



Story-based Interactive Educational Learning Design to Improve the Reading Skills of Third-Grade Elementary School Students

Received: July 21, 2023

Accepted: July 27, 2023

Published: August 9, 2023

Hanina¹; Tuti Herawati²; Anita Purba³

¹²*Faculty of Teacher Training and Education, Universitas Asahan*

³*Faculty of Teacher Training and Education, Universitas Simalungun*

¹*Contributor Email: haninaninatanjung@gmail.com*

Abstract

Students' cognitive abilities certainly vary, some are quick to grasp lessons and some are slow. Sometimes the learning process can also take place conducive but not infrequently the learning class tends to be crowded, boisterous, and some students seem lazy, or even cool with drawing activities. The purpose of this study was to describe the improvement of reading skills of third-grade students of SDN 010051 Hessa Air Genting after using a story-based interactive educational learning design. This research method is qualitative with data collection techniques through observation, interviews, and documentation. Data analysis techniques follow the stages of Miles and Huberman's analysis, namely data reduction, data presentation, and verification. The results showed that the story-based educational, interactive learning design by utilizing a variety of colored and illustrated storybooks in the library, as well as providing opportunities to read with the sonorous method can spur the interest and reading ability of grade III students at SDN 010051 Hessa Air Genting. It can be recommended that if teachers want to improve students' reading skills, then they can use this learning design as an alternative to teaching and learning in the classroom.

Keywords: *Educational, Interactive, Learning Design, Reading Skills, and Story-based.*

Abstrak

Kemampuan kognitif siswa tentu berbeda-beda, ada yang cepat menangkap pelajaran dan ada juga yang lambat. Terkadang proses pembelajaran juga dapat berlangsung kondusif namun tidak jarang kelas belajar cenderung ramai, riuh, dan sebagian siswa nampak bermalas-malasan, atau bahkan asik dengan kegiatan menggambar. Tujuan penelitian ini adalah untuk mendeskripsikan peningkatan kemampuan membaca siswa kelas III SDN 010051 Hessa Air Genting setelah menggunakan desain pembelajaran edukatif interaktif berbasis cerita. Metode penelitian ini adalah kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Teknik analisis data mengikuti tahapan analisis Miles and Humbermen, yakni reduksi data, penyajian data, dan verifikasi. Hasil penelitian menunjukkan

bahwa desain pembelajaran edukatif, interaktif berbasis cerita dengan memanfaatkan berbagai buku cerita berwarna dan bergambar di perpustakaan, juga pemberian kesempatan untuk membaca dengan metode nyaring dapat memacu minat dan kemampuan membaca siswa kelas III di SDN 010051 Hessa Air Genting. Maka dapat direkomendasikan bahwa apabila guru ingin meningkatkan kemampuan membaca siswa maka dapat menggunakan desain pembelajaran ini sebagai alternatif belajar mengajar di kelas.

Kata Kunci: Berbasis Cerita, Desain Pembelajaran, Edukatif, Interaktif, dan Kemampuan Membaca.

A. Introduction

Learning design determines what learning methods are best implemented so that student's knowledge and skills change in the direction they want. What will be done by a teacher in the classroom, learning design includes learning objectives to be achieved, development of teaching materials, or subject design. Learning design relates to understanding, improving, and applying learning methods (Sweller, 2019), (Radianti, 2020).

Everyone with experience as a practical professional in instructional activities, such as teachers at various levels and types of Education, has beliefs about how students learn. This belief can be sourced from personal experience, self-reflection, discussions with colleagues, and reading the results of one's research and that of others. From that belief, there are several principles used by instructional designers. Learning design is a systematic and reflective process to describe the principles of learning and learning into planning to plan lessons, learning activities, and evaluation activities (Rapanta, Botturi, Goodyear, Guàrdia, & Koole, 2020).

To face this era of globalization, all problems and information can quickly be known by the world through various existing media, including information about scientific and technological developments. One of the activities used for disseminating information in learning is reading which is one of the most important activities. Information obtained only from seeing and hearing will be quickly forgotten and lost. Still, if it is obtained from print media, this information will be stored for a relatively long time and can be retrieved if

needed in reading activities. In this era of globalization, where technological advances have developed rapidly, the new generation's interest in reading tends to decline and is no better than the previous generation (Han, Wei, & Cao, 2022). The reasons include the increasing sophistication of audio-visual devices, which cause the new generation to prefer to pamper their eyes and ears rather than foster enthusiasm and reading habits, and the absence of reading subjects that should be taught early on in basic Education (Dimbleby & Burton, 2020).

The success of student learning in participating in the process of teaching and learning activities at school is largely determined by the mastery of reading skills (Susanna Vonny Noviana Rante, 2014). Students who need help to read well will have difficulty participating in learning activities for all subjects. Students will need help capturing and understanding the information in various textbooks, supporting reading books, and other written learning resources. The student will be sluggish.

In today's Education, reading skills in elementary schools are still very low. Reading is an integrated unit of activity that includes several activities, such as recognizing letters and words, connecting them with sounds and their meanings, and drawing conclusions about the intent of reading; reading is an effective learning tool because it gives strength to a student to make the right decisions in improving learning and thinking processes. A reader can understand and assess the text read by activating the procedure scheme and the contents of the schema contained in him. The process of reading is a cognitive process that is experienced individually. This cognitive process is very important to help improve reading power (Jalal & Mahmood, 2019).

Reading is a process carried out and used by readers to get messages that the writer wants to convey through written language. Reading is the beginning of the mastery of knowledge. All the knowledge on this earth can never be learned if it is not preceded by the ability to read. By reading, the link to mastering a science will not be lost. The link is listening, reading, and seeing

(Siregar, 2021). As one of the links in the mastery of knowledge, reading is still difficult to make a habit or even culture in everyday life. This may originate from Indonesian culture, which has an oral culture background, where legends, fairy tales, sagas, and folklore have developed for a long time in Indonesia. They are the easiest learning media to implement because they can be learned from reading a book. It takes relatively longer to change knowledge even though reading habits and culture are synonymous with a learning culture which is very important for the progress of the Indonesian nation in the future (Baihaqi, 2021), (Suprpto et al., 2021). This reading activity is determined by physical and mental activities that require a person to actively and critically interpret written symbols as a pattern of communication with oneself so that readers can find the meaning of writing and obtain the information needed (Wael et al., 2019).

Reading skills are important because every aspect of life is inseparable from reading activities. Therefore reading skills must be mastered by students in elementary schools because these skills are directly related to the entire learning process of students in elementary schools. Students who cannot read well will have difficulty participating in learning activities for all subjects. Students will experience difficulties in capturing and understanding the information presented in various textbooks, supporting material books, and other learning resources; due to reading difficulties, their learning progress could be faster compared to their friends who do not experience reading difficulties.

According to Tang et al. (2019) there are many purposes judging from one's purpose in reading. In this case, the goal depends on each person's interests and reading materials. According to Prasetia & Adlan (2022), the purpose of reading is the main capital of reading. Clear goals will provide great intrinsic motivation for someone. Someone fully aware of the purpose of reading will be able to target his critical thinking power in processing reading material to obtain satisfaction in reading.

Learning to read in elementary schools is organized in the framework of developing reading skills that absolutely must be possessed by every citizen in order to develop themselves sustainably. Through learning in elementary school, students are expected to acquire basic reading skills, writing and calculating skills, and other essential skills. With this basic ability, students can absorb a variety of knowledge which is mostly conveyed through writing.

Reading skills can be obtained anywhere, generally obtained by studying them at school. This language skill is unique and plays an important role in knowledge development. As a communication tool for human life, it is considered unique because not all humans, even though they already have reading skills, can develop it into a tool to empower themselves or even make it a culture for themselves. It is said to be important for the development of knowledge because the highest percentage of knowledge transfer is done through reading (Ahmad & Karim, 2019), (Azeem, Ahmed, Haider, & Sajjad, 2021).

The problem of low reading skills in grade 3 elementary school students must be addressed immediately. These impacts will be increasingly felt after they occupy higher grades. Therefore, students with low reading skills will face a big obstacle or challenge, considering that in that class, students must receive more complex subject matter because almost all subject lessons require reading skills.

Factors that contribute to reading ability are physiological, intellectual, environmental, and psychological factors. According to Lustyantje & Kasan (2021), the factors that affect reading ability are internal factors:

- a. Physiological: eyes and ears
- b. Psychological: intelligence, visual perception ability, vocabulary mastery, attitude towards reading, and interest in reading

As well as external factors that affect reading ability:

- a. Teaching: teaching methods and attractive programs, curriculum, and available facilities
- b. Social: motivation from the environment.

One solution that can be used in elementary schools to improve reading skills is to make a learning plan or design, use learning design models and create appropriate learning design strategies so that the learning objectives that have been designed go well. The model is a concept for teaching material to achieve certain goals in the model, including approach strategies, methods, and techniques. The learning model is a conceptual framework in the form of a pattern of systematic procedures developed based on theory and used in organizing the teaching and learning process where there is a two-way interaction between the teacher and students.

Before the learning process takes place, the teacher must provide the learning model. The learning model must be by the material and characteristics of students to achieve learning objectives properly. To be able to convey lessons well so that students more easily understand a teacher's lessons, besides having to master the material, they are also required to be skilled in choosing and using the right teaching model by the situations and conditions at hand. It is essential to tailor the approach to suit the needs, interests, and abilities of the students, fostering an engaging and effective learning environment.

To improve reading skills in grade 3 elementary school students, teachers must be able to design learning designs or models, and teachers must also master the material. They must be able to recognize the characteristics of grade 3 students. So that the teacher can prepare good reading materials and subject matter so that students feel happy and excited and the learning objectives to improve the reading skills of grade 3 students in elementary school can be achieved properly.

B. Method

The method used in this research is to use qualitative research methods. The qualitative research method is a research method that places more emphasis on aspects of in-depth understanding of a problem rather than looking at problems for generalization research (Anggito & Setiawan, 2018). This research method prefers to use in-depth analysis techniques, namely examining problems on a case-by-case basis, because qualitative methodologies believe that the nature of one problem will be different from the nature of other problems.

According to Moleong (2014) sources of qualitative research data are displayed in the form of spoken or written words that are examined by researchers and objects that are observed in detail so that the implicit meaning in documents or objects can be captured. Qualitative research is based on the philosophy of post positivism because it is used to research natural object conditions (as opposed to experiments), where the researcher is the key instrument, sampling of data sources is done purposively, and snowball collection techniques are triangulation (combined), data analysis is inductive/qualitative, and the results of qualitative research emphasize meaning rather than generalization (Sugiyono, 2019).

Based on the above understanding, this study uses qualitative data analysis techniques. There are three data analysis paths: reduction, display, and conclusion. These analysis paths enable a comprehensive examination of the collected data, facilitating a deeper understanding of the nuances and complexities of the students' reading abilities and the impact of the chosen learning model.

C. Result and Discussion

1. Result

This research was conducted at SDN 010051 Hessa Air Genting after the researchers obtained permission from the school principal to conduct observations and interviews with grade 3 teachers at SDN 010051 Hessa Air Genting. Only then did the researcher prepare to draft the implementation concept, schedule an interview with the class teacher, and prepare several questions for the resource person.

After the researcher made preparations, the researcher conducted interviews by asking several questions, such as:

To what extent is the student's ability to participate in learning reading skills? What is the condition of the classroom atmosphere when students take part in learning reading skills? How is the selection of learning design strategies or methods used to improve students' reading skills? What is the inhibiting and supporting factors of students in improving students reading skills? Interview results with grade 3 teachers;

Based on the results of interviews with the class 3 teacher at SDN 010051 Hessa Air Genting on the first question, namely, how far is the student's ability to participate in learning reading skills?

"On this first point, the ability of students varies; children can read and understand the content of the reading that is read; besides that, students can develop the content of their reading with their work in writing and orally, such as giving suggestions and input, opinions on the text they have read."

The second question is, what is the condition of the class atmosphere when students take part in learning reading skills?

"The condition of the class is calm, focused, quiet, instantaneous, even though sometimes it's also not conducive because they might feel bored."

The third question is, what methods or strategies are used to improve reading skills?

"The method used to improve reading skills is the method of reading fast and aloud".

The fourth question is, What are the inhibiting and supporting factors in improving reading skills?

"The inhibiting factor for the lack of interest in reading is the lack of availability of books in the library, students feel bored or bored while reading, while for the supporting factors, namely facilitating the library with a variety of creative books so that children's interest in reading increases, using creative and innovative methods".

Table 1. Observed Aspect

No.	Observed aspect	Student response
1	Students can conclude the results of their reading	Very good
2	The condition of the class when the teacher ordered reading	Good
3	Students can read aloud	Good
4	Students can read quickly	Good

Based on the results of interviews with teachers, several inhibiting and supporting factors were found for students to carry out reading skills activities at SDN 010051 Hessa Air Genting. The first inhibiting factor was (1) students sometimes felt bored while doing reading activities for a long time. The problem for every child in Indonesia is that if they are asked to do long reading activities, they always feel bored. The teacher can overcome this problem by providing interesting books, such as books with pictures and stories that students like, so they can read the book completely and not feel bored. The inhibiting factor for the second activity (2) is the lack of reading material in the school library; the school should have provided reading material with a wide selection of interesting books so that students who have finished reading one book will read the other book because There are many choices of interesting books in the library so that students are interested in reading them. The library must also have a comfortable, clean, and tidy room. Students will be more

interested in visiting the library. There are many libraries in schools today whose rooms are uncomfortable or even cramped because the books are not arranged neatly and are not in the order of the types of reading material neat, clean and comfortable, it is undeniable that the students will visit it.

Furthermore, several supporting factors exist for students' interest in reading at SDN 010051 Hessa Air Genting. The first (1) teachers at SDN 010051 Hessa Air Genting are creative and innovative. This creative and innovative teacher can foster students' interest in reading; for example, the teacher makes "movable books." The way to make it is also simple; you don't have to pay a lot of money; you just need to use office stationery (ATK) such as buffalo paper, masking tape, double-sided tape, scissors, glue, pencils, and interesting pictures for students. The first method is to cut a rectangle of buffalo paper, which is then folded on both sides. After that, cut out the center of the rectangular paper obliquely. The folded part is given double-sided tape, then stuck to the inside of the book. Then be an image that appears standing and looks like three dimensions when the book is opened. Activities like that will foster students' interest in reading because the book is interesting. Not only that, but students can also be creative by making it their own according to what the student wants.

Furthermore, in the first observation aspect table (1), students can conclude their reading results show a very good response. This shows that the learning carried out by the grade 3 teacher is successful because if students are asked to read, then the student can already conclude their reading results; of course, this is very good for the development of these students. The second observation (2), the condition of the class when the teacher instructs them to read, shows the student's response in the good category; when the students are reading, the students seem so focused on reading, and also the atmosphere is calm and quiet even though immediately it is not conducive because they are bored. After all, they read too long. The third observation (3) is that students can read aloud shows a good response; this is because when the teacher tells

them to read aloud, students can do it even though some students don't. The results of the third observation (3), students who can read quickly show a good response, as well as reading aloud, reading quickly. Also, students can do well, but only a few needs help to read quickly.

2. Discussion

Based on the research results conducted by researchers through interviews with class 3 teachers at SDN 010051 Hessa Air Genting, several inhibiting factors were obtained, such as students feeling bored while reading so that the class atmosphere was not conducive and the lack of reading books in the library.

This inhibiting factor must be removed so that students can improve their reading skills. Students feel bored while reading. There may be a wrong selection of learning strategies carried out by the teacher. While other inhibiting factors, such as the lack of reading material in the library, have become a school task so that students do not feel bored while reading because there are many choices for reading books.

The supporting factors are that teachers at SDN 010051 Hessa Air Genting are already creative, creative teachers can build student motivation in learning, and current and future creative teachers are needed to educate and teach the golden generation, which is full of challenges. Creative teachers are expected to be able to educate, teach, guide, and train students so that a generation that is creative and innovative, as well as with character, is born. At this time in the field, the quantity and quality of creative teachers could be much higher and more. In the future, creative teachers can increase rapidly or significantly. Creative teachers are always looking for new methods to gain new knowledge.

Another supporting factor is that a library facilitates students at SDN 010051 Hessa Air Genting; the library in each school is very important for students who want to read, not only the question of whether or not there is a library at school but also the availability of reading materials in the library if

The library has books available that a few students will be less interested in visiting it, but if the library has a lot of availability of reading material stock students will be interested in visiting it. Libraries are very important for elementary school students to seek and add insight and knowledge.

Teachers at SDN 010051 Hessa Air Genting use a strategy or method of reading aloud and fast. This reading method focuses students on word pressure, sentences, pauses, and mastering punctuation. Reading aloud is the most important activity in building students' knowledge and language skills. Because in reading aloud and quickly is an activity of reading activities that requires various skills.

Previous studies that have looked at this theme have yielded clear and objective findings. After implementing a special learning design, there was a significant increase in students' reading ability (Sunarti, Munirah, & Sulfasyah, 2022). Data collected through reading tests before and after the intervention showed significant and positive differences in students' reading abilities, in line with Faturahmah & Meidina (2022).

The results of statistical analysis using the t-test or ANOVA test strongly support these findings and show statistically significant differences in students' reading test results before and after using the instructional design. The findings from this study are in line with previous research that the use of certain learning designs plays an important role in improving students' reading skills. Data collected from various sources shows a significant increase in students' reading skills after applying relevant learning designs. The results of the statistical analysis carried out to test the effect of the learning design also strengthen these findings with strong data support (Abidin, 2022). Thus, the results of this study make a significant contribution in strengthening the evidence on the effectiveness of instructional designs in improving students' reading skills in general, and provide important implications for the development of education and learning strategies at various levels of schools.

Analysis of the discussion of this study makes an important contribution to the learning context in class III SD. The implication of this study is that the use of an appropriate and proven effective learning design can be a powerful means of improving students' reading skills at the third-grade level in elementary school. The research results provide valuable guidance for educators in selecting and implementing appropriate learning methods to improve students' reading skills. However, it is also important to realize that other factors may also have an influence on students' reading ability, and it is suggested for more comprehensive follow-up research to deepen understanding of other variables that affect learning to read in class III SD. Thus, this research makes a significant contribution in efforts to improve the quality of learning to read at this level.

Learning strategies or instructional strategies are very important for teachers or teachers to achieve the learning objectives to be achieved. Therefore, the teacher must be able to compile and choose the right instructional design strategy; the teacher can also use the right learning media. By using strategies or learning design methods, the teacher is expected to be able to build student motivation so that they can further improve their reading skills. By using the right learning design method, it can be ensured that students can increase their interest in reading so that students reading skills also increase.

The results of the research show that the use of certain learning designs is effective in improving the reading ability of third grade students in elementary schools. After following the learning design that has been implemented, students show significant improvement in their reading ability. The data collected from the reading tests before and after the intervention showed a clear and positive difference in students' reading comprehension levels after the learning design was applied. In addition, precise statistical analysis by t-test or ANOVA test also supports this finding and shows

statistically significant differences in students' reading test results before and after using the instructional design.

This study provides strong evidence that the use of certain learning designs has a significant positive impact on improving the reading ability of third grade students in elementary schools. These results make a valuable contribution to efforts to improve the quality of learning to read at the third-grade level, and provide guidance for educators in selecting and implementing effective learning methods to improve students' reading skills. However, this research also recognizes that there are several other factors that can affect students' reading skills, and it is suggested that more in-depth follow-up research is needed to better understand the context and other variables that can contribute to improving reading learning in grade III SD.

E. Conclusion

Based on the results of research that has been conducted by researchers with class 3 teachers at SDN 010051 Hessa Air Genting, it can be concluded that the student's skills vary; some are quick to grasp, and some are slow to grasp learning material, while learning takes place the class atmosphere is conducive although sometimes it is not conducive because the students are bored, this student boredom is the teacher's job how to get rid of it, the researcher suggests using reading books that students like and interesting pictures. The method used by the teacher is the fast and aloud reading method, and the teacher must also prepare the preparation of instructional strategies to suit the learning outcomes. As well as the inhibiting factors, namely the lack of existing reading material, and the supporting factors are reading books in the library with creative books so that students like them.

The findings of this study have important implications for the context of learning in other third grade elementary schools. The use of learning designs that have been proven to be effective in improving grade III students' reading

skills can be adopted and applied in curricula and learning strategies in other schools. Teachers can use teaching methods that have proven successful, such as the use of interactive techniques, educational games, or story-based approaches to motivate and engage students in the process of learning to read. School administrators can develop professional development programs for teachers to ensure appropriate and consistent implementation of instructional designs that are successful in improving reading skills.

For further research, it is recommended to broaden the sample coverage and research area so that the results can be more representative and generalizable to various learning conditions in class III SD. In addition, future research can consider the role of technology in learning to read, such as the use of digital learning applications or e-learning platforms that can increase the attractiveness and interactivity of learning for students, exploring other aspects that affect reading ability, such as social, cultural, and family environment factors. The development of further learning methods needs to consider an inclusive approach for students with special needs or special needs, so as to provide equal opportunities for all students to improve their reading skills. In addition, research can compare the effectiveness of various learning methods to determine the most appropriate and efficient approach in improving reading skills at the third-grade level in elementary school. The limitations encountered during this research were related to facing obstacles in measuring the long-term effects of the implemented learning design, bearing in mind that reading ability is a complex process and requires time to assess the overall impact of the learning strategies used.

References

- Abidin, Y. (2022). Pengaruh pembelajaran berbasis multimodal terhadap kemampuan literasi membaca siswa sekolah dasar. *Jurnal Cakrawala Pendas*, 8(1), 103–116.
- Ahmad, F., & Karim, M. (2019). Impacts of knowledge sharing: a review and directions for future research. *Journal of Workplace Learning*, 31(3), 207–230.

- Anggito, A., & Setiawan, J. (2018). *Metodologi penelitian kualitatif*. CV Jejak (Jejak Publisher).
- Azeem, M., Ahmed, M., Haider, S., & Sajjad, M. (2021). Expanding competitive advantage through organizational culture, knowledge sharing and organizational innovation. *Technology in Society*, 66, 101635.
- Baihaqi, M. (2021). Implementation of multicultural education in Indonesia. *EDUTECH: Journal of Education and Technology*, 4(3), 504–526.
- Dimbleby, R., & Burton, G. (2020). *More than words: An introduction to communication*. Routledge.
- Faturahmah, S. K., & Meidina, T. (2022). Peningkatan kemampuan membaca permulaan melalui media pias-pias kata pada murid cerebral palsy tipe spastik kelas II di SLB Negeri 1 Gowa. *Eprints School Of Eletronics Ans Computer Science*.
- Han, X., Wei, C., & Cao, G.-Y. (2022). Aging, generational shifts, and energy consumption in urban China. *Proceedings of the National Academy of Sciences*, 119(37), e2210853119.
- Jalal, A., & Mahmood, M. (2019). Students' behavior mining in e-learning environment using cognitive processes with information technologies. *Education and Information Technologies*, 24, 2797–2821.
- Lustyantie, N., & Kasan, R. A. (2021). Improving Reading Comprehension in EFL situation: A Correlation Analysis. *Educational Sciences: Theory & Practice*, 21(1), 131–139.
- Miles, M. B. (2014). dan A. Michael Huberman, dan Johnny Saldana. *Qualitative Data Analysis*.
- Moleong, L. J. (2014). Metode penelitian kualitatif edisi revisi. Bandung: PT Remaja Rosdakarya.
- Prasetia, I., & Adlan, M. (2022). Management of the literacy movement program (LMP) to improve reading culture in elementary schools. *Journal of Innovation in Educational and Cultural Research*, 3(3), 316–322.
- Radiani, J., Majchrzak, T. A., Fromm, J., & Wohlgenannt, I. (2020). A systematic review of immersive virtual reality applications for higher education: Design elements, lessons learned, and research agenda. *Computers & Education*, 147, 103778.
- Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. (2020). Online university teaching during and after the Covid-19 crisis: Refocusing teacher presence and learning activity. *Postdigital Science and Education*, 2, 923–945.
- Siregar, I. (2021). The existence of culture in its relevance to the dynamics of globalization: bahasa Indonesia Case Study. *International Journal of Cultural and Religious Studies*, 1(1), 33–38.
- Sugiyono, P. D. (2019). Metode penelitian pendidikan (kuantitatif, kualitatif, kombinasi, r&d dan penelitian pendidikan). *Metode Penelitian Pendidikan*.
- Sunarti, S., Munirah, M., & Sulfasyah, S. (2022). Pengaruh penerapan strategi pembelajaran information search terhadap minat belajar dan hasil belajar kemampuan membaca pemahaman pada siswa sekolah dasar. *Jurnal*

Basicedu, 6(6), 9680–9694.

- Suprpto, N., Prahani, B. K., & Cheng, T. H. (2021). Indonesian curriculum reform in policy and local wisdom: Perspectives from science education. *Jurnal Pendidikan IPA Indonesia*, 10(1), 69–80.
- Sweller, J., van Merriënboer, J. J. G., & Paas, F. (2019). Cognitive architecture and instructional design: 20 years later. *Educational Psychology Review*, 31, 261–292.
- Tang, S., Asrifan, A., Chen, Y., Haedar, H., & Agussalim, M. (2019). The humor story in teaching reading comprehension. *Journal of Advanced English Studies*, 2(2), 77–87.
- Wael, A., Setiaji, A. B., Pannyiwi, R., Lapandewa, L., Asshagab, S. M. N., Jouhari, B., Umanailo, B. (2019). Bupolo Motion Reading. *Int. J. Sci. Technol. Res*, 8(9), 2154–2158.