

## **Development of news writing learning module based on contextual approach for students of PBSI**

**Agus Wismanto**

Universitas PGRI Semarang, Semarang

[aguswismanto080860@gmail.com](mailto:aguswismanto080860@gmail.com)

**Abstract.** This research was conducted to describe the process of developing a news writing learning module based on a valid, practical, and effective contextual approach for students of PBSI (Indonesian Language and Literature Education). This type of research is development research (R&D). The development model used is 4-D (definition, design, development, and deployment). This research was conducted at the Indonesian Language and Literature Education Study Program, Faculty of Language and Arts Education, Universitas of PGRI Semarang with a total of 30 students. This development process produces a product in the form of a news writing learning module based on a valid, practical, and effective contextual approach. The overall module validity value is 85.36% with a very valid category. Practical scores were obtained in three ways, 86.22 % from lecturers in the very practical category, 93.12% from students in the very practical category, and 88.59% in student activity assessments in the very practical category. The assessment of the effectiveness of the module was obtained through a pretest and posttest design. Based on data analysis, it is known that the news writing learning module based on a practical and effective contextual approach is used in improving the ability to write news in PBSI Study Program students.

**Keywords:** learning module, news writing, contextual approach

### **INTRODUCTION**

Learning to write is more about designing and applying five concepts of knowledge in the learning process of writing, namely knowledge of content, systems, processes, types of text (genre), and context. Hayland (2004: 27) states that learning to write means trying to achieve a goal through identifying the social context by using a language called a genre/type of text. Therefore, writing not only emphasizes accuracy and linguistic aspects but also emphasizes the context of a meaningful situation with its real purpose.

The result of writing has an eternal power that is far more solid than thoughts, speech, and actions. Thoughts, speech, and actions will remain unseen unless written down. The movement of thoughts, speech, and actions is a cultural practice. "In this case writing is recording and perpetuating human cultural practices" (Khoiri, 2014: 8).

Rolnicki's (2015: xi-xii) states that journalist students today still need basic knowledge of how to write good news, knowledge of the value of news, how to write interesting news headlines, how to write correct news core, and so on according to standard journalistic rules. . This basic knowledge applies to all media, including online and broadcast media. There is no point in student journalists being able to write unless they know how to write good news. Therefore, the basic knowledge of journalism about writing news is still very important, both past, present, and future.

Writing news as basic journalistic knowledge is a necessity for students, especially students of the Indonesian Language and Literature Study Program (Prodi PBSI). Writing ability is

one of the most complex language skills because it involves various cognitive and linguistic abilities. Based on observations, the learning material for writing news as basic journalistic knowledge that is presented tends to be introductory without involving intensive training such as good news headline writing techniques, interesting news writing techniques, techniques for creating a complete and in-depth news body. Almost no journalistic writing from students is published in journalistic media, so learning to write news as basic journalistic knowledge does not have good practical implications. Learning to write news as basic journalistic knowledge also cannot be applied in life on campus. This is also due to the relatively inadequate facilities and infrastructure for journalism learning in tertiary institutions. Not all tertiary institutions have student activity units (UKM) that specifically develop student journalistic abilities.

The learning method of writing news as basic journalistic knowledge is still very monotonous, namely in the form of one-way lectures and less varied assignments. This causes learning to be meaningless and boring. Students are not motivated by what they learn. Without motivation to learn, students will not learn and ultimately will not achieve success in learning.

So far, learning to write has emphasized more on the results in the form of writing, not on what students should do when writing. Students immediately practice writing without learning how to write. The lecturer asks students to write according to the basic competencies in the curriculum. When finished, the students' writings were collected, corrected, and assessed by the teacher. This activity is continuously carried out which results in students feeling bored and not enthusiastic in participating in writing learning. As a result, students' writing skills are very low.

One of the efforts to motivate students in learning to write news is to make the learning more meaningful, one of which can be expressed through contextual learning. According to Sutikno (2007: 99) that there are two important things in meaningful learning, namely "cognitive structures and new knowledge material." The cognitive structure is all knowledge that students have as a result of past learning activities. In meaningful learning, new knowledge must have a relationship or be associated with its cognitive structure. This relationship occurs because of the similarity of content and in an orderly manner. The two characteristics of the relationship indicate the logical meaning of the material to be studied. So this logical truth is the nature of the material to be studied, but it does not mean that it is meaningful to students. Learning writing also said by Susanto (2017) in his study he discuss about teachers' perceptions towards teaching writing using word games; the case study of junior high schools in Semarang, central java, Indonesia.

Johnson (2002: 24) states that "CTL is a holistic system. Its consists of interrelated parts that, when interwoven, produce an effect that exceeds what any single part could achieve ". CTL is a comprehensive system, CTL consists of parts that are connected. When these parts are intertwined with each other, an effect that exceeds the yield of their separate parts will result. This contextual approach is an educational process that aims to help students understand the meaning of the learning material they are learning by connecting the material with the context of daily life, personal life, social life, and cultural environment.

Miller (2006) states that the use of CTL-based teaching materials is also considered effective for improving learning outcomes related to the achievement of learning objectives through the achievement of predetermined graduate competencies. The CTL approach presents

contextual learning that guides students to relate the concepts they get to everyday life so that they will better understand the concepts compared to those who learn by memorizing. Understanding the learning material will have an impact on improving student learning outcomes.

Based on the problems raised, it is necessary to develop a module based on a contextual approach. Learning modules that present material systematically and obey the rules are certainly needed by students. The development of this learning module is expected to be an alternative that can help students understand learning to write news.

Based on the background of the problems raised, the objectives of this study are as follows. First, describe the process of developing a contextual-based module that is valid, practical, and effective in learning to write news for students of the PBSI study program. Second, produce a module based on a contextual approach to learning to write news for students of the PBSI study program that is valid, practical, and effective.

## **METHOD**

This development research uses the 4-D model (four-D models) proposed by Thiagarajan (in Rochmad, 2012:60). The development process is carried out in 4 stages, namely (a) definition, (b) design, (c) development, and (e) dissemination, but the dissemination stage was not carried out in this study. Initially, the 4-D model design was used for the development of learning tools, especially teaching materials aimed at training lecturers for children with exceptional children. Thiagarajan, Semmel, and Semmel, all three at that time worked at the Center for Innovation in Training the Handicapped at Indiana University, Bloomington, Indiana. In general, the purpose of writing the sourcebook is to assist readers in designing, developing, and distributing instructional materials used for training for lecturers for children with exceptional children. Often the development of science, the model is modified and used to develop teaching materials in general.

The selection of the 4-D model in this study was motivated by several advantages of the 4-D model compared to other models, as follows. *First*, it is more appropriate to use it as a basis for developing learning tools (including learning resources). *Second*, the description seems more complete and systematic. *Third*, the development involves experts (validators) so that before being tested in the field, several improvements have been made according to the suggestions given by the validator.

The types of data in this study are quantitative data and qualitative data. Quantitative data were obtained through questionnaires and learning outcomes while qualitative data were obtained through interviews and observation sheets. The subjects of the trial were students of the PBSI Study Program, Faculty of Language and Arts, the University of PGRI Semarang totaling 30 students. The data analysis technique used is descriptive data analysis. The descriptive analysis technique was performed using descriptive statistics.

## **FINDINGS AND DISCUSSION**

Based on the results of the study, it can be concluded that the module-based contextual approach for learning to write news has been valid, practical, and effective. These results are

obtained based on the stages that have been carried out in the development, namely the definition stage, the design stage, and the development stage.

According to Trianto (2012: 190), the defining stage is the initial stage carried out to determine and define the requirements needed to compile a product. This stage consists of three stages, namely the initial and final analysis, student analysis, and content structure analysis. The preliminary and final analysis is carried out to find out the problems faced by students by interviewing lecturers and students. Student analysis was conducted to determine the characteristics, background, experience, environment, and attitudes of students towards learning to write news. Content structure analysis is done by analyzing the Core Competencies (KI) and Basic Competencies (KD) in learning to write news. This analysis aims to determine learning objectives and indicators based on the curriculum used in the campus where the trial was conducted. Concept analysis aims to identify, detail, and systematically structure the main components of the module to be designed.

Based on the final preliminary analysis, the following information is obtained. First, students quite understand the news. Nevertheless, follow-up from the lecturers, such as explaining the context or purpose of the news, is still needed. Second, there are still many students who are not skilled at writing news. Although in the curriculum what is required is not to write the whole news but to rewrite the news with a different presentation pattern, the explanation of the presentation pattern must be explained in more detail. Third, students are quite enthusiastic about learning news because it is a real event that occurs in everyday life. This causes the provision of examples that can be used as models to be lacking. In addition, the lecturer also asked students to search for information via the internet. However, the information received is sometimes not following the established concept so that it needs to be revised back classically by the lecturer.

According to cognitive theory (Ibda, 2015:32), human cognitive development consists of four stages, namely the sensory-metric period (0-1.5 years), preoperational period (1.5-6 years), concrete operational period (6-12 years), and formal operational period (12 years and over). Students are in the age range of 18 years and over. This means that students have been able to think logically. That is, students can solve problems and test possible solutions in a systematic and organized way. Based on the results of student analysis obtained the following information. First, students have a high enough desire to be able to understand the material. Second, some students are only able to understand the learning material based on the lecturer's explanation while others do not only understand the learning material from the lecturer's explanation. Third, most students have sufficient time to obtain information outside of school hours. Fourth, most students prefer to work on assignments individually rather than working on assignments in groups. Fifth, in terms of academics, students are quite good. This can be seen in most students being able to understand the learning objectives. Sixth, from a mental point of view, the students are quite mature. This is indicated by the ability to deal with criticism calmly that most students have. In addition, most students are also able to remain calm when facing problems. Seventh, students have a fairly high social spirit which is marked by their willingness to help their friends who do not understand the learning material. Eighth, students have very high motivation in learning Indonesian. Ninth, students have an honest character. This is indicated by the fact that most students are able and willing to do assignments honestly.

Based on the results of the task analysis, the module was developed based on the concept of news knowledge including understanding, structure, linguistic features, and news

presentation patterns. The concept of news re-creating skills includes the steps of recreating news with different presentation patterns and compiling news based on daily events. After carrying out the definition stage, the next step is to design the learning module (design). According to Trianto (2012: 191), the design stage is the stage of preparing a learning device prototype. In this study, the prototype in question is a news writing learning module. At this stage, the learning module design is carried out so that a contextual approach-based module is produced for learning to write news. Three things became the basis of reference in making this module. First, the results of the needs analysis at the definition stage, which consists of early-late analysis, curriculum analysis, concept analysis, and student analysis, are used as one of the bases for module preparation. This means that the module that is compiled is the answer to the results of the defined analysis. Second, the approach used in compiling the module is contextual which consists of seven components, namely constructivism, inquiry, questioning, community learning, modeling, reflection, and authentic assessment. The contextual approach used will be seen in the presentation of modules and learning materials. Third, the rules for module preparation are guided by the module structure, the principles of module preparation, and the module writing stage. By paying attention to these basics, the modules compiled will be systematic. The design stage is carried out through the following steps. First, compile the module framework. The activity of compiling the module framework is carried out with the following steps. (a) formulate indicators and learning objectives from the core competencies and basic competencies that have been determined, (b) identify the main subject matter following the indicators, and (c) organize and arrange the subject matter in a logical order. Second, compiling a draft module. The activity of compiling a draft module is carried out by designing all the elements of the module in the introduction, learning activities, and complete evaluation.

After the design stage is completed, the next stage is the development stage. The development stage is carried out to produce a news writing learning module that is valid, practical, and effective (Trianto, 2012: 192). The validity test was carried out before being tested on the research sample. This is done to determine the level of validity of the designed module. The module is validated by four experts, each of whom provides an assessment for aspects of the feasibility of content, presentation, language, and graphics. Based on the module validation questionnaire analysis for the content feasibility aspect, information was obtained that the designed module was following the curriculum. This is viewed from the formulation of learning objectives and the composition of the material that has been systematically following the predetermined KD. In addition, the material presented follows the pedagogic principle, namely from the simple to the complex. This can be seen from the pattern of presenting the module starting with introductions, concepts accompanied by illustrations, and examples that can be learned. After the introduction, the students were asked to be able to answer the given test.

The designed learning module has covered the seven aspects of the contextual approach. This reflects the integration of the contextual approach has been carried out well. Therefore, it is hoped that learning using modules can encourage students to study and work effectively. Based on the description above, the validator gives a value of 91.67% with a very valid category. This means that the designed module has been declared feasible in terms of content and can be tested.

Based on the module validation questionnaire analysis for the presentation feasibility aspect, the following information was obtained. Judging from the presentation of the material, the modules designed have been able to motivate students to ask questions and form a learning

community, bring up the process of knowledge formation and implement pedagogical principles well, namely from easy to difficult and from concrete to abstract. Judging from the presentation of the exercise, the questions given have been able to arouse student motivation. Judging from other module elements, the presentation of the module has been equipped with instructions, learning summaries, and literature. However, there are some suggestions from validators as follows. First, the inclusion of KI/KD should be closed and not repeated. Second, start the lesson with an example of news.

Based on the two suggestions, the module was improved with the following explanation. For the first suggestion, the module is improved by combining the inclusion of KI/KD which was initially separated into two pages. After validation, list them on one page. Based on the description above, the validator gives a value of 87.50% with a very valid category. This means that the designed module has been declared feasible in terms of presentation and can be tested.

Based on the module validation questionnaire analysis for the linguistic feasibility aspect, the following information was obtained. Judging from the sentences used, the modules designed have used effective sentences. Judging from the idea of writing, the modules designed have been arranged in an orderly manner. In addition, the delivery style of the module has been communicative. However, there are some notes in the form of suggestions given in the module. These suggestions include: First, you should remove the colon on the author's identity. On the same page, it is better to use the word validation rather than the word checked for validator identity. Second, use punctuation to end the command sentence. Third, the source of the text should be bracketed so that it explains the position of the sentence, namely the source of the text. Fourth, it is better to use a consistent greeting in the module. Fifth, the numbering should be replaced with a formal one. Based on the description above, the validator gives a value of 91.67% with a very valid category. This means that the designed module has been declared feasible in terms of language and can be tested.

Based on the module validation questionnaire analysis for the feasibility aspect of graphics, the following information is obtained. Judging from the selection of images, colors, and borders (margins), the modules designed have been quite good. Likewise, the type and size of the letters used are by the level of student development. However, there are some notes in the form of suggestions given by the validator in the module. The suggestions are as follows. First, use contrasting color options on the module material description chart. Second, you should not use the dotted line. This is because the dotted line usually requires a place that can be cut. Third, the front cover should be redesigned. This is because the cover does not reflect the material or what is conveyed in the module. Should be replaced with the shape of the object or other supporting things related to the news.

Based on the description above, the validator gives a value of 75% with a valid category. This means that the designed module has been declared feasible in terms of graphics and can be tested. Overall, the module obtained a validation value of 86.72%. Following Riduwan's opinion (2012:15) the validity with a value range of 81-100 is categorized as very valid. This means that the module designed with the title *Terampil Menulis Berita Untuk Mahasiswa Prodi PBSI* has deserved to be tested in learning to write news.

The practicality test is carried out after the module is declared valid by the expert. The practicality of the module is viewed from three things, namely the practicality of the module by the lecturer, the practicality of the module by the students, and the student's learning

activities. The practicality of the module by the lecturer is viewed from two things, namely the ease of use of the module and the time used. Based on the analysis of practicality questionnaires for ease of use of the module, information was obtained that the designed module made it easier for lecturers to achieve their learning goals. In addition, the exercises contained in the module make it easier for lecturers to know the abilities of students and the module can be used as a practical learning solution related to anecdotal learning. Therefore, the lecturer as a learning practitioner who uses the module gives a score of 92.86% for the aspect of the ease of use of the module.

Based on the practical analysis for the time used, information is obtained that the designed module helps students use their study time more effectively. In addition, learning using modules helps students master learning in a relatively short time. Therefore, the lecturer gave a value of 91.67% for the aspect of time used. Overall, the value of the practicality of the module by the lecturers is 94.27%. Following Riduwan's opinion (2012:15) practicality with a value range of 81-100 is categorized as very practical. This means that the module designed with the title *Terampil Menulis Berita Untuk Mahasiswa Prodi PBSI* is very practical to be used by lecturers in learning to write news.

The practicality of the module by students is viewed from two things, namely the ease of using the module and the time used. Based on the analysis of practicality questionnaires for ease of use of the module, information was obtained that the module was designed to make it easier for students to understand news learning and help students build news material concepts accurately and easily. In addition, the exercises contained in the module also make it easier for students to accurately know their abilities because the module is equipped with an answer key that students can use to measure their abilities independently. Therefore, students gave a score of 87.10% for the ease of use of the module.

The design used is a single group pretest and posttest design. The results of statistical tests obtained information that there is a difference between the pretest score and posttest score in the learning process of writing news that utilizes product development. The average pretest score for writing papers was 71.23 and the post-test average score was 88.24. The difference in the score of the utilization of product development is 17.01. The results of the related sample t-test showed significance (sign-2)  $p=0,000 < = 0,005$ .

This means that there is a significant difference between the pretest score and the posttest score. From the results of these calculations, it appears that the use of product development in the learning process of news writing has a significant positive effect on student news writing learning achievement. Based on the results of the calculation, it can be stated that there is an increase in student learning achievement in writing news stories significantly between before the learning process and after the learning process.

Based on the above analysis, it can be concluded that the development of learning modules using a contextual approach is effective in improving students' news writing skills. This statement complements the research conducted by Yulastri, Hidayat, Genefri, Islami, and Edya (2017) which states that the use of modules affects students' ability to be independent and survive in society because the module asks and directs students to do something. In addition, Alias, et al (2014) revealed that there was a significant difference in values between before using and after using the module. This indicates that the achievement of student scores increases after using the developed module. In addition to the use of modules, the selection

of the contextual approach used is very suitable in developing modules for learning to write news.

This complements the research conducted by Wahyuni, Suwandi, Slamet, and Andayani (2015) which concluded that learning syntax using textbooks based on a contextual approach was effective in improving student learning outcomes. In addition, the contextual approach has also been used by Kurniati, Sabandar, and Herman (2015) in their research which was used to see the effect of the contextual approach on improving the mathematical critical thinking skills (MCTA) of Elementary School Lecturer Education (PGSD) students. The results of the study revealed that the contextual approach can improve critical thinking skills such as problem-solving, reasoning, and communication.

Based on the results of research conducted and research conducted by other researchers, it can be concluded that the contextual approach is very suitable for use in learning because it provides many benefits both in terms of learning outcomes in the form of test scores and critical thinking skills.

A contextual approach that has seven components can help students understand and write a news story. The contextual approach consists of two forms of learning, namely independent learning and group learning. Independent learning is seen in the activity of building knowledge, finding concepts, and the ability to express opinions. Concept building activities have a very positive impact because the knowledge used by students comes from their environment. This will help students understand the material more quickly and be fun.

In addition, this activity can also provoke students' social sensitivity to find out more about the problems that occur around them. The activity of finding material concepts independently will familiarize students with analyzing a problem with the help of existing theories to formulate a concept that can be used to understand the material. The activity of expressing opinions can motivate students to always ask about something that has not been understood. This activity also shows the extent to which students understand the material that has been studied.

Group learning is seen in community learning activities. This activity has a positive impact on training students to be able to work in groups, respect other people's opinions, and be willing to help friends who do not understand the material being discussed. In addition, the contextual approach also carries out reflection activities as a form of reflection of the meaning of the material that has been studied by students. Students are invited to reflect on what they have learned after studying the material.

This activity can show what meaningful experiences have been obtained and the benefits felt by students after studying the material using the designed module. Modeling is one component of the contextual approach that helps students understand learning materials based on the examples given. Students' understanding is obtained indirectly or through a description of the material. Students gain knowledge based on the examples that have been given. Another activity contained in the contextual approach is authentic assessment. This assessment is very useful for both lecturers and students. Lecturers and students can easily find out the extent of student understanding of the material that has been studied. For students who get low scores, it can motivate them to study harder, while for students who get high scores, they will get an appreciation of themselves for their ability to understand the material being studied.



Based on the description above, it can be concluded that the contextual approach is very appropriate to be used in the learning module. This can be seen based on the increase in learning outcomes obtained by students after using the learning module. In addition, the seven components of the contextual approach have a positive impact on the mental development and social life of students.

## CONCLUSION

Referring to the results of the development carried out, the following conclusions can be drawn. *First*, the module development process is carried out through three stages, namely defining, designing, and developing. Based on these three stages, the module learning to write news is based on a valid, practical, and effective contextual approach. *Second*, the designed learning module has been declared valid in terms of the feasibility of content, presentation, language, and graphics. Therefore, the module can be piloted. *Third*, the designed learning module has been declared practical. The practicality assessment is divided into two, namely the ease of use of the module and the time used. This assessment is carried out by lecturers and students after using the designed module. In addition, the practicality of the module is also illustrated based on student activities in learning. *Fourth*, the designed learning module has been declared effective. The assessment of the effectiveness of the module is designed for two assessments, namely the assessment of activities and learning outcomes.

## REFERENCES

- Alias, N, DeWitt, D, Rahman, M.N.A, Gelamdin, R.B, Rauf, R.A.A, & Siraj, S. (2014). Effectiveness of the biology PtechLS module in a Felda Science Centre. *Malaysian Online Journal of Education Technology*, 2(4).
- Çopur, D. S. (2008). Using the module in language class. *English Teaching Forum*. No.1. pp. 34-40.
- Fatimah, N. (2013). Teks berita sebagaisarana pengembangan kompetensi bahasa dan karakter siswa. FKIP Universitas Muhammadiyah Surakarta. *Prosiding Seminar Nasional*, pp.215-238. Diakses dari <https://publikasiilmiah.ums.ac.id/handle/11617/3335>.
- Hosnan. (2014). *Pendekatan saintifik dan kontekstual dalam pembelajaran abad 21*. Bogor: Ghalia.
- Hyland, K. (2004). *Second language writing*. New York: Cambridge University Press.
- Ibda, F. (2015). Perkembangan kognitif: teori Jean Piaget. *Intelektualita*, 3(1), 27-38.
- Johnson, E. (2010). *Contextual teaching and learning: menjadikan kegiatan belajar mengajar mengasyikan dan bermakna*. Terjemahan Ibdy Setiawan. Bandung: MLC.
- Johnson, E.B. (2002). *Contextual teaching and learning: what it is and why it's here to stay*. California: Corwin Press, Inc.

- Johnson, E.B. (2010). Contextual teaching and learning: menjadikan kegiatan belajar mengasyikan dan bermakna. Terjemahan. Bandung: Kaifa.
- Khoiri, M. (2014). *Rahasia top menulis*. Jakarta: Kompas Gramedia.
- Kurniati, K. Y. S., Sabandar, J., & Herman, T. (2015). Mathematical critical thinking ability through contextual teaching and learning approach. *IndoMS-JME*, 6(1), 53-2.
- Miller, Patricia Murdock. (2006). Contextual Learning May Be A Better Teaching Model: A Case For Higher-Order Learning And Transfer. *Proceedings of the Academy of Educational Leadership*, Volume 11, Number 2.
- Prastowo. (2014). *Pengembangan bahan ajar tematik: tinjauan teoritis dan praktik*. Jakarta: Kencana.
- Rahayu, S., (2015). Improving Students' Learning Achievement in Civics Using Contextual Teaching and Learning Method. *Journa of Art IV*, 4 (1), 88- 91. DOI=[http://dx.doi.org/10.18842/rwjasc/v6i4\(1\)/10](http://dx.doi.org/10.18842/rwjasc/v6i4(1)/10).
- Riduwan. (2012). *Skala pengukuran variabel-variabel penelitian*. Bandung: Alfabeta.
- Rochmad. (2012). Desain model pengembangan perangkat pembelajaran matematika. *Jurnal Kreano Jurusan Matematika FMIPAUNNES*, 3(1), 59-72.
- Rohayati, T., 2013. The Implementation of Contextualization in Teaching Vocabulary to Elementary Students (React: Relating, Experiencing, Applying, Cooperating, and Transferring). *Journal of English and Education* 1, 2, 115-123.
- Rolnicki, T.E. Tate, C.D. & Taylor, S.A. (2015). *Scholastic journalism*. Jakarta: Prenadamedia Group.
- Satriani, I. and Emilia, E., (2012). Contextual Teaching and Learning Approach to Teaching Writing. *Indonesian Journal of Applied Linguistics* 2 July 2012, 10 - 22.
- Sears, S., (2003). *Introduction to Contextual Teaching and Learning*. The Phi Delta Kappa Educational Foundation, Bloomington, Indiana.
- Susanto, D. A., & Yosephine, M. (2017). Teachers' perceptions Towards Teaching Writing Using Word Games; The Case Study Of Junior High Schools In Semarang, Central Java, Indonesia. *Media Penelitian Pendidikan: Jurnal Penelitian dalam Bidang Pendidikan dan Pengajaran*, 11(2).
- Thiagarajan, S., Semmel, D.S., & Semmel, M.I. (1974). *Instructional development for training teacher of exceptional children: a sourcebook*: Indiana: Indiana University.
- Trianto. (2012). *Mendesain model pembelajaran inovatif-progresif*. Jakarta: Kencana.
- Wahyuni, T., Suwandi, S., Slamet., St. T., & Andayani. (2015). The implementation of contextual approach in solving problems understanding syntax: sentence Indonesian at Universities in Surakarta, Indonesia. *Journal of Education and Practice*, 5(30), 188-201.

Yulastri, A., Hidayat, H., Genefri, Islami, S., & Edya, F. (2017). Developing an entrepreneurship module by using product-based learning approach in vocational education. *International Journal of Environmental & Science Education*, 12(5), 1097-1109.