

The Development of Teaching Materials for Reading Comprehension Using the Big Question Strategy for Indonesian Language and Literature Students

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ABSTRACT

Reading comprehension is one of the important activities to gain knowledge, information, or to get entertainment. The research aims to produce teaching materials for reading comprehension skills that are valid, practical, and effective. This type of research is development research with the Plomp development model developed by Tjeerd Plomp, 2010. The research subjects were 48 fifth-semester students. The results showed that reading comprehension teaching materials used the big question strategy for Indonesian language and literature education students with valid, practical, and effective categories with a percentage of 90%. It is concluded that the use of teaching materials for reading comprehension skills using the big question strategy is feasible to use.

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1. INTRODUCTION

Education plays a very fundamental role in human life. It is an effort that triggers individuals to gather the best provisions in the slide. As stated in the Constitution No. 20 of 2003 concerning the Education System, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively have religious, spiritual strength, self-control, and personality (Khunaifi & Matlani, 2019). Education will encourage people to learn actively by increasing all the potential that exists within the individual. One thing you can do is study (Hayati & Sujadi, 2018). In essence, learning is a form of student behavior aimed at developing his potential and his efforts to achieve goals (Ramli, 2015);(Lomu, 2018).

Learning is a process of two-way communication. Teaching is by the teacher as educator, while learning is by the students (Lanani, 2013; Salamah, 2020). The teacher as educator is the character who interacts most with students compared to school staff members. The teacher is responsible for planning and carrying out learning, evaluating learning outcomes, directing the orientation of training, conducting research and studies of open communication with the community (Gaol, 2020). Teachers in the course of learning and teaching activities must be able to transmit the material well, because learning is the process of developing new knowledge, skills and behaviors to continue its interaction with information and the environment. The teacher must be able to correctly and precisely transmit information that he knows, namely the correct material content, through good teaching activities (Malichatin, 2019).

The teacher is one of the determining factors of the successful learning process. Law number 14 of 2005, chapter IV, article concerning teachers and lecturers stipulates teachers must have academic qualifications, skills, educator certificates, be in good physical and mental health have the capacity to achieve the objectives of education. The competence of teachers of law includes competence, personal competence, social competence and competence. Possession of these four competencies should create an enabling environment for teachers to carry out their duties, functions and roles as responsible and worthy professional educators (Susilana & Hernawan, 2015). Solihin (2021) states expertise in teaching content is defined as content and pedagogical knowledge (PCK). Content and pedagogical knowledge (PCK) identifies specific units of knowledge for teaching and consists of content and pedagogy to understand how specific topics and issues are organized, presented and adapted to the interests and abilities of different learners and interpreted in different ways. Content and pedagogical knowledge are the categories that most easily distinguish content expert understanding from educator understanding.

Then, the presence of the media is very important in the communication process, so that the message can be conveyed effectively and efficiently by the communicator. According to Hazm, (2019) in the learning process there are two important elements, namely teaching methods and teaching materials. The selection of a particular teaching method will affect which method will be used. In the view of Magdalena, (2020) and Cahyadi (2019), Teaching materials are materials or subjects systematically used by teachers and students in the learning process. Teaching materials are the basic elements that are owned by each teaching unit (Arozatulo, 2019). Nuryasana (2020) states that every teacher is required to have teaching materials as in the teaching of each subject.

Students of Indonesian language and literature as students in tertiary institutions, of course, learn language skills; speak, write, read and listen. The basics of these language skills are simply easy to develop structurally. Reading comprehension is an activity to gain knowledge or information or just to entertain (Noorhapizah, Nur'alim, Agusta, & Fauzi, 2019); (Kholiq, 2020). Much information is recorded and communicated through written media. Therefore, reading comprehension is one way to increase knowledge in capturing information and technological developments (Apriliani, 2019). Reading comprehension is a prerequisite and key for students to successfully complete the educational process (Sigit, 2018). Knowledge acquisition is mostly done by students through reading activities, in this case, reading comprehension (Laily, 2014). Students gain knowledge not only from the learning process in class, but also from reading activities in everyday life (Susanty, 2019). Therefore, the willingness to read and the ability to understand reading is an important prerequisite for acquiring and increasing knowledge. One strategy that can be used in the reading comprehension process is the big question strategy. According to Ririn (2021), The Big Question strategy is a strategy that focuses on one of the implementation solutions in reading literacy learning, especially the pre-reading stage. Jim Burke (2010) states that questions are a sharp Swiss army knife, meaning that a disciplined mind understands a text or concept and communicates that understanding to others. The Big Question is to direct students to predict text activities by making questions. Using these questions can help students understand the text or concepts read towards developing critical thinking skills and communicating understanding to others.

Several previous studies related to reading comprehension such as research of Kholiq, (2020) whose research focus is on the level of literal, inferential, critical, and creative understanding of students, with the results of the research being the level of students' reading comprehension at a moderate level with an average comprehension score of 56.95. This acquisition is above the average national literacy rate of 37.32. The work of Pratita (2017) with a research focus on the development of the CIRC model to improve reading comprehension skills of students majoring in Japanese language and literature, with the results of research using the CIRC learning model to effectively improve reading comprehension skills as evidenced in increasing the average score from the pre-test to the final test. The next one is the study of Fitri & Yulisna (2019). The research in Indonesian language and literature education study programs has primarily concentrated on examining the correlation between

vocabulary proficiency and students' reading comprehension skills. The findings of this study indicate a noteworthy association between vocabulary mastery and students' performance in reading comprehension ability, with the results $t\text{-count} > t\text{-table}$ or $4.67 > 1.71$.

Based on the research results above, research focuses on the development of teaching materials design for reading comprehension skills in the big questions strategy. The goal of this research is to produce valid, practical, and effective teaching for writing skills with the aim of improving comprehension learning using the big question strategy.

2. METHODS

The paper employs the Plomp development model developed by Tjeerd Plomp. According to Richey, (2007) Development is the process of translating design specifications into real/physical forms related to systematic learning designs.

2.1 Product Trial

This trial was carried out to determine the practicality and effectiveness of the teaching materials that have been developed. In the trial, the researcher acted as an observer to observe the implementation of teaching materials and student activities at the pre-reading, reading, and post-reading stages.

2.2 Test Subjects

The subjects of this study were 48 lecturers and students in the fifth semester of Indonesian language and literature education at UNJA. The criteria for selecting test subjects are as follows:

1. The learning conditions are suitable for research needs.
2. Support the environment in which research is conducted so that research data can be generated.
3. The lecturer does not use the textbook to improve reading comprehension skills to enhance comprehensive subject learning using big question strategies.
4. All parties involved are willing to accept reforms, especially to improve the quality of the classroom learning process.

2.3 Development Procedure

The research design scheme is seen in the following chart:

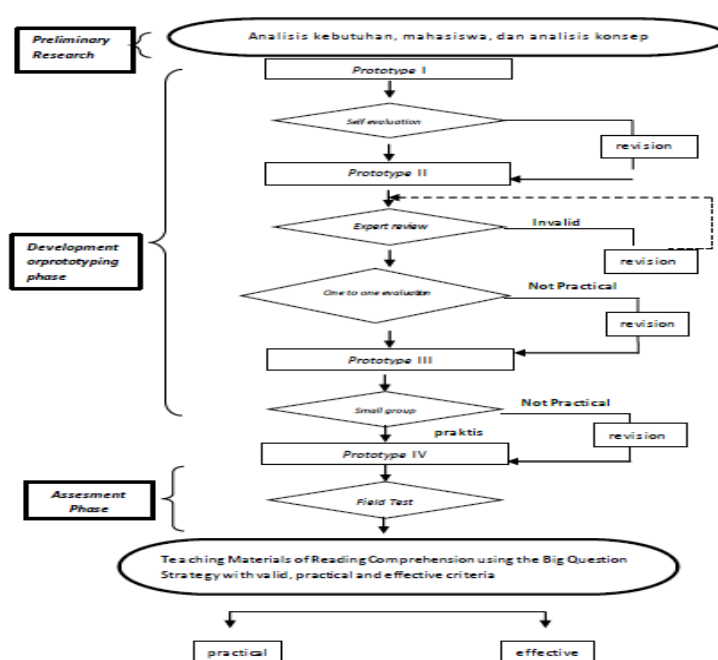


Figure 1. Research Procedure Flowchart

2.3.1 Preliminary Analysis

This phase is necessary to obtain information on problems in the education sector. The purpose of this phase is to obtain information on existing problems and possible improvement needs and to obtain temporary characteristics of the product under development.

2.3.3 Needs Analysis

Needs analysis collects information about identified learning problems. This analysis was conducted through an interview with a UNJA Indonesian language and literature education lecturer. Learning activities can be seen in the classroom as learning is implemented. A needs analysis was carried out to determine the basic problems needed in developing teaching materials using The Big Question strategy with the aim of ensuring compatibility between the teaching materials used and the curriculum. One of the needs analyses carried out is analyzing the teaching materials used. The analysis carried out looks at two main aspects, namely the content of the text (content) and appearance (design). The text content is in the form of information presented in the text, while the display (design) displays creative teaching materials that attract students' interest in paying attention to the teaching materials. Based on preliminary studies, the teaching materials used by lecturers in terms of content, language and appearance do not yet highlight reading comprehension skills.

2.3.3 Curriculum Analysis

Material analysis is the step where researchers analyze materials that need to be developed, whether they are materials from the main material subsections and sub-subsections. The process of conducting scenario analysis involves examining core competencies, indicators, coverage, and learning objectives that must be accomplished. The analysis of course results is then used to align the final course materials with the specific learning needs of the students.

2.3.4 Analysis of Student Characteristics

Characteristics analysis is carried out to determine the condition of students who will be the target of using teaching materials. The circumstances in question include initial knowledge, general interests and talents, learning style, and language skills. This analysis is used as a basic reference for developing reading comprehension teaching materials as an effort to improve learning using The Big Question strategy.

2.4 Design Stage

In the design phase, researchers of reading comprehension skills textbooks aim to use big question strategies to improve learning outcomes. Development model planning stages include self-assessment, expert assessment, individual assessment, group assessment and field testing.

2.5 Assessment stage

The results of the revisions to the individual and small group evaluations were followed by field tests. Field tests or field tests are carried out in the assessment phase. The field test was carried out on a group of users in a class. This field test was carried out with the aim of seeing the level of practicality and effectiveness of a product designed, in this case teaching materials. Practicality is the level of use of the learning tool design by lecturers and students, namely by carrying out learning using teaching materials that have been revised based on validator assessments.

2.5.1 Data Collection Instrument

A questionnaire serves as the instrument for data collection in this research project. It is utilized to gather information regarding the validity, practicality, and effectiveness of teaching materials. The following research instruments have been developed for the purpose of data collection in this study:

a. Validation Instrument

To evaluate the prepared teaching materials, a validation sheet will be developed as the chosen instrument. This validation sheet will later be filled in by the validator. Validation instruments include RPS validation sheets and teaching materials. For more details, see the following description.

b. RPS Validation Sheet

The RPS validation sheet is used to obtain data about the level of validity of the RPS being developed. This validation sheet contains several assessment aspects consisting of the suitability of RPS components based on Minister of Education and Culture Regulation No. 23 of 2016 using The Big Question strategy. This validation sheet is given to expert validators and practitioners.

c. Teaching Material Validation Sheet

This validation sheet contains assessment aspects which include appropriateness, language, presentation of teaching materials using The Big Question strategy.

d. Practicality Instrument

This instrument is used to collect data in the form of the practicality of the teaching materials being developed. The practicality instruments used consist of RPS implementation sheets, student response questionnaires, lecturer response questionnaires, and observation sheets on the use of teaching materials.

e. RPS Implementation Sheet

The RPS implementation observation sheet is used in the learning process to see lecturer activities in implementing the planned stages of the learning process. Observations were made by two observers regarding lecturer activities in the learning process. Note taking is carried out at each learning stage during the learning process.

f. Lecturer Response Questionnaire

A response questionnaire is used to obtain lecturers' responses to the practicality of the teaching materials being developed. This questionnaire is filled out by the lecturer after the lesson ends.

g. Student Response Questionnaire

A student response questionnaire was used to obtain student responses regarding the practicality of using the teaching materials developed. This questionnaire is filled out by students after following the learning process.

h. Observation Sheet on Use of Teaching Materials

The product usage observation sheet is a sheet designed to observe student activities when students use the product in the learning process.

2.5.2 Effectiveness Instrument

This instrument consists of competencies that students must master including aspects of attitudes, knowledge and skills in accordance with authentic assessments in the curriculum. The effectiveness instrument is used to obtain the data needed to determine the percentage of student success after participating in the lesson. The effectiveness instrument data was obtained from the implementation of the assessment instrument during the trial, namely in the form of:

1. Attitude Assessment Sheet.
2. Knowledge assessment sheet.
3. Skills assessment sheet.

2.6 Data analysis technique

This research uses qualitative and quantitative analysis techniques. Data taken from expert validation results, practical results from students and lecturers were analyzed using a Likert scale.

3. FINDINGS AND DISCUSSION

3.1 Teaching Material Validation

The validation stage includes validation of educational materials Testing the validity of the educational materials developed includes self-assessment, validation by experts and practitioners and

then their revision. Practical tests consist of carrying out field tests on the educational materials developed during classroom learning.

3.1.1 The results of the prototype evaluation using the Self Evaluation method

The purpose of reading comprehension teaching materials is to enhance integrated thematic learning through the utilisation of The Big Question technique, which undergoes revision prior to being presented to specialists or experts. This is done to facilitate the identification of errors in the design of teaching materials throughout the review process, ensuring that the materials provided to experts are improved compared to the initial design. The findings of this research are tailored to the self-assessment tool. The outcomes of the updated instructional materials align with the self-assessment tools that were created. The outcomes of the modified self-assessment framework during the development phase of reading comprehension instructional materials largely align with the proposed self-assessment tools. The area that still requires enhancement is the graphics segment. The recommendation is to ensure that the photo on the teacher's book cover is sharp and devoid of blurriness, in order to provide a clear and visually appealing image.

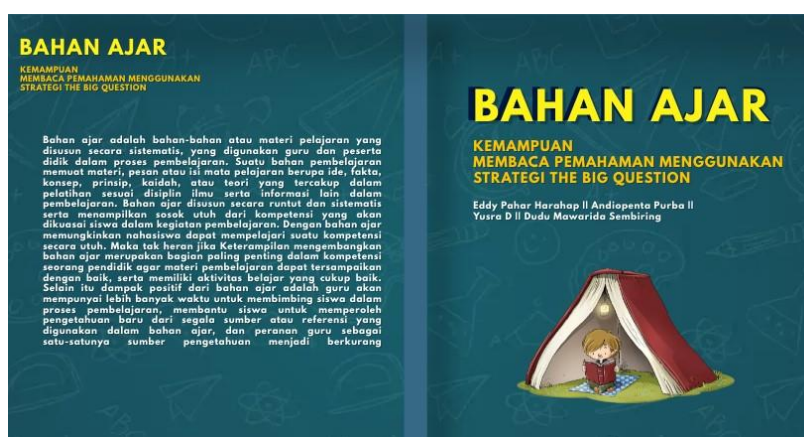


Figure 2. Preliminary design before self-evaluation

3.1.2 Validation of Teaching Materials by Expert Reviews

The presentation that became the focus point of the prototype was the result of the prototype evaluation using the expert review evaluation method. The activity was carried out to validate reading comprehension teaching materials using the Big Question strategy. Validation was carried out by 3 experts.

Based on the results of the discussions and of the validator concerning the educational materials designed, then revised the researcher. The results of this revision are used to improve teaching materials that have been designed and provide considerations from the results of discussions that have been carried out whether or not it is necessary to revise. From the results of the revision, there are several things that need to be corrected and considered so as to produce valid teaching materials. In general, the results of the validation of teaching materials can be seen in the diagram below:

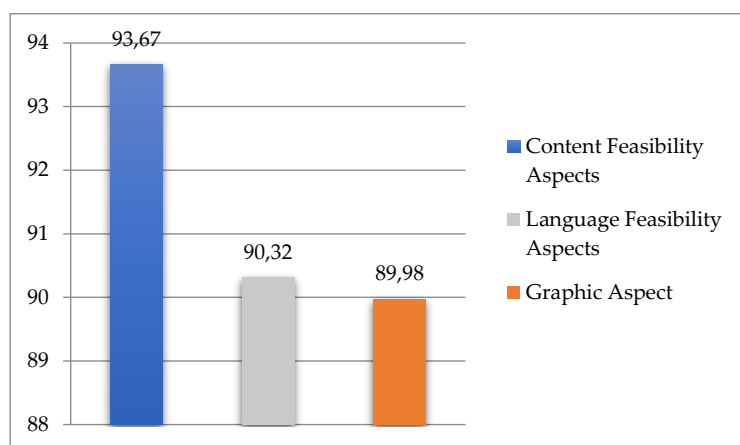


Figure 3. Validation Results of Teaching Materials

It can be seen that the overall validation average percentage is 91% with very valid criteria. Validation on the content aspect obtained a percentage of 93.67% with a very valid category. The linguistic aspect obtained a percentage of 90.32% with a very valid category. The graphical aspect obtained a percentage of 89.98% with a very valid category. So it can be concluded that the results of the validation carried out by the expert validator are very valid and can be continued in the practicality test.

3.1.3 Questionnaire results of the lecturer's response to the prototype

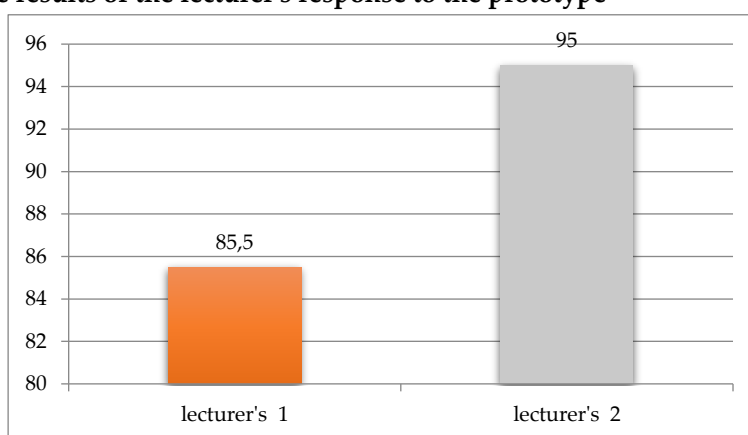


Figure 4. Evaluation results of the lecturer's response questionnaire

The average percentage of respondents' assessment of reading comprehension teaching materials using The Big Question strategy is in the very practical category with a percentage of 90%. Thus, it can be concluded that in general the teaching materials produced are very practical and receive a good response from the teacher.

3.1.4 Questionnaire Results of Student Responses to Prototype

An individual assessment was conducted during the Prototype 3 phase. The outcomes of the individual assessment were modified based on the current discoveries. One-to-one evaluation is conducted by providing instructional materials to a pair of pupils. Two students are provided with teaching tools for reading comprehension that utilise the Big Question technique. These materials involve activities that promote exchange, necessitating the involvement of at least two individuals.

At the end of the one-to-one evaluation stage, students were asked to fill out a questionnaire to see the response to reading comprehension teaching materials using The Big Question strategy. It is used to see the practicality of teaching materials. In general, students admit that they really like reading

comprehension teaching materials using The Big Question strategy as shown by the results of the questionnaire in the table below.

Table 1. Results of Student Response Questionnaire Evaluation of Prototype 3 Phase One-to-One Evaluation

No	Assessment Aspect	Average (%)	Category
1.	I like the look of the given book	90	Very Practical
2.	I love the colors in the book	95	
3.	I feel happy to follow the learning by using the book given	100	
4.	I am interested because learning is associated with real life	87	
5.	I easily understand the instructions in the book	87	
6.	I understand more about knowledge in books because it is added with pictures	100	
7.	I easily understand the material in the book	95	
8.	I'm trained to ask questions	88	
9.	I make questions and answer questions with friends	86	
10.	I was guided how to read silently	86	
11.	I easily understand the steps of activities in the book	86	
Overall		91	Very Practical

Average results from actual tests of written comprehension material using the big question strategy were very good. According to practical standards, the average practicality of the "Big Questions" textbook is 91%.

3.1.5 Observation Results on the Use of Teaching Materials

Observation of the use of teaching materials is done by looking at student activities when using the developed teaching materials. There are several aspects observed, including (a) students understand various concepts in teaching materials, (b) students easily understand the steps of activities in teaching materials, (c) students are interested and motivated to read and use teaching materials, (d) students are active and enthusiastic about doing the tasks in the teaching materials.

The researcher acted as an observer and observed students' learning activities through reading comprehension with the aim of utilizing grand strategies to improve learning. Observed activities focused on listening, speaking, writing, and sports.

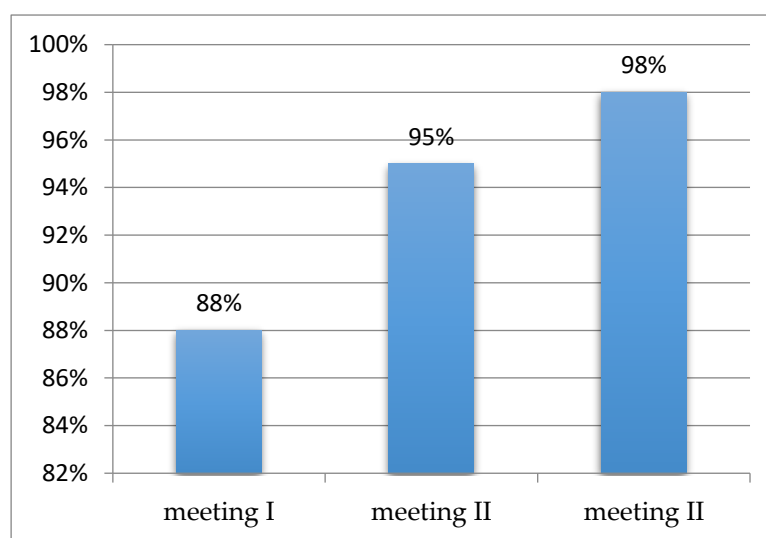


Figure 5. Observation Results of Student Activities

Students are enthusiastic when participating in the learning process through reading comprehension teaching materials using the developed The Big Question strategy.

3.1.6 Practicality Questionnaire Results

This trial was conducted to evaluate the practical aspect of reading comprehension teaching materials using the Big Question strategy from the point of view of teachers and students. The practical data were obtained from practices carried out by teachers and on the use of pedagogical reading comprehension in the strategy La Grande. The following presents the results of the evaluation of.

3.1.7 Questionnaire results of the lecturer's response to the prototype

The teacher's response questionnaire was given to find out opinions on the teaching materials that had been designed. The results of an assessment of the practicality of reading comprehension teaching materials using The Big Question strategy, the response data can be seen in the diagram below.

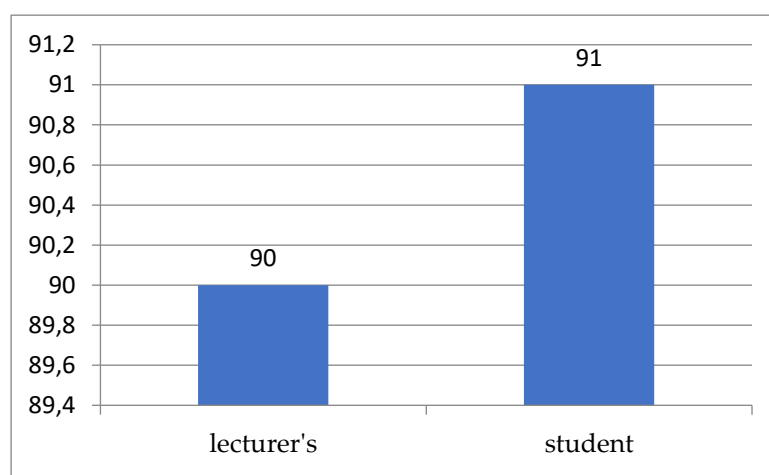


Figure 6. Evaluation results of lecturer and student response questionnaires to the prototype using the field test method

3.2 Assessment Stage

The evaluation stage is carried out to evaluate the effectiveness of the reading comprehension material using The Big strategy that has been designed. The evaluation of this effectiveness focuses on the evaluation of the possibility of using teaching materials.

3.2.1 Student Activity

Student activities during learning using reading comprehension teaching materials using the Big Question strategy were observed by researchers as observers. The results of observations on each aspect can be seen in the diagram below:

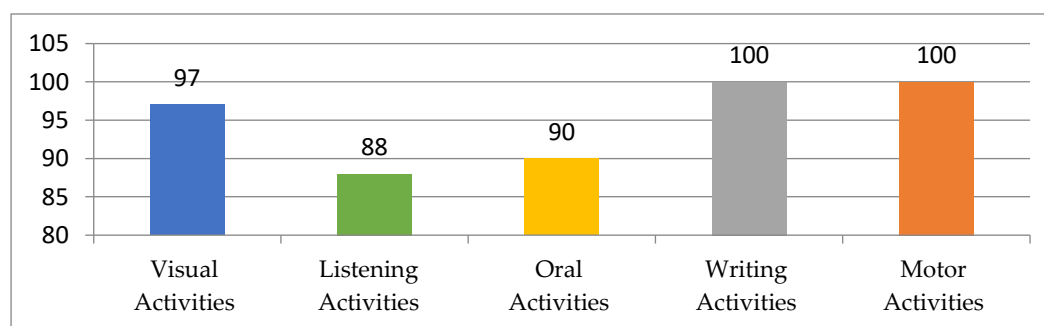


Figure 7. Observation Results of Student Activities

It can be seen that student activity at each meeting is in a very good category and the overall percentage is also in a very good category. It can be said that students are enthusiastic when

participating in the learning process through teaching materials using the developed The Big Question strategy.

Discussion

The development of reading comprehension teaching materials using The Big Question strategy by adopting the Plomp development model has been successfully implemented. Reading comprehension teaching materials using The Big Question strategy have been tested on students of Indonesian language and literature education at UNJA for prototype trials using the one to one evaluation method and the small group evaluation method, and for prototype trials using the field test method at the practicality and effectiveness stages.

The development of teaching materials for comprehension skills using the big questions strategy for students teaching Indonesian language and literature the big questions strategy aims to produce valid, practical and effective teaching and should increase student activity and learning outcomes. The written comprehension educational supports designed are developed using the Plomp development model which includes 3, namely the preliminary research or preliminary analysis, the prototyping or design stage and the phase or evaluation phase. The written comprehension teaching material in thematic learning which has been declared valid by expert validators, then implemented to obtain data of and effectiveness. A clearer discussion of the results of this research development is described as follows.

Validation of Teaching Materials

Teaching materials are materials or lesson materials that are systematically arranged which are used by teachers and students in the learning process (Magdalena, 2020b). It is an important part of implementing education in schools. Through teaching materials, teachers will find it easier to carry out learning and students will be more helped and easier to learn (Akhmadan, 2017). It is a set of learning facilities or tools that contain learning methods, limitations and evaluation methods that are designed systematically and interestingly in order to achieve the expected goals, namely achieving competencies or sub-competencies with all their complexity (Lestari, 2010). This understanding explains that teaching materials must be created and written according to classroom rules as they are used by teachers to support and support learning. Materials or learning materials are essentially the "content" of the course, i.e. H. That is, in the form of research areas with topics/subtopics and details (Novita, 2020). To sum up, we can see that the role teachers play in designing or writing teaching materials actually determines the success of the teaching process through teaching materials.

Teaching materials that have been developed are said to be valid if they meet certain criteria. The criteria referred to are as stated by Plomp and Nieveen, (2012) that the characteristics of a product are said to be valid if they reflect knowledge. This is called content validation. Additionally, the components of the product must be consistent with each other. In order to enhance integrated learning, a validation process was undertaken to assess the effectiveness of the comprehension pedagogical written using The Big Question strategy. This validation focused on evaluating the content validity and construct validity of the research conducted.

The content validity was confirmed by the who determined that the teaching materials correspond to the desired reality for students in language and literature. In addition, the conceptual validity was also confirmed by the validator, because the developed educational material complies with the specifications for its preparation. Based on analysis of validation assessment data by validators, the reading comprehension teaching materials using The Big Question strategy developed are classified as very valid. According to Ministry (2023), and Erlina et al., (2022) The existence of teaching materials will help students learn at any time without space constraints, not only with the help of school teachers. This will also help them learn more deeply about the material provided.

Practicality of Teaching Materials for reading comprehension

The development of instructional materials is used to identify, and evaluate content and learning strategies. Develop educational materials to understand the design of In addition, the development of educational materials takes into account the type of educational materials, the number of students and the size of the educational materials. The teaching materials are developed on the basis of flexibility. The principle of flexibility refers to the capacity for new things that are not yet covered at the time of implementation (Syaifullah, 2019). Students possess the valuable attribute of adaptability, allowing them unfamiliar concepts and information that might not have been included in the prescribed curriculum provided by them. While it is essential that educational materials meet criteria of accuracy and relevance, they must also be from a practical perspective (Nugraha, 2013). Lomu (2018) highlights the importance of practicality in teaching materials, stating that teaching material is considered practical when it can be easily utilized. In order to determine the practicality of the developed teaching materials, a trial was carried out involving 48 fifth-semester students.

Results of Data Analysis of lecturer responses

The results of the analysis of the questionnaire response show that the educational material developed to understand the strategy The Big Question developed is very useful in the learning process. This emerges from the distribution of responses from teachers who were asked for answers on the materials used. As a result, the lecturer said that the developed material was different from the previous teaching material and was to be used in the learning process. In addition, the exercises offered in the educational materials actually help students understand the content as a whole. Thus, based on the data obtained, the materials developed are very practical to use in integrated thematic processes oriented towards reading comprehension.

Observation Results of the Teaching Materials Use

The results of the observation in question are the level of convenience of students in using the developed teaching materials. Based on the results of observations, in general, the distribution of activity descriptions shows that students find it easy to understand various concepts and activity steps in teaching materials. Then feel interested and enthusiastic and actively involved in doing various assignments in the teaching material.

The Effectiveness of Teaching Materials

A teaching material can be said to be effective if it has a good effect or impact on the achievement of learning objectives. According to Gadu (2018), the effectiveness of a learning program is characterized by providing an interesting learning experience, actively engaging students supporting the achievement of teaching objectives and having facilities to support the learning process. According to the results of validity tests during the development phase, the average results of the reading comprehension assessment showed a higher percentage. Effective programs are characterized by providing engaging experiences that actively engage students in supporting the educational goals and have appropriate facilities to support the learning process. Based on the results of the validity tests during the development phase, the average results of the reading comprehension assessment showed a high percentage.

4. CONCLUSION

This research is on developing reading comprehension teaching materials using the Big Question strategy. Based on the development, trials that have been carried out, conclusions are obtained with very valid average categories. This can be seen, based on results validation of reading comprehension teaching materials, as an aim to improve integrated thematic learning by using The Big Question which has been implemented. These results illustrate that the developed educational materials are and can be used in the learning process. The practicality of reading comprehension teaching materials using The Big Question strategy as a whole is in the very practical category. This can be seen from the results of observing the implementation of teaching materials for lecturers who teach, the responses of lecturers

and students, and the observations that have been made. These results illustrate that using teaching materials is very practical and can assist in carrying out the learning process by understanding the material's content in class. The effectiveness of developing teaching materials using The Big Question strategy resulting in this development research has been declared effective for improving reading comprehension skills.

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