Development Of A Learning Model Process Approach To Improve The Writing Skills Of Junior High School Students In Sundanese Language Subjects

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Article History:	*Abstract*
   Keywords*:* *learning media; differences in learning outcomes; interactive teaching materials*	To produce interactive teaching materials that are fit for purpose, easy for students to learn and can be used for individual learning, to find out the effectiveness of similar teaching materials developed in English subjects. This type of research is a developmental research using the Borg & Gall model combined with the Dick & Carey model. The results of the development process show that expertise and testing carried out with expertise are excellent throughout the stages of product evaluation. The method used in this study is semi-empirical. The results of the hypothesis test showed that there was a significant difference between the learning outcomes of students taught with interactive learning media and without interactive media. This is shown by the results of data processing and the conclusion that the learning outcomes of the group of students taught with interactive learning media are higher than those learned without interactive learning media.

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INTRODUCTION

Law Number 20 of 2003 concerning the national education system stipulates that with changes in the learning model, the success of learning activities in the classroom is not only determined by the teacher but also greatly influenced by the activities of students with educators. as a learning resource in the learning environment. Therefore, students should not only learn from educators, but also be able to learn from the various learning resources available in their environment. A true life. . This is because the learning they receive emphasizes more on the level of memorization of the material which is not followed by deep understanding or understanding. Teachers tend to be textbook-oriented and only use conventional methods. Students struggle to understand academic concepts as taught so far, namely using something abstract with their teaching methods. It turns

out that mastery of subject-oriented learning can only lead students to memorize subjects in a relatively short time and not understand the subject in depth because of the inherent limitations of the subject. improve the quality of teaching materials or even replace them with the development of more creative and interactive teaching materials, including All teaching materials designed with computers. A lesson will attract students' attention if there is a combination of choice of learning strategies or methods with learning materials that are in accordance with the material to be presented. In studying at Namira Elementary School, the level of learning success has not reached the maximum level. Therefore, there needs to be an attraction in learning activities, especially the construction of teaching materials that will create an attraction for students to learn. Reigeluth (1983:20) stated that learning outcomes in general can be classified into 3 indicators, namely: 1) academic achievement is usually measured from the level of achievement (success) of students below from different perspectives, 2) learning effectiveness is usually measured by study time or learning costs, and 3) learning attractiveness is often measured by students' tendency to want to continue learning. Characteristics that are very necessary for Namira Elementary School students to learn by using a combination of audio-visuals.

Students need learning from teachers, but also need to use the means of interaction between students and the learning media that has been applied. Therefore, it is necessary to develop teaching materials to increase students' motivation to learn, especially English learning. The material will be developed as interactive learning materials. Using interactive learning will increase students' motivation to learn and students can learn independently. Working with media using a computer is one of the steps in interactive learning. In accordance with the characteristics of students, especially students' initial ability to computers, students do not find it difficult to use computers. Learning with interactive learning materials can improve students' thinking skills and allow them to assimilate information quickly. Learning using interactive teaching materials creates a different and non-monotonous learning environment that can be created by displaying text, audio, images or videos. The availability of commonly used materials in schools such as textbooks, magazines, newspapers and whiteboards can cause boredom in the classroom. Meanwhile, audio and visual media such as television, radio, video and electronic media such as computers. Not all facilities used are used optimally.

According to Heinich, Molenda and Russell (1990), it has been affirmed that the press is a channel of communication. Derived from the Latin word for "between", the term refers to "everything that carries information between the source and the receiver". The word media is interpreted with many meanings, both limited and broad. The emergence of many types of definitions due to differences in views, intentions, and goals. Heinich (1996: 5) Media is a means of communication such as film, television, radio, sound, sound recordings, images, projections and others are communication tools.

METHODS

All are considered learning aids when used to convey learning messages. AECT (Association for Communication Technology and Education, 1977:201) defines media as any form that can be used in the process of disseminating information. The NEA (National Education Association) defines media as any object that is manipulated, seen, heard, read

or discussed using the aids used for the activity. Miarso (2009) views media in a broad sense in the education system, thus defining media as something that can stimulate the emergence of the learning process in students. Also in the discussion in the media, experts gave some understanding. Sudjana (1991) explained that the media is a means of communication and a source of information. The word media comes from Latin meaning anything that carries information from the source to the recipient. In planning and implementing learning activities, each teacher must be able to prepare and operate all factors that support the smooth learning process so that it can function properly, effectively and efficiently. In one of the factors supporting learning, teachers must know and design the use of learning media and be able to know the function and usefulness of these media. According to Sudiman (2003), the function or use of the media, namely:

1. Make concrete abstract concepts,
2. Bringing dangerous or hard-to-obtain objects into the learning environment,
3. Displaying objects that are too large,
4. Displaying objects that cannot be seen by the naked eye
5. Observing movement that is too fast,
6. Allowing students to interact directly with their environment,
7. Allow freshness of observation and perception for student learning observation,
8. Arouse motivation to learn,
9. Present learning information consistently and can be repeated or stored as needed
10. Present learning messages or information simultaneously, limiting space and time limitations
11. Control the direction and speed of student learning.

Thus, the media has a clear function, namely to clarify, facilitate and make interesting curriculum messages for teachers to convey to students so that they can motivate their learning and make the learning process effective. As stated by Gagne (in Raharjo 1991), the media is a component of learning resources in the student environment that can stimulate students to learn.

RESULT AND DISCUSSION

Based on the expertise of media users, media can be grouped into:

1. media that do not require special skills, e.g. whiteboard, transparency (OHP), printed materials (books, modules, handouts)
2. media that require special skills, namely: audio-visual programs, slide programs, Microsoft PowerPoint, and Macromedia flash. Based on whether or not teachers or tutors need to use it, media can be grouped into:
3. that depends on the presence of teachers, e.g.: whiteboard, transparency (OHP)
4. media that does not depend on the presence of teachers or tutors, for example: recording media, independent learning materials (can be studied without a teacher/teacher).

In line with that, Hamid (2009:55) stated that learning media is a component of a delivery strategy that can be loaded with messages that want to be conveyed to students,

be it people, tools or materials. In choosing the most appropriate media, Dick & Carey (2005) became an important factor in the selection of learning media, namely:

1. The availability of media in the learning environment,
2. The ability of experts to produce teaching materials to be used with the selected media,
3. The flexibility, timeliness, and suitability of the material with the media, and
4. Cost factors.

In addition to suitability with learning behavior, other factors that must be considered in the selection of media are factors related to the flexibility, practicality, and durability of the media in question for a long time. From the various definitions above, it can be concluded that learning media is a systematic tool or method used in learning activities that has the function of clarifying, facilitating and making interesting messages for teachers to convey to students so that they can motivate student learning and facilitate the learning process. Interactive media is classified as constructive media consisting of learning, students, and learning processes. In the learning process, technology such as computers is a multimedia tool, the largest web network in the world, and has a huge impact on students in the learning process. The interactive multimedia program is one of the computer-assisted learning media that synergistically combines all media consisting of text, graphics, photography, video, animation, music and narrative. Example:

1. There are lessons that use group and personal activities.
2. Mental involvement and high competitive fighting nature between students.
3. Teachers who must act as facilitators, sources of all thoughts, and fair class organizers.
4. Implement a pattern of communication in all directions.
5. The classroom atmosphere must be flexible, democratic, challenging but must still be directed by a goal.

Rusman argues that a good interactive learning strategy must meet several conditions. Learning strategies need to motivate students. Strategies are used to motivate students. In addition, this strategy should encourage learners to remember what they have learned and create new learning stimuli. A good strategy also encourages students to give feedback, gives feedback, and encourages students to practice well. The author's various opinions understand that with respect to this interactive learning strategy, teachers have enough skills to develop effective, creative and fun learning models to allow teachers to do their tasks professionally and conclude that you can have them.

Allows you to achieve the goals of the learning process. According to Parbidis, critical thinking skills are subjects of thinking, as a set of common skills and qualities, or as an activity, as an examination of ideas, discussions, and actions against the judgment of why they think. Critical thinking skills are a systematic process that allows students to formulate and evaluate their beliefs and opinions. Critical thinking is also good thinking, and reflecting on the thought process is part of good thinking. Based on the opinions of the experts above, critical thinking skills are mental activities in assessing discussions or suggestions, developing beliefs, and making decisions that can guide people in taking

action. According to Helene B. Johnson, the main goal of critical thinking skills is to achieve deep understanding. Understanding helps us understand the intent behind the ideas that guide our daily lives. According to Peel, the goal of critical thinking will lead a person to achieve success and success. Those who think critically about what they want must achieve it with definite certainty and tireless effort. They are enthusiastic and always have a declining spirit in all difficult situations.

CONCLUSION

According to the above line of opinions, critical thinking skills help people focus their attention on the good things in life and dominate by paying attention to what is right for themselves, others, and the world. You can conclude that you can. The economic learning process with interactive learning strategies also includes students' critical thinking activities. According to Rudy Hartno's book, "Various Educational Models That Students Can Accept", the interactive learning process can be a measure of learning quality, and feedback from teachers and students improves the learning process.

Feedback as a form of interaction between teachers and students can improve quality, especially critical thinking in learning. According to Muhibbin Syah, one of the learning strategies that is focused on making students think critically in the learning process is interactive learning strategies. Known as child questions, this strategy provides students with the opportunity to ask questions before moving on to survey-related questions.

Therefore, interactive learning strategies can improve students' critical thinking skills because they are trained to investigate, think, analyze, and solve problems. Of course, the analysis and investigation of problems requires critical thinking on the part of the student. These elements could provide innovative pathways to overcoming current barriers and preparing students to thrive in complex, dynamic environments.

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