



Interactive Handout on Learning Prose Fiction in High School

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Abstract. *Purpose:* This study aims to develop interactive handout products based on needs analysis of prose fiction learning materials, describe the designs and components of interactive handouts that can be applied in prose fiction learning, and describe the responses and assessments of students and teachers as well as validation results obtained from material experts, experts media, as well as design experts for the interactive handout products that have been developed. *Methodology:* The method used is the Research and Development (RnD) method with regard to the manufacture or design of a product that has a needs analysis and validity test in it. Through development research, the process of producing a product is based on every stage that can support the creation of a product. The research subjects involved 33 class XI students in implementing interactive handouts and providing responses and assessments of the interactive handouts that had been used. *Results:* The results of the needs analysis obtained stated that teaching materials other than handbooks provided by schools were needed which were able to help increase student understanding. Interactive handouts are an alternative that can be used to support the level of success in mastering prose fiction learning materials. The designs made in the development of interactive handouts of prose fiction learning materials are presented in writing and in more detail, so that the components contained in them in the form of titles, teaching instructions, learning outcomes, learning objectives, practice questions, and learning evaluations are able to elicit positive responses to the implementation of learning. The description of each component in it is designed by taking advantage of technological and information developments so as to apply the use of Quick Response (QR) to prevent students from getting bored in the learning process. The trial implementation of the interactive handouts given by the students received satisfactory responses and ratings. The results of the validation obtained from material experts, media experts, and design experts obtained a respective percentage of 43 or 71.67% from material experts, 88 or 80% from media experts and design experts, and obtained an average of 43, 02% for product feasibility level. *Applications/Originality/Value:* Referring to the results of the validation that has been carried out, the developed interactive handout products are capable of revision and can be used in large quantities.

Keywords: interactive handout · learning prose fiction

1 Introduction

The development of an increasingly advanced era demands the feasibility of the curriculum used in realizing educational goals and fostering the intellectual qualities of students. Various actions directed by the government are directed in order to foster the quality of education by revising and improving the curriculum used every year [1]. This is supported by other opinions which suggest that the curriculum should need to be evaluated and changed dynamically to be able to adapt to the times [2]. It is necessary to periodically change the curriculum to be able to adapt to the times and various ongoing phenomena [3]. Various factors that occurred in the 21st century have become a challenge in the field of education to be able to adapt and develop an applicable curriculum so that it can go hand in hand with the development of science and technology which is growing very fast without being controlled [4].

Handouts in a curriculum become learning tools that are able to deliver the process of achieving educational goals at a certain level of education. Handouts are a learning tool in the form of written teaching materials prepared by the teacher in an effort to enrich the knowledge of students [5]. Making handouts is designed in a concise manner but has sources that are in accordance with the guidelines and are in line with existing learning achievements. Handouts are used for teaching and learning processes that are able to assist teachers in giving remarks related to the elaboration of material to students [6]. Through the significant role of handouts, the teacher is only tasked with being an intermediary for students in learning material according to the handouts presented and making learning interactive by encouraging students to be active during the learning process [7].

The preparation of handouts carried out by the teacher should adapt to any changes and developments in the existing curriculum so as to allow for innovations in the handouts that are made. The reality in the world of education is that the majority of teachers prefer to use simple teaching materials with the assumption that they are easier to understand so that component designs are not found in the manufacturing process [6]. This makes students only get a full understanding of the material that comes from the explanation given by the teacher and is not supported by learning media that can be used as an intermediary for students. The selection of teaching materials used by teachers for students must be adjusted and aligned with the stages of knowledge and thinking possessed by students [8].

At this time the Independent Curriculum is the curriculum chosen to be used as a guide in the implementation of learning at this time. The Independent Curriculum is a curriculum provision that focuses on the self-confidence and independence of students to be able to be independent in participating in learning [9]. The independence of each student means that each student has the right to seek learning resources from anywhere. Referring to this, the use of teaching materials or handouts in learning must be interactive so that they can be used as a guide for students in developing the ability to think individually and responsively. The suitability of teaching materials in learning with the level of thinking of students will create an ease in understanding the material provided so that learning objectives will be achieved in accordance with the curriculum [10]. Instructional materials or interactive handouts are defined as all kinds of teaching

materials that allow for two-way or more interaction and are capable of being developed [11]. The interaction that occurs can be in the form of two-way communication from the teacher who conveys material to students using teaching material intermediaries that occur directly or indirectly [12]. Interactive teaching materials have an urgent position in supporting the achievement of learning objectives, so that it refers to the analysis of students' needs and predetermined learning outcomes [13]. In line with this, another definition of interactive learning tools is expressed as a series of components of teaching materials that combine various teaching media consisting of audio, video, text, and graphics in an interactive manner to control the scope for creating communication involving two parties between learning devices with the users [14].

Learning fiction prose at the High School (SMA) level invites students to be able to express their expressions to literary works that have been read and studied. Fictional prose in a literary work is a work of fiction that has fictional characters that can be said to be unreal, various events that exist are not proven to be true in the reality of life so that the characters or settings used depict imaginary or imaginary results from the author [15]. Fictional prose has types of old prose, novels, and short stories [16]. Fiction prose learning provides opportunities for learners to increase creativity through beautiful writing skills in the form of novels or short stories.

Short stories become one of the works of fictional prose literature that can be studied by students who are in class XI of high school. Short stories provide benefits for learners because they are able to open and develop their minds in understanding social, political, and cultural realities in a series of plots neatly packaged in a sequence of events. A short story becomes a literary work that can entertain its readers through various stories presented by the author through the description of the story conveyed [17]. The characteristic of a short story is that the text contained in it is considered short enough which only consists of 500–10,000 words so that it can be completed by reading it in one sitting [17].

The learning material for class XI of Muhammadiyah 1 Surakarta Senior High School contains learning about fictional prose in the form of short stories. Fictional prose has at least several types that can be taught at every level of education, one of which is like short stories [18]. Fictional prose is the source of data used in this study because it is the subject matter developed into interactive handouts that can be applied to students. This is based on the fact that the abilities of each student are different so as to cause different levels of understanding of the material.

Muhammadiyah 1 Surakarta Senior High School is an educational level that is the subject of research that has an A accreditation that has been established since September 1, 1946 which makes this school the oldest non-state school in the Surakarta city area. Geographically, this school has easy access because it is located on the roadside of RM Said 35, Banjarsari, Surakarta City, Central Java. Based on the existing history, this school has good potential because it has produced alumni who are able to become important figures who become leaders of the nation such as ministers, regents, leaders of public and private governments, and there are many alumni who have become recognized figures out there. Strategic school conditions make this school the first reference for prospective students. In addition, because it does not carry out a zoning system in the implementation of registration for New Student Registration (PPDB), the school strives to continue to

improve facilities and infrastructure to prepare the quality of existing Human Resources (HR).

The benefits of this research are described into two benefits, namely theoretical benefits and practical benefits. Some of the theoretical benefits present in this study have to do with the development of teaching materials or interactive handouts used for fictional prose materials. The author hopes that the results of the study from the research that has been carried out can provide benefits for the study of the development of teaching materials or handouts that will be made and used in the future according to the times, the needs of learning materials, and changes in applicable curriculum provisions. The practical benefit of this research is related to the development and application of interactive handouts in the learning process. Because the learning process cannot be separated from various supporting elements that are able to become a medium in realizing learning objectives. This research is expected to be able to contribute the results of studies and discussions that can be utilized in a series of handout developments that can be used by students in the scope of the school and outside the scope of the school.

Referring to the background description, the formulation of the problems that can be studied in this study is described, namely: (1) How to develop interactive handouts based on the analysis of the needs of fictional prose learning materials in class XI.3 Sekolah Menengah Atas Muhammadiyah 1 Surakarta?, (2) How are the designs and components of interactive handouts that can be applied in fictional prose learning in class XI.3 Senior High School Muhammadiyah 1 Surakarta?, and (3) What is the response and assessment given by students and teachers as well as the validation results from material experts, media experts, and design experts to the interactive handout products that have been designed?.

The purpose of this study is to develop an interactive handout product based on the analysis of the needs of fictional prose learning materials in class XI.3 Muhammadiyah 1 Surakarta Senior High School, describe the design and components of interactive handouts that can be applied in fictional prose learning in class XI.3 Muhammadiyah 1 Surakarta Senior High School, and describe the responses and assessments given by students and teachers as well as validation results from material experts, media experts, and design experts on interactive handout products that have been designed.

Previous research that has been carried out is about a model of teaching materials for the study of mobile learning fiction prose that is tested to be feasible, valid, effective, and practical for use in the learning process in higher education [19]. The method used is research and development (R&D) with ADDIE (Analyze, Design, Develop, Implement, and Evaluation) stages. The results obtained in this study are in the form of a model of teaching materials for the study of mobile learning fiction prose which has been tested for validity in presentation elements, graphic elements, linguistic elements, and media elements. This is based on the results of trials that obtained scores with very decent categories, so that the teaching materials produced were able to increase student learning outcomes by 54% after the implementation of the mobile learning teaching material model.

Similar research that has been carried out is related to interactive teaching materials by utilizing the *lectora inspire* application for Indonesian language and literature education students [11]. The purpose of this study contains a description of the needs

of lecturers and students for the development of teaching materials and outlines validation tests of the teaching materials developed. This research uses a type of research and development (Research and Development) with research steps consisting of the initial development steps, development steps, and test steps. The data processing technique is carried out containing two techniques, the first is the questionnaire technique obtained through the results of filling in the needs of lecturers and students who are classified, selected, and concluded. The second technique is the validation test data analysis technique with a detailed score on the content aspect of 81, the presentation aspect of 84, the linguistic aspect of 79, and the graphic aspect of 81, thus obtaining an average of 81 overall scores that have a good category.

Other research outlines the development of teaching materials to increase student interest in the learning process [20]. The research uses research and development methods with elements in the teaching materials studied in the form of a description of these teaching materials, presentation of materials, language of teaching materials, and display of teaching materials. The results of the study obtained a comprehensive validation test from validators with an average score, namely: content eligibility of 4.63; the feasibility of presenting materials 4.67; language eligibility of 4.57; and contextual assessments of 4.67. Through the validation results, an average of 4.63 scores were obtained with excellent criteria.

1.1 Theoretical Review

1.1.1 Handout Interaktif

Interactive handouts are presented by providing freedom for teachers in creating and designing learning materials used in the learning process. Teaching materials or interactive handouts are prepared with the intention of supporting learners in understanding and mastering the learning material [13]. Interactive learning tools are able to make the learning process more enjoyable [21]. Interactive handouts in learning have access for students to develop creativity for efforts to master learning materials and can be used as an alternative for students in looking for learning resources or guidelines [22]. The learning element develops the use of technology adapting to an increasingly advanced civilization to provide freedom in learning from anywhere and anytime for learners [23]. The application of interactive handouts is designed so that the learning that takes place makes students active, independent, and critical in learning every material in it.

1.1.2 Prosa Fiksi

Fictional prose is a material prepared in class XI in accordance with learning outcomes that refer to decisions from the government through the decree of the Head of the Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology Number 008/H/KR/2022 regarding learning outcomes in early childhood education, basic education levels, and secondary education levels in the Independent Curriculum. Fictional prose is a literary work obtained from the imaginative process of a writer [24]. The creation of fictional prose provides a different reception in appealing to the values of life that are in it [25]. The understanding of fictional prose in learning materials can be classified by type, namely in the form of

old prose, novels, and short stories [16]. In accordance with the existing learning outcomes, the learning objectives in fictional prose material are interrelated. Short stories developed in fictional prose are capable of being practiced in class XI because of the scope in them that is more concise and simple compared to other types of fictional prose that have a wider scope. A short story is the process of channeling ideas or ideas into a neatly arranged written language medium and producing a fictional-shaped story [26]. Stories with fictional content written for entertainment purposes and using imagination that supports the course of the story make short stories more developed and popular [27].

1.1.3 Canva

Advances in technology and information always facilitate various things that happen in the times. Knowledge and technology are the initial capital in exploring the potential of intellectual human resources in the development of the times [28]. The use of various media is able to support various aspects of human life in carrying out the process of each job. One of the applications that makes it easy to be accessed by anyone and anytime is the Canva application. Known for its simple use but can produce attractive and elegant designs, Canva is increasingly preferred by various groups of people. The use of technology is a challenge in various aspects, inseparable in the aspect of education [29]. It cannot be separated in the field of education that is always made changes and developments make Canva put to good use. Canva is an application used to create designs, edit photos and videos with free and paid facilities that can be accessed via smartphones and laptops [30]. Not only used by teachers in developing various things in the learning process, the display presented in Canva provides easy access for students in carrying out assignments ordered by the teacher or in developing their creativity in expressing themselves.

2 Method

Method is a structured effort that is used in solving and obtaining solutions to various problems in research. The Research and Development (RnD) method was chosen to solve and answer the formulation of the problems in this study. Research and Development is a type of research used to create a product and describe the validity or feasibility test of the product [6]. The manufacture of a product must pay attention to the analysis of needs and testing the validity of the product as an effort to be applied in a broader target of designing the product [31]. Development research is defined as a research that develops and produces a product in the field of education in the form of materials, media, learning tools or strategies, evaluation, and so on that are able to overcome educational problems, and do not only serve to test a theory [32].

Students of class XI.3 of Muhammadiyah 1 Surakarta Senior High School, totaling 33 students, became the subject of research with the observation time of two meetings on October 10 to 15, 2022. A study can be carried out by a process of assessment and giving a response by the research subject to each item of the question that has been shared [33]. The data obtained in this study contains qualitative data and quantitative data in accordance with the implementation of development research. The qualitative data in

this study contains responses, criticisms, assessments, and suggestions for improvement to the interactive handout products developed. Quantitative data is obtained through assessment questionnaires from students and validation tests provided by experts made by providing answer choices to interactive handout products developed. The research instrument used to obtain data from this study was carried out by interviews, distributing questionnaires, and validation rubrics for interactive handout products. Data processing is carried out with material needs analysis techniques, analysis of various components, and response analysis and assessment of interactive handouts. Research and development is carried out based on the stages that are in it into a series of processes that produce a product [34]. The stages in this study are carried out according to the research and development procedures that have been tested on similar research [32]. From a total of ten stages of development research studied, this research carried out up to the fifth stage, namely:

2.1 Preliminary Studies

At this stage, it is a step that begins in research that contains things done in the product design process that will be made by analyzing needs and looking for relevant sources that can be used as literature studies.

2.2 Research Planning

The planning stage of this research is carried out after the implementation of a preliminary study of the needs analysis and the process of seeking literature studies. Research planning is carried out by determining the tasks to be carried out and the forms of data on their participation in this study. This stage contains things in planning the concept of the handout product to be developed.

2.3 Design Development

This stage contains development plans about the initial design to the design of interactive handout products ready to be assessed and validated by Indonesian material experts, media experts, and design experts. After that, it is ready to be tested on a limited basis on class XI students.3 Muhammadiyah 1 Surakarta Senior High School through developing other research instruments in the form of questionnaires that are distributed to students. This stage, the development of the design of the interactive handout which is applied in the form of an assessment of the material used and designing the concept of an interactive handout in more detail and detail.

2.4 Preliminary Field Testing

After passing the stages of design development, it is continued at the preliminary field testing stage. This stage is carried out after the interactive handout product is tested for validity from experts so that the category of effectiveness is known and then leads to a trial that is carried out on a limited basis and can be developed into a product that can

be used in a wider scope. After the interactive handout has been worked on, through this stage, a product validation testing process will be carried out obtained from experts who are competent in the interactive handout product of fictional prose material. The validation process is carried out by distributing assessment rubrics to experts. The rubric is used in reference to the Likert scale to be able to determine the feasibility of a fictional prose interactive handout product. Based on the overall data acquisition, the validation rubric will be calculated using the following formula:

$$s = \sum x$$

Description:

ss = Score

$\sum x$ = Number of validator answer values

The data was obtained from validation tests carried out by experts and supplemented by assessments from all students of class XI.3 Muhammadiyah 1 Surakarta Senior High School through the assessment questionnaire provided.

The validity level criteria tested by Indonesian experts related to aspects of content, presentation, and language in an interactive handout of fictional prose learning consisting of 12 questions. The validity level criteria tested by media and design experts related to aspects of appearance, navigation, integration of content and material, language, and durability of interactive teaching materials, consisted of 22 questions.

The trial that was processed and analyzed involved a number of data from 33 student subjects. The aspects or indicators seen are interest in interactive handouts that are shared, the tendency of students to act to deepen fictional prose material after the application of interactive handouts, and the level of mastery of fictional prose material that students have after using interactive handouts.

2.5 Revision of Preliminary Field Testing

After the tests carried out by experts and trials are carried out, there are things that are done to improve the products that have been produced with a development pattern in accordance with the results of the previous stages. This stage makes the resulting product can be refined after passing the stages that have been implemented.

Based on Table 1, each stage of activity is carried out in accordance with the order in the development research so that the process of retrieving data can be directed and able to follow existing procedures. The implementation of activities that have been prepared in detail refers to the predetermined time and adjusts the agreement with related parties, namely from 1 to 15 October 2022. All activities in the implementation process are in accordance with the predetermined location, in accordance with the planning and preparation of interactive handout products that are the basis of this research. The description of the activities is carried out in the odd semester of the 2022/2023 school year so that the fictional prose material in the form of short stories studied in this study is one of the materials studied in that semester. Related to the implementation of predetermined learning, it provides an opportunity for the author to be able to know and analyze the needs of fictional prose material in the form of short minds and be able to answer various problem formulations that have been described.

Table 1. A series of interactive handout development activities.

No	Activity	Time	Location
1	Preliminary Studies	October 1–8, 2022	Muhammadiyah University of Surakarta and Muhammadiyah 1 Surakarta Senior High School
2	Research Planning	October 10, 2022	Muhammadiyah University of Surakarta and Muhammadiyah 1 Surakarta Senior High School
3	Design Development	October 10–12, 2022	Muhammadiyah University of Surakarta and Muhammadiyah 1 Surakarta Senior High School
4	Preliminary Field Testing	October 12, 2022	Muhammadiyah 1 Surakarta Senior High School
5	Revision of Preliminary Field Testing	October 15, 2022	Muhammadiyah University of Surakarta

3 Result and Discussion

Learning in Indonesian language lesson direct learners to improve and train their abilities in active and innovative communication. The establishment of the Independent Curriculum designed by the Minister of Education, Culture, Research, and Technology, Namely Mr. Nadiem Makarim, invites students to enjoy a more interactive, critical, and fun learning process. Through the process of learning in schools, it will develop various talents and interests that exist in students to have faith in God Almighty and provision to become citizens of noble character, knowledge, democratic, and responsible [35]. Various aspects that support the implementation of the Independent Curriculum are intensified for each school as an effort that can maximize and realize the objectives of the curriculum. Learning is actually a management that contains various components related to one another to realize predetermined learning objectives [22]. The description of the component consists of objectives, materials, methods (strategies), media, and evaluations. All of these components are interconnected and are a unified whole.

The Merdeka Curriculum set by the government is one of the real encouragements from the government in directing the process of implementing the field of education to be able to develop and adapt to the progress of existing civilization. The inauguration of the Independent Curriculum in schools provides obligations to all elements of education, namely teachers, students, and the learning tools used are able to develop into innovative, creative, adaptive, and interactive [36]. The learning tools used cannot be used casually without paying attention to the related things that affect them [37]. The established learning tools are able to form ways of reasoning, opinion, and way of behaving from students who are influenced by culture, environment, surrounding society, and existing civilizations. Based on this, the content contained in learning tools should be able to adapt well through more interactive and interesting ways so as to make students master the 4 C skills, namely communication, collaboration, critical thinking, and creativity

[31]. Students must master these four skills so that they are able to adapt and master the learning material taught well.

Handouts are one of the learning tools that have a fundamental role in implementing learning in the classroom. The selection and provision of handouts for students can be an important factor that influences the achievement or failure of learning objectives through existing learning outcomes. The Merdeka curriculum gives freedom to teachers in choosing handouts used in the learning process. Unlike the previous 2013 Curriculum which provided complete teaching materials containing a lot of written material and various types of texts presented in accordance with the Basic Competencies (KD) taught. The Merdeka curriculum has the main characteristics that support learning improvement, namely (1) project-based learning to foster soft skills and attitudes according to the profile of Pancasila students, (2) focus on the subject matter so that there is loose time for detailed learning on learning outcomes in the form of literacy and numeracy, and (3) teacher flexibility in managing the course of learning that develops singularly according to the level of knowledge of students and carrying out adjustments to the local payload context [38]. In the Merdeka Curriculum, the material presented in the textbooks shared by the school has limited material descriptions in it, so the role of the teacher in determining the teaching materials to be used in learning and the character of the students is the key to the success of the curriculum used.

The change of the 2013 Curriculum to the Merdeka Curriculum makes the handouts used must be more creative and interactive, because the Merdeka Curriculum requires students to be active and learn independently. The Merdeka Curriculum directs students in developing reading, listening, writing, and speaking skills that are related to one another [39]. The development of interactive handouts is an alternative that can be used by teachers in supporting the implementation of learning in the classroom based on the provisions of the Merdeka Curriculum. The role of the teacher is significant in determining the achievement of learning activities so that teachers need to have the skills to provide explanations to students [40]. The interaction created between students and teachers during the learning process is the process of achieving an understanding of the material and knowledge taught [41]. Through interactive handouts, it is able to make students active in asking questions, opinions, discussions, and thinking more critically. Memorable learning will create a real and immersive experience for learners because of its implementation that combines knowledge, skills and life values [42].

The application of interactive handout development in fictional prose learning in high school was observed with the subject of research as many as 33 students from class XI.3 Muhammadiyah Senior High School 1 Surakarta. The implementation of observation begins with finding various relevant sources accompanied by a series of observation processes from learning activities that have been carried out [34]. The capital used in the implementation of development research is an interactive handout product of fictional prose material developed according to the needs analysis, making designs, developing designs with details of the components in them, and assessments and validity tests given by experts to determine the level of validity or feasibility of the product. All data are analyzed and processed using Research and Development (RnD) research methods [32].

4 Preliminary Studies

Analysis of the needs of fictional prose learning materials is carried out referring to the preliminary study stage that has been studied and developed so that it can be used to start development research. The needs analysis is carried out referring to the applicable curriculum provisions so as to be able to support students in understanding the learning material provided [43]. The observation activity began by distributing a questionnaire for material needs analysis to students of class XI.3 of Muhammadiyah 1 Surakarta Senior High School as well as to teachers who teach Indonesian subjects in class XI. Filling out the questionnaire is carried out after students are given a brief explanation of handout products or teaching materials used by students and teachers in the learning process.

In Fig. 1, the implementation of filling out the questionnaire carried out by students obtains a percentage that is able to answer questions from the questionnaire that has been given. The questionnaire contains responses given by students in the form of answers to existing questions, namely the material covered in teaching materials owned by students who have or have not been able to be used as guidelines for independent learning both at school and at home. The questionnaire on the needs of fictional prose learning materials distributed to students of class XI.3 Muhammadiyah 1 Surakarta Senior High School and teachers of subjects Indonesian class XI consists of questions related to teaching materials in fiction prose learning. The questions from the questionnaire are divided into two types, namely questionnaires for students and questionnaires for teachers, so that different data are obtained between the perspectives of students and teachers. The data obtained showed 33 student respondents who filled out the questionnaire for the needs of prose fiction learning materials, while oral and written data were obtained from the implementation of filling out the questionnaire by the teacher. The results of filling out the questionnaire answered by the teacher are carried out using interview techniques as an effort to obtain maximum data in a short time, so that teachers have flexibility in answering the questionnaires that have been given.

The implementation of the first stage is a preliminary study that aims to find out the needs of fictional prose learning materials carried out in class XI.3 Muhammadiyah 1 Surakarta Senior High School through the process of filling out a questionnaire containing ten questions answered by students, the following data were obtained:

Based on Fig. 2, students are asked to mention various teaching materials owned in learning Indonesian in class XI, answers are obtained from students as follows:

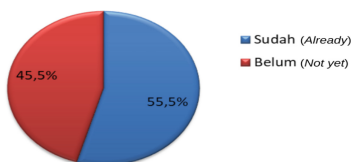


Fig. 1. The percentage of assessment from students on the teaching materials owned.

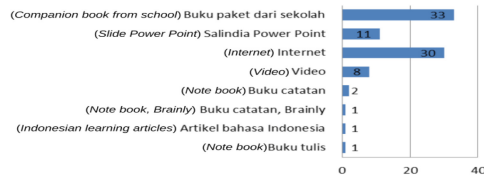


Fig. 2. Students’ answers to the teaching materials they have.

1. Other learning resources are needed that are used as a guide for studying at school or at home besides coming from companion books, package books, or notebooks owned by students.
2. Data was obtained as many as 33 (100%) students who made package books distributed by schools as teaching materials.
3. Data was obtained as many as 11 (33.3%) students who used the *Power Point* (PPT) slides presented by teachers as teaching materials.
4. Data obtained as much as 30 (90.0%) students make the internet as learning material.
5. Data was obtained as many as 8 (24.2%) students who made educational videos as teaching material.
6. Data obtained as many as 2 (6.1%) participants who made a notebook a teaching material.
7. Data was obtained as much as 1 (3%) participants who made notebooks and digital learning applications (Brainly) a teaching material.
8. Data was obtained as much as 1 (3%) of students who used raw notes and videos as teaching materials.
9. Data was obtained as much as 1 (3%) of students who used Indonesian articles as teaching material.
10. Data was obtained as many as 1 (3%) students who made writing books as teaching material.

Based on other questions, an analysis of the needs of the material presented by students was obtained, namely:

1. It was found that as many as 18 (54.5%) students did not have teaching materials that could be used as guidelines in learning independently both at school and at home.
2. Various ways were obtained by students in supporting the understanding of material that did not come from school, namely data obtained as much as 17 (53.1%) students looking for additional learning materials or materials via the internet, 12 (37.5%) students buying supporting books, 2 (6.4%) students taking lessons, and 1 (3.2%) students listening to the teacher in full when giving explanations.
3. Fictional prose material in the form of short stories has been taught in class XI.3 Muhammadiyah Senior High School 1 Surakarta with a response of 33 (100%) students who answered have received learning fictional prose material.
4. Because the material contained in the companion book that the school distributes to students is not written in detail, 24 (72.7%) students are still found to have difficulty understanding thoroughly about fictional prose learning materials.
5. It was found that as many as 32 (97%) students felt the influence of the use of teaching materials on the scores obtained.

6. Related to the implementation of the Merdeka Curriculum, data was obtained as many as 29 (87.9%) students who already understood the concept of the Merdeka Curriculum.
7. The concept of the Merdeka Curriculum which directs students to be able to learn independently is still a problem for students, because teaching materials in the form of companion books have not been able to support the understanding obtained by students. Data was obtained from 11 (33.3%) students who still have difficulty adapting to the implementation of the Merdeka Curriculum.
8. The explanation from the teacher alone has not been able to lead students to master the fictional prose learning material, obtained by 22 (66.7%) students who think they have not been able to master the material fully.
9. Suggestions and expectations are obtained from students on teaching materials used in fictional prose learning in the form of teaching materials that are concise, effective, accessible anywhere, interesting, and not boring.

Based on the results of filling out the questionnaire for the needs of fictional prose learning materials carried out by the teacher, data were obtained that:

1. The Merdeka Curriculum has significant differences with the 2013 Curriculum in relation to the use of science and technology, so that in its implementation it adapts and is able to adapt to the times and rely on technological advances.
2. The project-based learning model focused on the Merdeka Curriculum requires teachers to be able to direct students to develop actively, creatively, and critically to various existing phenomena.
3. Penguasaan teknologi dari guru menjadi kunci dalam pelaksanaan Kurikulum Merdeka, sehingga bahan ajar yang digunakan harus menerapkan dan mengembangkan teknologi yang ada.
4. The material in the student companion book has not been able to become a guide in learning, because it only contains an introduction in contrast to the companion book in the 2013 Curriculum which is more detailed in explaining the types of text being studied.
5. The teaching materials used for learning are fully processed by the teacher, so that teachers are given the freedom to design and develop material that is in accordance with the learning outcomes and learning objectives that have been set.
6. Suggestions and expectations from teachers who teach Indonesian subjects in the design of teaching materials must be directed and in accordance with learning outcomes and learning objectives so that students are able to have a maximum flow of understanding.

Referring to the results of the analysis of answers from the questionnaire answered by students and the results of interviews conducted with the teaching teacher as described above, it can be determined the need for fictional prose learning materials in class XI in the form of teaching materials that are not only in the form of companion books or package books as shared by schools, have material sources that are not only from the internet but relevant and accountable sources to make Learning is more directed, the material is written and more detailed so that it makes it easier for students in the independent learning process and provides maximum understanding, and has the convenience of being accessible anytime and anywhere through smartphones owned by students.

4.1 Design Planning

The next stage is design planning which is carried out by designing and studying interactive handout products to be developed. Through this stage, the various components to be achieved have been designed so that they can determine what components will be included in the interactive handout. The design plan of the interactive handout to be developed contains various components, namely: title, teaching instructions, learning outcomes, learning objectives, practice questions, and learning evaluation. Components designed in a teaching material or handout are used as learning guidelines containing instructions for the use of teaching materials, learning competencies, learning instructions, learning objectives, and practice questions [44]. Referring to the analysis of needs in fictional prose learning materials and based on research that has been done before, making the design plan carried out is not only completed but must pay attention to and develop from the studies that have been used.

Based on preliminary studies that have been carried out, the teaching materials used by students in the learning process of fictional prose in class XI.3 Muhammadiyah 1 Surakarta Senior High School are only based on handbooks or package books distributed by the school. The material in the book is widely complained by students because it is incomplete and explained in detail as in the book used in the previous curriculum, namely the 2013 Curriculum. This happens because the applicable Merdeka Curriculum provides privileges for each student to learn independently and understand the material more broadly. But the privilege provides improper feedback in its implementation. Students who have a tendency to still need to give written and oral perceptions by the teacher make the learning process, so that learning objectives as an effort to realize learning outcomes must be carried out gradually. The lack of interaction in understanding the material during the learning process makes learners saturated and do not receive the learning material well.

Mastery of technology and digital media in design planning of interactive handout products is the main key that can develop products to be more interactive. The advancement of the times makes it easier for every age group to adapt to various supporting applications. The Canva application is the right choice because the components in it are essential so it is interesting to use to develop an interactive handout product. The number of models that can be used and the flexibility to add images or other documents in Canva provide new ideas and ideas for designing.

The use of Canva in learning as an effort to realize more active and interactive learning carried out by students with students or from students to teachers. The lecture learning model is considered old-fashioned and unattractive to learners. The development of interactive handouts designs designs that are able to make students interested, active, and interactive during the learning process. Knowing the school rules that provide opportunities for learners to carry and use smartphones in the learning process, the interactive handouts created provide equal opportunities in learning. So that students, learning can be done through their respective smartphones to access existing fictional prose material.

4.2 Design Development

The next stage is the design development stage which is carried out from the initial design to the design that is ready to be used and given to students and teachers, and validated by material experts, media experts, and design experts. Various things are designed according to preliminary studies that contain the needs of fictional prose material for students and teachers, so as to compile material design plans on interactive handouts. The design development stage is guided by the preliminary study stage which contains the needs of teaching materials and the design planning stage which is the basic structure [45]. This stage contains the process of exploring and modifying the results of design planning so as to create a more developed and innovative design.

The description of activities in design development begins with describing learning outcomes into learning objectives that will be realized in accordance with applicable regulations, analyzing the needs of fictional prose learning materials, looking for relevant material from reliable and gradual sources to start compiling it, making some practice questions, designing layouts on the Canva application, making innovations in the application of Quick Response (QR), writing down learning outcomes and learning objectives in accordance with the provisions of the Independent Curriculum, delivering fictional prose material that begins with an equation of perception and ends with reflection from students. The design development carried out refers to the design design that has been studied at the design planning stage and pays attention to the needs analysis in the preliminary study.

Preliminary studies provide data that the use of smartphones in learning is more interesting and in demand by learners.

Can be seen on Fig. 3, The interactive handout design plan was developed by utilizing Quick Response (QR) in the form of using technology in the digital world. This use provides an opportunity for students to access examples of fictional prose in the form of short stories entitled *Bangsaku Merdeka* through the design plan, students not only use smartphones to access examples of existing short stories but students can interact with other friends and teachers through the comments column under the available short stories.



Fig. 3. Utilization of quick response (qr) in interactive handouts.

4.3 Preliminary Field Testing

At this stage, an assessment and validation of the interactive handout product design that has been designed and developed in the previous stage can be carried out. The assessment given is carried out after the application in the classroom, so that students can experience firsthand the benefits and differences in the use of teaching materials owned with interactive handouts that have been used. Students are given the freedom to submit an objective assessment of the interactive handout product through the *Google Form* that has been shared. Data obtained as many as 33 students have given an assessment of the use of interactive handouts. Utilizing information technology that is increasingly developing, the assessment provided makes it easier for students to fill out the assessment and makes it easier for authors in the process of collecting the scores that have been given.

The validation process aims to provide feasibility results from trials that have been carried out by involving experts in the field of Indonesian material, media, and design fields for interactive handout products that have been developed. Valid categories in the validation process of a product are able to provide opportunities for the product to be tested and used in a certain amount following applicable operational standards [46].

This stage is carried out after the implementation of trial activities on interactive handout products of fictional prose material that have been developed by the design. The trial was carried out in class XI.3 of Muhammadiyah 1 Surakarta Senior High School by involving as many as 33 students who used and applied interactive handout products that had been shared. Through products that have been used by students, assessment data is obtained that is filled in by each student in accordance with the benefits and experiences that have been obtained.

Berdasarkan Fig. 4 Thus, students give assessments to interactive handouts that have been used to be able to support the understanding of existing material. It was obtained that as many as 13 (39.4%) students gave an assessment with a range of (5) which means very supportive, as many as 12 (36.4%) students gave an assessment with a range (4) which means supportive, and as many as 8 (24.2%) students gave an assessment (3) which means neutral or quite supportive.

The material expert test Indonesian carried out by lecturers in the Indonesian Language and Literature Education study program, Muhammadiyah University of Surakarta

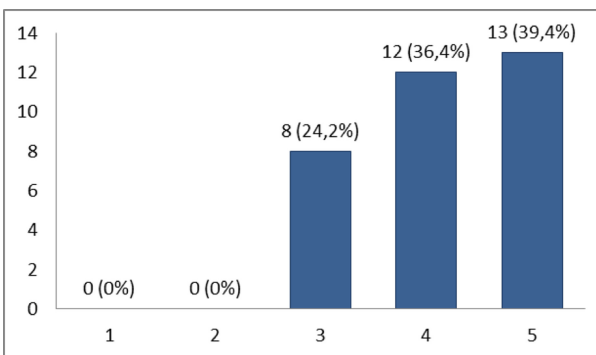


Fig. 4. Learners' assessment of the use of interactive handouts.

who are competent in the material field. Validity level criteria related to the content of the interactive handout consisting of 12 questions which include clarity of learning instructions, clarity of learning achievement criteria related to the material discussed, collapse and scope of material description, suitability and attractiveness of the material content, suitability of the material with the characteristics of students, suitability of the material structure, clarity of material description, level of difficulty of the material adjusted to the characteristics of students, the collapse of the question practice according to the material, the clarity of the instructions for the work on the questions compiled, and the quality of the questions in it.

Based on the validation test of Indonesian material experts that have been carried out, the number of values given by validators is 43 or 71.67% by falling into the category of valid enough so that it can be used with major revisions according to the description of Table 2.

The test of media experts and design experts Indonesian carried out by lecturers in the Indonesian Language and Literature Education study program, University of Muhammadiyah Surakarta who are competent in the field of media and design. Validity level criteria related to the content of the interactive handout consisting of 22 questions which include title clarity, readability of layouts that make it easier for students to learn, accuracy of background color selection, suitability of typeface selection, suitability of font size selection, clarity of display of material supporting videos, attractiveness of image display in interactive handouts, suitability of cover design with material, consistency of appearance, ease of use of the product, the use of language in videos that are easy for students to understand, the suitability of interactive handout components and aspects of the language used, the quality and attractiveness of the material contained in interactive handouts, the formulation of learning objectives, the presentation of the material, the use of sentences, the suitability of language use, the suitability of learning videos, the systematics of presentation, the provision of examples, the presentation of examples, the presentation of learning videos, and the suitability of interactive handout components.

Based on the validation test of media and design experts that have been carried out, the number of values given by validators is 88 or 80% with a very valid category so that it is very good to use according to Table 3.

Referring to the validation results that have been given from material experts as much as 43 or 71.67%, from media experts and design experts as much as 88 or 80%, the average obtained from the total number of validation scores as much as 43.02%,

Table 2. Criteria for the level of validity and revision of the material expert's product.

Achievement Value	Validity Category	Description
$24 \leq s \leq 42$	Invalid	Not allowed to use
$42 \leq s \leq 60$	Quite Valid	Usable with major revisions
$60 \leq s \leq 78$	Valid	Usable with minor revisions
$78 \leq s \leq 96$	Very Valid	Very good to use

Table 3. Criteria for the level of validity and revision of media and design expert products.

Achievement Value	Validity Category	Description
$20 \leq s \leq 35$	Invalid	Not allowed to use
$35 \leq s \leq 50$	Quite Valid	Usable with major revisions
$50 \leq s \leq 65$	Valid	Usable with minor revisions
$65 \leq s \leq 80$	Very Valid	Very good to use

Table 4. Criteria for the level of feasibility of the product.

Achievement Value	Validity Category
$10 \leq s \leq 17,50$	Very less
$17,50 \leq s \leq 25,00$	Quite interesting
$25,00 \leq s \leq 32,50$	Interesting
$32,50 \leq s \leq 40$	Very interesting

thus providing results that interactive handout products that have been developed get a feasibility level above the success rate according to the Table 4.

After the assessment and validation process, the next stage is the process of processing suggestions and comments that have been given by students and experts on interactive handouts that have been developed. Students comment on the fact that there is still a lot of writing in the discussion, making the learning process boring. The improvement suggestions given by students are to ask that the use of writing in this interactive handout product be reduced so that it is more attractive. From material experts providing suggestions and comments that lead to improvement notes, namely: (1) learning instructions that are not yet in the product; (2) the scope of the criteria has not been able to show what elements are contained in the handout and or should contain all elements ranging from listening, reading and viewing, speaking and presenting, and writing; (3) the material is presented in full followed by citations but less coherent in presenting it, so that it is better for the material presented to be sorted from the subject matter needed in accordance with the predetermined learning objectives; (4) The material presented in some sections has not been equipped with explanations that can be understood by students, besides that there are still many subbab presentations or points in the handout that have not been consistent so that it is better presented with a numbered pattern instead of a bullet pattern; (5) the question exercises given should be presented more clearly in the answer column, for example, in the table of story elements there occurs a theme and then to the right of the answer, the word answer in question becomes abstract because it does not direct the learner in giving what kind of answer is meant, thus in addition to the answer column it is necessary to add a column regarding supporting evidence; and (6) revisions to activity 2 should be changed to be presented orally by the teacher in written form considering that what is developed is a handout or teaching and writing material.

Referring to the responses, suggestions, and inputs obtained in this stage, the next stage that will be carried out is to make improvements to the design of the components in the interactive handout product. Broadly speaking, the design development carried out is in accordance with the analysis of existing needs so that there are not many revisions to the existing design.

4.4 Revised Preliminary Field Testing

Based on the implementation of the trial on 33 students of class XI.3 of Muhammadiyah 1 Surakarta Senior High School and has been tested by experts, there are several things that must be revised in creating interactive handouts of fictional prose learning materials. Found a constructive response and notes to the interactive handout product that has been developed. Among them is providing written learning instructions with the aim that students are able to learn independently without having to be given an explanation from the teacher, so as to be able to equalize the perception between the understanding of the material in the handout and the understanding received by students based on Fig. 5, Revisions to the shortcomings of interactive handout products have been carried out in accordance with the advice and comments provided by experts. Revisions were made in a series of development studies that created interactive handout products of fictional prose learning materials to be tested and used in large quantities. The stages carried out follow the procedure for implementing development research so that the resulting product is able to become a relevant source and can be accounted for the content of the material contained in it. Based on the results of assessments from students and validation from experts, a high level of feasibility is obtained so it is very interesting to be able to use.

Based on the studies that have been described in the results and discussions in data analysis, the conclusions obtained are an analysis of the needs of fictional prose material used by students of class XI.3 Muhammadiyah 1 Surakarta Senior High School and teachers who teach Indonesian subjects, stating that there is still a need for teaching materials in the form of handouts that can be accessed easily and there is not much writing that results in the learning process becoming bored. Interactive handout products are developed into alternatives that teachers can use for students so as to make learning more active and take place in correlation between students and students with teachers. Interactive handouts present material derived from relevant and accountable learning resources, in addition to that the existing material is stated in writing and in more detail so as to make it easier for students in the independent learning process. The design design made in the development of interactive handouts of fictional prose learning materials contains various components, namely: titles, teaching instructions, learning outcomes, learning objectives, practice questions, and learning evaluations. Each component in it is designed by utilizing technological and information developments so as to implement the use of Quick Response (QR) in it. The trial of interactive handouts to 33 students of class XI.3 Muhammadiyah 1 Surakarta Senior High School produced a satisfactory assessment in accordance with the experience and understanding that students gained. The results of validation by material experts, media experts, and design experts gave a percentage of 43 or 71.67% of material experts, 88 or 80% of media experts and design experts, respectively, and obtained an average of 43.02% for the feasibility level

of products. Through the final results of the assessment and validation implementation, making interactive handout products that have been developed capable of revision and can be used in large quantities.

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