including for literary/short story materials at the high school/vocational school level) can improve motivation and learning achievement.

METHOD

This study used the Research and Development (R&D) method with the 4D development model (Define, Design, Develop, Disseminate) developed by Thiagarajan et al. (1974). The R&D method aims to produce a specific product while testing the feasibility and effectiveness of the product before it is used in learning (Sugiyono, 2022). The 4D model was chosen because it has systematic, simple, and appropriate stages for developing interactive PowerPoint-based learning media (Thiagarajan et al., 1974). The research was conducted at SMKN 2 Lamongan with the research subjects of grade XI students as users of the Cerlita media. In the Define stage, an analysis of needs, student characteristics, and learning problems related to the intrinsic elements of short stories was carried out. The Design stage includes designing the media display, compiling materials, selecting multimedia elements, and compiling research instruments. Next, the Develop stage is carried out through media creation, validation by material experts and media experts, product revision, and limited trials with students. At the Disseminate stage, the media was implemented in Indonesian language learning in class XI to determine its feasibility, practicality, and effectiveness before being disseminated as an alternative learning media (Thiagarajan et al., 1974).

The research instruments used consisted of a material expert validation sheet, a media expert validation sheet, a student comprehension test in the form of a pre-test and post-test, and a student response questionnaire. The material expert validation sheet was used to assess the suitability of the content, depth of the material, and language



use, while the media expert validation sheet was used to assess aspects of the media's appearance, navigation, interactivity, and ease of use (Sugiyono, 2022). The pre-test and post-test were used to measure the increase in students' understanding of the intrinsic elements of short stories before and after using Cerlita media, while the student response questionnaire was used to determine the level of interest, ease of use, and usefulness of the media from the user's perspective (Arikunto, 2021).

The research data were analyzed quantitatively using percentage analysis techniques. The feasibility of the media was determined based on the validation results of material experts and media experts using a Likert scale converted into very feasible to unfeasible categories (Rahmawati, 2019). The effectiveness of the media was analyzed through a comparison of pre-test and post-test results using T-Test calculations to determine the improvement in student learning outcomes (Hake, 1999), while the practicality of the media was determined based on the results of student response questionnaires classified into very good to poor categories (Rahmawati, 2019). The results of the analysis were used as a basis for determining the quality of the CERLITA learning media in terms of validity, effectiveness, and practicality so that it is suitable for use in Indonesian language learning on the intrinsic elements of short stories.

RESULTS

The development process of the interactive PowerPoint-based Cerlita learning media in this study used the Research and Development (R&D) method with the 4D development model developed by Thiagarajan and Semmel. The 4D development model consists of four main stages: define, design, develop, and disseminate. This model was chosen because it has systematic and appropriate stages for developing learning media that are suitable for use in the learning process. Each process is explained as follows.

1. Define

At this stage, the researcher conducted an initial analysis to determine the learning needs of class XI SMKN 2 Lamongan. The analysis was conducted through observation and interviews with Indonesian language teachers. Based on the analysis, it was found that learning to analyze the intrinsic elements of short stories was still dominated by lecture methods and the use of textbooks, resulting in students being less active and easily bored during the learning process. In addition, the learning media used were still limited, making it difficult for students to understand the material in depth. Therefore, more interesting, interactive learning media are needed, and are appropriate to the characteristics of students.

In the define stage, researchers also conducted student characteristics analysis, material analysis, task analysis, and learning objectives analysis. The student characteristics analysis was conducted to determine students' abilities and needs in learning Indonesian. The material analysis was conducted by adapting the intrinsic elements of the short story based on the learning outcomes and learning objectives of grade XI vocational high school students. Furthermore, task analysis was conducted to determine appropriate learning activities for the use of interactive media.

2. Design

At this stage, the researchers began designing the interactive PowerPoint-based Cerlita learning media. The design involved constructing a media structure that included an opening page, user instructions, learning outcomes, learning objectives, intrinsic elements of the short story, evaluation, and a conclusion. The researchers also designed the media's appearance by combining colors, images, animation, audio, and navigation buttons to make the media more engaging and user-friendly.

Additionally, during the design stage, researchers developed research instruments in the form of validation sheets from material and media

experts, as well as student learning outcome tests. These instruments were used to determine the validity, practicality, and effectiveness of the developed learning media.

3. Develop

At this stage, researchers began developing learning media products using the Canva application. Cerlita media was developed using various interactive features to enable students to learn more actively and independently. The material presented in the media was systematically developed and accompanied by short story examples, supporting images, practice questions, and interactive evaluations.



Figure-1
Media development process in Canva

Once the media is developed, the next stage is expert validation. Validation is conducted by media experts and content experts to determine the suitability of the developed learning media. Media experts assess aspects of appearance, design, color usage, text readability, navigation, and interactivity. Meanwhile, content experts assess the material's suitability to the curriculum, content accuracy, language use, and presentation.

Based on the validation results, the validator provided several suggestions for improvements, such as adjusting the font size, simplifying the language, and improving the layout of several slides. The researcher then revised the media based on the validator's suggestions to improve the quality and make it suitable for use in learning.

After revisions, the Cerlita media was piloted on 11th-grade students at SMKN 2 Lamongan. During the pilot phase, students used the media throughout the learning process. The teacher utilized the media to explain the intrinsic elements of short stories, and students participated enthusiastically. Students were actively engaged in discussions about the material provided in the media.

4. Disseminate

At this stage, the Cerlita learning media, which has been declared valid, effective, and practical, was introduced to students of SMKN 2 Lamongan as an alternative learning medium. Dissemination was carried out on a limited scale with the aim of utilizing the media in the Indonesian language learning process, particularly in the material analyzing the intrinsic elements of short stories.



Figure-2
Implementation of Media in Class XI of SMKN 2 Lamongan

DISCUSSION

The development of the interactive PowerPoint-based Cerlita learning media in this study used the Research and Development (R&D) method with the 4D development model developed by Thiagarajan, Semmel, and Semmel (1974). This development model consists of four main stages, namely define, design, develop, and disseminate. The 4D model was chosen because it has a systematic and structured procedure in producing learning products that suit user needs. According to Thiagarajan et al. (1974), the 4D model is



designed to help developers produce valid, practical, and effective learning tools through a series of continuous stages. Through these stages, the CERLITA media was developed as an alternative Indonesian language learning media that can help students understand and analyze the intrinsic elements of short stories in a more interesting, interactive, and effective manner.

The first stage is defining. At this stage, a learning needs analysis was conducted through observations in class XI of SMKN 2 Lamongan. The results of the analysis showed that learning to analyze the intrinsic elements of short stories still lacked learning media and was dominated by the use of textbooks as the main learning source. This condition caused students to tend to be passive, less motivated, and have difficulty understanding the material in depth. According to Arsyad (2019), the use of less varied learning media can make learning less interesting, resulting in decreased student motivation and participation. Therefore, learning media are needed that are more innovative, interesting, and appropriate to the characteristics of students so that the learning process becomes more effective. The second stage is design. At this stage, the researcher began designing the interactive PowerPoint-based Cerlita learning media by developing the structure and flow of the material presentation, consisting of an opening page, material on the intrinsic elements of the short story, an evaluation, and a closing page. In addition to paying attention to the material content, the researcher also designed the media display to be attractive and easy to use by combining visual elements such as color, images, icons, animation, audio, and interactive navigation buttons. The use of various multimedia elements is in line with Mayer's (2021) opinion, which states that learning will be more effective when information is presented through a combination of text, images, audio, and other visual elements because it can help students understand the material more deeply. At this

stage, various research instruments were also developed, including media expert validation sheets, material expert validation sheets, and student learning outcome tests used to measure the quality of the developed media.

The third stage is development. At this stage, the Cerlita media began to be developed using the Canva application, utilizing various available design and interactivity features. The selection of the Canva application in the development of the Cerlita media was based on its advantages as a digital design platform that is easy to use and supports the creation of interactive learning media. Canva provides various features such as presentation templates, animations, audio, video, icons, illustrations, and hyperlinks that enable developers to create learning media that are visually appealing and easy for users to operate. According to Rahmatullah et al. (2020), Canva is an effective design medium to support the learning process because it is able to combine text, images, and multimedia elements in one attractive display. These advantages make Canva very suitable for use as a means of developing interactive PowerPoint because it is able to produce a more attractive display, increase student engagement, and facilitate the delivery of learning materials visually and communicatively.

Furthermore, the learning materials are systematically arranged and adjusted to the learning outcomes of Indonesian language for grade XI of vocational high schools. After the development process is complete, the media is then validated by media experts and material experts to determine the level of product feasibility. Media expert validation focuses on aspects of appearance, design, text readability, navigation, use of color, and media interactivity, while material expert validation focuses on the suitability of the material to the curriculum, content accuracy, language use, and systematic presentation of the material. According to Sugiyono (2022), expert validation is an important step in development research to ensure that the resulting product meets quality standards before being tested on users. Through the validation process, product

weaknesses can be identified and corrected so that the resulting media becomes more suitable for use in learning.

The final stage is dissemination. At this stage, the Cerlita learning media, which has gone through a process of validation, revision, and trial, was introduced to grade XI students at SMKN 2 Lamongan as an alternative Indonesian language learning media. Dissemination was carried out on a limited scale according to the research needs. The implementation of the media in learning showed that the Cerlita media can be used well by students. In addition to helping improve students' understanding of the intrinsic elements of short stories, this media is also able to create a more interactive and enjoyable learning atmosphere. This finding is in line with the opinion of Daryanto (2016) who stated that interactive learning media can increase students' attention, motivation, and involvement in the learning process. In addition, the use of technology-based media can also provide a more meaningful learning experience because students can interact directly with the material being studied. Thus, all stages of the 4D model development have been successfully implemented, resulting in an interactive PowerPoint-based Cerlita learning media that is suitable for use in Indonesian language learning in grade XI of SMKN 2 Lamongan.

CONCLUSION

Based on the research results, it can be concluded that the process of developing Cerlita learning media based on interactive PowerPoint for learning the intrinsic elements of short stories for grade XI students at SMKN 2 Lamongan has been successfully implemented using the Research and Development (R&D) method with the 4D development model (Define, Design, Develop, Disseminate). The define stage resulted in the identification of learning needs that showed the need for more interactive media to improve students' understanding of the intrinsic elements of short stories. The design stage resulted in a

media design that combines materials, visual design, navigation, animation, audio, and interactive evaluation. Furthermore, at the develop stage, Cerlita media was developed, validated by material experts and media experts, revised based on validator input, and tested on students to obtain media that was suitable for use in learning. The disseminate stage was carried out through the implementation of media in Indonesian language learning in grade XI of SMKN 2 Lamongan as an alternative innovative learning media. The development of Cerlita media was able to present a more interesting, interactive, and student-centered learning process so that it supported the understanding of the intrinsic elements of short stories and increased student motivation and involvement in learning activities. Thus, Cerlita media has the potential to be an effective learning media to support Indonesian language learning, especially in the material on analyzing intrinsic elements of short stories at the vocational school level.

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