

Development Of Electronic Teaching Materials Writing Explanatory Texts Assisted By Quick Response Code Class XI Superior SMAN

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Abstract. This study aims to determine (1) the process of developing electronic teaching materials for writing explanatory texts assisted by quick response codes, (2) the form of teaching materials, (3) the feasibility of teaching materials, (4) the effectiveness of teaching materials. The results showed that (1) developing teaching materials with a 10-stage process went well and according to the Borg and Gall development model, (2) the form of products in the form of electronic teaching materials writing explanatory texts assisted by quick response codes had a unique appearance and content, (3) the feasibility of teaching materials for explanatory texts was declared suitable for use based on expert validation of the material which included aspects of the feasibility of the content / material, feasibility of presentation, and feasibility of language. Obtaining an average score of 90% with the criteria of "very feasible", design experts covering aspects of graphic feasibility obtained an average score of 85% with the criteria of "very feasible". Small-scale tests obtained an average score of 75% with the "feasible" criterion. Large-scale trials obtained an average score of 80% with the criteria of "feasible", (4) the effectiveness of electronic teaching materials writing explanatory texts assisted by quick response codes showed an increase from pretest results 60 to posttest 90 results. The overall results of this study show that explanatory text teaching materials are declared feasible and effective for use in the learning process. The implications of this research are (1) the teaching materials developed provide practical contributions in the implementation of learning, (2) the teaching materials developed can add knowledge to teachers in improving the quality of learning and creating interesting and meaningful learning, (3) the developed teaching materials can be used as one of the alternative teaching materials to accompany the explanatory text material.

Keywords: Electronic teaching materials, explanatory text, quick response code.

1 Introduction

Learning Indonesian Language and Literature in the 2013 curriculum is a learning that directs students to the ability to use good and correct Indonesian, both orally and in writing. These abilities must be mastered by students with the help of teachers. As facilitators, teachers play an important role in advancing every learning process. This is in line with the opinion of Aprina Sirait (2019) who states that if students feel happy in learning, then the enthusiasm for learning will increase [1]. The key to developing innovative teaching materials lies in the creativity of the teachers themselves. This should not be an obstacle but a challenge for teachers to be able to upgrade their ability to develop their potential in the development of innovative teaching materials.

Language skills to convey thoughts and information in writing are called writing skills. In order to have good writing skills, teachers often give exercises and reinforcement as well as good examples. However, students have not succeeded in the activity of writing texts. Difficulties in writing experienced by students are caused by student factors themselves and factors from teachers in providing learning material. Due to the difficulty of writing experienced by students, almost all students in doing the task of writing explanatory texts take the writings of others on the internet and sometimes do not change the writing in the slightest (Susetyo, 2009: 1) [2]. This is in line with the opinion (Darmadi, 1996. Saputra, 2009 in the corpus scientific journal, 2020) the difficulties experienced by students are caused by two factors, namely internal factors and external factors. Internal factors are student understanding such as punctuation, spelling use, determining titles, in using terms, choosing interesting ideas, determining topics and selection of vocabulary. External factors come from teachers and the infrastructure provided. One of them is the teaching materials used [3].

Teaching materials that are often used in high school are package books provided by schools in the form of printed books. As the teaching materials used at SMAN Unggul Subulussalam school still rely on package books with the help of power points provided by teachers. This makes learning tend to be monotonous and makes students have difficulty understanding the material. The learning process has not used teaching materials according to student learning interests.

In the 2013 curriculum, understanding is more emphasized on the type, rules and context of a text. Making it easier for students to understand the meaning contained in a text and present the right ideas so that it is easier for others to understand the ideas conveyed. In everyday life, we are always faced with texts, especially in articles, often found explanatory texts, the importance of understanding explanatory texts related to natural, social, scientific, cultural phenomena and so on.

Explanatory text material in learning Indonesian class XI is found in KD 3.3, 4.3, 3.4, and 4.4. Learning at school requires interesting teaching materials so that students are more enthusiastic and motivated. Learning will be boring for students if the teaching materials are not varied. According to Darmadi (2009) teaching materials or learning materials broadly consist of knowledge, skills, and attitudes that students must learn in order to achieve predetermined competencies [4]. Electronic teaching materials are teaching materials whose material contents are loaded in electronic form. Referring to the previous understanding of teaching materials, electronic teaching materials are a set of material or lesson substance that

is arranged in a coherent and systematic manner and displays the competencies that students will master in learning activities packaged in interactive multimedia.

Looking at the current situation and conditions, the use of technology in Indonesian learning is very necessary. The use of teaching materials is very necessary in the implementation of learning so that the competence of a learning is achieved. Learning will not run optimally if the teaching materials in its implementation are inadequate. The use of learning media that attracts the attention of students is also one of the efforts that is expected to help students to improve their understanding and how students understand explanatory texts (Saripah, 2021: 1, Herdiyanto, 2022: 10) [5] [6]. Therefore, new innovations are needed in providing teaching materials to students that can attract students to learn, such as providing electronic teaching materials that can be accessed anytime and anywhere, one of which is a quick response code. The use of technology such as rapid response code-based electronic teaching materials that can facilitate learning is a must. The results of observations on students of SMAN Unggul Subulussalam stated that teachers never use electronic teaching materials assisted by quick response codes as a learning medium, even though almost all students use mobile phones to browse in completing assignments. On the other hand, it was found that teachers tend to carry out conventional learning due to limited practicum tools, time constraints and classroom management. Especially for the use of online-based learning media such as the use of electronic teaching materials based on quick response codes that teachers can use to overcome the limitations of tools and time.

Based on observations and interviews of researchers at SMAN Unggul Subulussalam, it was found that the school still uses limited teaching materials such as printed teaching materials (package books) assisted by power points, while students' interest has shifted from textbooks to the use of technology such as the use of devices. This is in line with the results of interviews with Indonesian teachers at the school. Interviews show that in the use of printed teaching materials and power points, teachers still explain a lot of material based on the content contained in the printed teaching materials and teachers have not used other learning resources. Thus, these teaching materials are less effectively used by teachers in the learning process because many students are not interested and still cannot follow the learning process properly. This makes students' interest and motivation reduced in following the learning process. Another observation that identified the problem is that students tend to have the assumption that learning to write explanatory texts is just a subject that often displays articles about the process of occurrence, cause, and effect of a natural phenomenon. For example, earthquakes, tsunamis, rain cycles, volcanoes, and so on. So that learning is boring for students, as a result it has an impact on low learning outcomes in explanatory text material. Based on this, the development of electronic teaching materials needs to be carried out in this school because this can be a solution for students and teachers because the products produced can be used online and offline using infocus and devices.

Based on learning outcomes data provided by teachers, as many as 78% of students did not complete reaching KKM 85 in writing explanatory texts, the average score achieved was 55. Based on this, the teacher said that the teaching materials used need new innovations and are made based on student interests. Based on the criteria, good teaching materials are teaching materials that are assembled based on student learning interests. Djamarah (2011: 191) states that interest is very influential on the learning outcomes of learners, because not much can be expected to produce learning achievements from a child who learns without interest from

himself in subjects that the student does not like [7]. Furthermore, Slameto (2010: 57) has a great influence on learning, because if the lesson has no appeal to the students themselves, they will not learn optimally or they will not learn as well as possible [8]. In addition, based on several research results on learning interest also proves that students who have an interest in learning have a positive relationship with their learning outcomes (Anggraeni, 2013; Wasti 2013; Afriza, R, et al 2014). So the role of interest is very important in influencing learning outcomes, where interest is always followed by feelings of pleasure and liking so that satisfaction is obtained in learning [9] [10] [11].

Guntur and Didik (2019) said that in their research, we can see briefly the data that can be presented, namely at the needs analysis stage, 79.2% of students agreed if teaching materials based on quick response codes (QR Code) were developed [12]. At the development stage through the validation test stage so that the conclusions that can be drawn from the data described above are teaching materials based on quick response codes (QR Codes) feasible and can be used. Dini and Susanti (2021) have used a quick response code (QR Code) and said in their journal that research on the development of teaching materials based on the quick response code (QR Code) obtained feasibility results of 95.27% [13]. So that the average eligibility score obtained from material experts, linguists, and graphic experts is 93.41% and has the criteria of "Very Decent". Based on the characteristics of QR Code quick response code teaching materials conducted by previous researchers, these teaching materials are able to overcome student learning difficulties.

Based on these characteristics and presentation, researchers are interested in carrying out this research so that it can bring updates in the development of teaching materials. The title of this study is "Development of Electronic Teaching Materials for Writing Contextual Explanatory Text Assisted by Class XI Rapid Response Code at SMA Negeri Unggul Subulussalam for the 2022/2023 Academic Year".

2 Research Result

The type of research used in this study is R & D research (research and development), which is research oriented to research, design, produce, test, validate the products produced. This research was conducted at SMAN Unggul Subulussalam, located on Jl. Syech Hamzah Fansuri, Subulussalam city. The research time was carried out in the odd semester of the 2022/2023 learning year.

The subject of research is an attribute or trait or value of people, objects or activities that have certain variables that are set to be studied and conclusions drawn, Sugiyono (2018) [14]. The subject of this study was a student of SMAN Unggul Subulussalam. The small-scale trial will involve 17 students, the large-scale trial will involve 35 students. The object of this research is internal school data which has previously been summarized for the benefit of this research.

Before conducting research, observations related to development needs were carried out by involving teachers and students. The expert team's validation questionnaire sheet was used to obtain data from validators on the validation of the product developed, namely electronic teaching materials assisted by quick response codes on explanatory text writing materials in class XI.

3 Research Method

This research uses the R&G (Research and Development) method with the stages proposed by Borg and Gall. The stages of this research, are potential and problems, data collection, product design, design validation, design improvement, product trials, product revision, field trials, product improvement, product results. The following is an explanation of these stages of research and development.

3.1 Teaching Material Development Process for Writing Explanatory Text Assisted by Class XI Quick Response Code at SMA Negeri Unggul Subulussalam

The process of developing teaching materials is carried out through ten stages of Borg and Gall development which is a process to develop and validate products in the form of electronic teaching materials writing class XI explanatory texts at SMAN Unggul Subulussalam by following steps, procedural, and descriptive. The reason for choosing the Borg & Gall development model is because it is in accordance with the media to be developed where this development model has a fairly ideal and detailed stage consisting of ten stages, which are as follows.

1) Potential and Problem Stages

The initial stage carried out in this development is to conduct an analysis so that the product developed can be accepted by the research target. This is done by analyzing the needs of teachers and students. Danny Meirawan (2002) states that need is a term in planning that shows the gap between the results achieved and the desired results [15]. Need assessment is a part of the planning process in identifying needs and placing needs in order of priority and effort to select needs. Needs analysis is an important step when planning is really expected to be in accordance with real circumstances.

The analysis of teaching material needs at SMAN Unggul Subulussalam was carried out by distributing online questionnaires to 35 students through the <https://bit.ly/AnalisisKebutuhanSiwa> link and 1 teacher Indonesian. Through the results of the analysis of teaching material needs by students and teachers, it can be concluded that it is necessary to develop electronic teaching materials assisted by quick response codes for explanatory text materials as additional teaching materials.

2) Information Collection Stage

At this stage, observations and interviews are conducted to find out the information contained in the school, especially in the material for writing explanatory texts in class XI, so that the development product can be accepted. This observation was made at SMAN Unggul Subulussalam and the resource persons in the interview were Indonesian subject teachers and grade XI students.

3) Product Design Stage

At this stage, the design of electronic teaching materials to be developed, starting from the material and design. The material designed must be concise, in accordance with the definition of teaching materials. The material presented must be interrelated with the Basic Competencies. Furthermore, the presentation of questions or quizzes on electronic teaching materials must also be in accordance with the learning objectives that have been set so that they can be achieved optimally, while for product design it must be done as attractive as possible so as to make students interested in learning it. The components of electronic teaching materials to be developed contain titles, basic competencies, indicators of competency achievement, learning objectives, materials, and quizzes or questions.



Fig. 1. Product Design Cover.



Fig. 2. Basic Competencies and Achievement Indicators of Electronic Teaching Materials.



Fig. 3. Identifying Information in Explanatory Text.



Fig. 4. Exercise 1: Determine the Structure of Explanatory Text Based on Video.

The image above is the initial design stage before going through the validation stage by material experts and design experts. Design at this stage is done by combining green accompanied by animations according to the context of the learning video.

4) Design Validation Phase

After the product has been completed, the next stage is to validate with material experts and media experts to test the feasibility of teaching materials that have been designed at the next stage. The result of this stage is criticism and suggestions given orally and in writing to researchers related to teaching materials that have been developed. The criticisms and suggestions given to researchers can be seen in the following table.

Table 1. Material Expert and Design Expert Feedback and Advice

No	Material Expert Critique and Advice	Design Expert Critique and Advice
1	The content of the material needs to be developed based on learning achievements and objectives.	Pay attention to the use of color, use more contrasting colors to make it more interesting.
2	It is necessary to add relevant examples or stages.	Pay attention to the emphasis on certain words, use emphasis by distinguishing colors in the word.
3	The training video is too fast.	Adjust the illustration to the level of class XI students.

5) Design Improvements



Fig. 5. Electronic Teaching Material Cover.

Based on figure 1, the improvement made is the color contrasting on the cover of teaching materials. On the cover before revision, the color selection tends to be monotonous and the color combination is not right. So there needs to be an improvement in terms of color contrasting. In figure 5 are the product results before and after revision.



Fig. 6. Color contrasting improvements.

6) Small-Scale Trials

The small group trial was conducted by 17 students of grade XI of SMA N Unggul Subulussalam. The collection is done randomly (random). The score results from the small group trial according to the student respondent questionnaire were 75% and included in the feasible category. While UIJ small-scale trials in subject teachers are 91.25% and are included in the very feasible category.

7) Product Revisions

The next stage is product revision. At this stage, researchers made several improvements from the results of teacher and student responses. After a small-scale test, the improvements that must be made are to include learning objectives, students' local wisdom, and the addition of assignments and exercises.

8) Large-Scale Trials

Large-scale trials or also called field trials were carried out by 35 students of grade XI of SMA N Unggul Subulussalam. This trial is carried out to obtain data that will be used to determine the benefits and feasibility of the product developed for its users.

It is known that the results of the trial of electronic teaching material products assisted by quick response codes based on respondent questionnaires filled out by students online achieved an average result of 80% and were included in the category worthy of being used as teaching materials in the teaching and learning process on explanatory text materials. While the results of the teacher's response in the field of study have a feasibility value with a percentage of 93.75% and are included in the very decent category.

9) Product Revisions

In accordance with the advice received by researchers based on large-scale test response questionnaires, namely making electronic teaching materials assisted by quick response codes more attractive. The revision is to add some moving image effects and music effects to each page of electronic teaching materials assisted by quick response codes.

10) Result

The final stage of product development is the final result that has been revised and validated by material experts and design experts. This product has also been tested by teachers and students through online questionnaires.

3.2 Product Form Teaching Materials for Writing Explanatory Text Assisted by Class XI Quick Response Code at SMA Negeri Unggul Subulussalam

The form of teaching materials that have been developed in this study is prepared based on the R&D method that is intentionally, systematically, purposefully / directed to find, formulate, improve, develop, produce, test the effectiveness of certain products, models / strategies / ways, services, procedures that are superior, new, effective, efficient, productive and meaningful. This research uses the R&D method because this method is very suitable for

producing a certain product that is a needs analysis and to test the effectiveness of the product to be produced. Preparation of learning materials according to the KD explanatory text listed on the syllabus. The developed teaching materials are arranged according to KD. Innovation is given to teaching materials in the form of quick response codes related to explanatory text materials that are the attraction of teaching materials. In this quick response code, there are practice questions related to the explanatory text material. In addition, there are videos presented in this electronic teaching material that are useful as a stimulus for students so that they can motivate students to learn.

3.3 Feasibility of Teaching Materials for Writing Explanatory Text Assisted by Class XI Quick Response Code at SMAN Unggul Subulussalam

The validation stage is carried out so that electronic teaching materials assisted by the rapid response code developed can be known for feasibility based on responses from material experts and media experts. Validation of interactive learning media is carried out by: 1) material experts who are competent in the field of explanatory text material; and 2) design experts who are competent in the field of teaching material design. The following are the results of due diligence from material experts and design experts.

Table 2. The results of material expert and design expert responses

NO	Validator	Score	Criteria
1.	Material expert	90%	Very decent
2.	Design expert	85%	Very decent
	Average	90,7%	Very decent

Based on the results of the assessment of 2 material expert validators for the content feasibility aspect, namely 3 or 87% with the "very feasible" criteria, the presentation feasibility aspect is 4 or 94% with the "very feasible" criteria, and the language feasibility aspect is 4 or 89% with the "very feasible" criteria. Based on the results of the assessment of the entire aspect, which is 4 or 90% with the criteria of "very feasible", electronic teaching materials assisted by rapid response codes are feasible and revised according to the rules.

Based on the results of the design expert's assessment on all aspects, namely 3 or 85% with the criteria of "very feasible", electronic teaching materials assisted by rapid response codes are feasible and revised according to the rules.

3.4 The Effectiveness of Teaching Materials for Writing Explanatory Text Assisted by Class XI Quick Response Code at SMAN Unggul Subulussalam

The teaching materials that have been developed in this study are then implemented to test the effectiveness of electronic teaching materials assisted by rapid response codes. At the implementation stage, it was carried out at SMAN Unggul Subulussalam class XI. Before implementation, students are given a pretest first to see the effectiveness of electronic teaching materials assisted by quick response codes, after that the implementation of teaching materials is carried out and at the end of learning postes are given. Based on the results of pretest and postes scores from writing explanatory texts both before and after the implementation of electronic teaching materials assisted by rapid response codes, the average score obtained by students at the time of the pretest was 67 and the average score of postes was 86. The lowest score pretes 60 and the highest score 80, while at the time of postes the lowest value is 75 and

the highest value is 90. At the time of the pretest, the students' scores had not reached KKM, which was 80, while the average score of students was still 67. However, after implementing electronic teaching materials assisted by rapid response codes at SMAN Unggul Subulussalam class XI the average score of students 86 passed the KKM score of 80, then electronic teaching materials assisted by fast response codes were effectively used in explanatory texts in class XI of SMAN Unggul Subulussalam.

4 Discussion

It is intended to explain and analyze research results to answer problem formulations. The discussion includes, the development process, the form of product development, feasibility, and effectiveness of electronic teaching materials writing explanatory texts assisted by quick response codes at SMAN Unggul Subulussalam.

This research process is carried out based on the research and development stage (Research and Development) adapted from the Borg and Gall model, namely (1) information collection carried out with 4 steps of analysis, namely problem analysis, curriculum analysis, theoretical study analysis, and needs analysis conducted by researchers with observation and interviews; (2) product planning, (3) initial product in the form of teaching materials for explanatory texts assisted by quick response codes, (4) validation in terms of material / content and design by 4 validators, (5) revision or improvement of products based on validator suggestions, (6) small-scale trials of 17 students, and large-scale trials of 35 students, (7) revision or improvement of the product, (8) trial use in the learning process on the explanatory text material, (9) revision or improvement if necessary, and (10) product implementation. Some stages of research become guidelines in order to produce teaching materials that can be used according to the needs of teachers and students as users. The process of developing the Borg and Gall model was also carried out by Devi and Anwar Effendi (2015) by developing teaching materials for story-writing learning based on a process approach for junior high school students [16].

Rapid response code-assisted electronic teaching materials have an average score with the "feasible" criterion. Material expert assessment on electronic teaching materials assisted by rapid response codes seen based on the feasibility aspect of the content obtained an average score of 87% with the "very feasible" criterion, in the feasibility aspect of presentation obtained an average score of 94% with the "very feasible" criterion, and in the language feasibility aspect obtained an average score of 89% with the "very feasible" criterion.

The assessment of design experts on electronic teaching materials assisted by rapid response codes seen based on graphic feasibility aspects obtained an average score of 85% with the criterion "very feasible".

The assessment of teacher responses Indonesian to electronic teaching materials assisted by rapid response codes obtained an average score of 93.75% with the criterion "very feasible". Furthermore, the trial assessment of grade XI students seen based on several stages of trials on electronic teaching materials assisted by rapid response codes that have been developed obtained an average score of 80% with the criteria of "feasible".

The teaching materials developed contain core competencies, basic competencies, concept maps of teaching material instructions, learning videos, explanatory text materials in the form of learning activities 1 (determining the structure of the explanatory text), learning activities 2 (determining the language of the explanatory text), learning activities 3 (evaluation). Writing teaching materials using the Calibri font type and the size of writing teaching materials 12. The color used for teaching materials is consistent, namely orange and additional green for subtitles. On the content sheet of teaching materials, a background is given to make it look attractive. In the teaching materials there are also pictures and quick response codes.

Electronic teaching materials assisted by quick response codes are provided to students through rapid response codes. Before being given to students, teaching materials are validated by expert validators. The development of electronic teaching materials assisted by rapid response codes was validated by 2 material expert validators who conducted assessments using BSNP standards including content feasibility, language feasibility and feasibility of presentation of the developed teaching materials. After that the teaching materials are validated by 2 design validators. After revision, electronic teaching materials assisted by rapid response codes are small group trials, and large group trials.

The implementation of electronic teaching materials assisted by quick response codes is very effective in improving student learning outcomes in writing explanatory texts, it can be seen from the content of the text is very good and perfect because students have been able to explain and develop the main idea into explanatory ideas, based on the structure of the text written has also been arranged systematically, namely from general statements and then given a series of explanations, In terms of language, it is also good because students have used conjugation that shows a stage and causal relationship to the process of a phenomenon, the spelling aspect is very good using word choices that are relevant to the theme, not using informal language, and using words with connotations, and the explanatory text written is coherence. So electronic teaching materials assisted by fast response codes that are developed are effectively used as teaching materials when learning explanatory texts in Indonesian learning in class XI SMA N Unggul Subussalam.

Based on previous research related to the development of teaching materials as well as Widyana et al, (2019) related to the development of explanatory text teaching materials needed by students in Indonesian learning, the development of teaching materials was carried out by analyzing the needs and analysis of KD, so that explanatory text teaching materials were developed with social phenomenon series image media [17]. Marizal and Asri (2022) that the development of teaching materials in the form of explanatory text learning modules can improve student learning outcomes [18]. This can be seen from the knowledge test conducted by 87% of students getting A grades, skill scores 88.22% of students with A grades, and skill grades 91.33% of students getting A grades. The teaching materials developed are in the form of explanatory text e-modules by utilizing power point applications and video editor apks. Research on the development of teaching materials conducted by Rimayanti and Jaja (2018) that the development of teaching materials is carried out with the results of products in the form of teaching materials for explanatory texts from print mass media news. The teaching materials developed are suitable for use with a score of 3, 33 or 83.25% for the feasibility level of knowledge aspects, 3.22 or 80.5% for the feasibility level of material presentation aspects, 3.5 or 87.5% for the feasibility level of design aspects and 3.16 or 79.12% for the feasibility level of operating aspects of teaching materials [19]. The teaching materials

developed are effectively used in learning explanatory texts, So that the research that has been carried out related to the development of teaching materials is able to improve student learning outcomes, this is in accordance with the results of research related to the development of electronic teaching materials assisted by rapid response codes that are effectively developed to be used as teaching materials when learning explanatory texts in Indonesian learning in class XI SMA N Unggul Subulussalam.

5 Conclusion

Based on the results of research and discussion in the research on the development of electronic teaching materials assisted by quick response codes for grade XI students of SMA N Unggul Subulussalam as follows, the process of developing electronic teaching materials assisted by rapid response codes in grade XI students of SMAN Unggul Subulussalam using research and development development research proposed by Borg and Gall with 10 stages, electronic teaching materials assisted by quick response codes in grade XI students of SMAN Unggul Subulussalam have content feasibility obtaining an average score of 93.70% with good criteria in the aspect of presentation eligibility obtaining an average number of scores of 82.30% with "very good" criteria, and in the aspect of language eligibility obtaining an average number of scores of 97.75% with "very good" criteria. The assessment of design experts based on graphic feasibility aspects obtained an average score of 86.00% with the criterion "very good". The assessment of responses from three language teachers obtained an average score of 87.50% with the criteria "very good". The trial assessment on grade XI students who were seen obtained an average score of 88.04% with the criterion of "very good". The use of explanatory text learning teaching materials is declared effective in improving student learning outcomes in the Explanation text material. This is supported by student learning outcomes that have improved after using the developed teaching materials. The implementation of electronic teaching materials assisted by quick response codes is effectively used in the explanatory text learning process so as to improve student learning outcomes, it can be seen that the average score of students is 67 at the time of the pretest, after the implementation of electronic teaching materials assisted by fast response codes in class XI of SMAN Unggul Subulussalam, the average score of students is 86 passing the KKM score of 85.

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