

The Application of The Rule of Three to Improve The Skill of Writing Children's Story Plots by PGSD Students of Al-Washliyah Archipelago Muslim University Medan

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ABSTRACT

This research aims to improve children's story plot writing skills using the rule of three in FKIP PGSD students at Al Washliyah. This research aims to improve children's story plot writing skills using the rule of three in FKIP PGSD students at Al Washliyah Muslim Nusantara University, Medan. Remembering that children's stories are an important part of the process of learning Indonesian language and literature in elementary school. The research method used in this research is a quantitative descriptive method with a one group pre-test post-test design type of research. The population and sample in this research were students of the Elementary School Teacher Education Study Program (PGSD) FKIP Al Washliyah Muslim Nusantara University. The population was 50 people and samples were taken using random sampling technique as many as 30 students. From the research results, it is known that the average score of class 5 A PGSD UMN Al Washliyah students in the initial pre-cycle condition was only 55.84%. After taking action in cycle I, student learning outcomes increased to 61.6%. To get better results, action was taken in cycle II. In this cycle student learning outcomes increased to 80.25%. From this it can be said that applying the rule of three in writing children's story plots can improve children's story plot writing skills for semester 5 A students of FKIP PGSD UMN Al Washliyah, Medan. The output targets in this research are national/international journals or proceedings.

Keywords: *Writing, Rule of Three, Plot, Children's Stories*

1. INTRODUCTION

The 21st century has brought humans into the complex dynamics of life. Every individual is required to have competence and skills so that they can face the challenges of the times. Of course, one of the things that has the potential to improve education is the school system. The aim of education itself is to build character, develop cognitive (thinking), affective (emotional) and psychomotor (physical skills) abilities, as well as prepare individuals to contribute to society. Education can be found at various levels, from early childhood education to higher education and lifelong learning. Apart from that, education can also occur through life experiences, social interactions, and self-exploration.

To achieve this goal, strategies are needed, one of which is preparing prospective teachers so that in the future they can implement their skills in carrying out education. One of the ways that contributes most is through elementary school learning of Indonesian Language and Literature at school. As is known, language is a tool for conveying information, both written and oral. Without language, humans would have difficulty inputting values.

Learning Indonesian in primary school has several main objectives, which involve developing language skills and cultural understanding. Learning Indonesian in elementary schools includes speaking skills so that students can express themselves clearly and effectively and listening skills so that students can understand information well. Improved reading skills so that students can

understand texts well and extract relevant information. Meanwhile, writing skills so that students can convey ideas and information in writing correctly,

This is supported by [1] statement that the aim of learning Indonesian Language and Literature in elementary school is for students to enjoy and utilize literary works to broaden their horizons, character, and improve language knowledge and skills, and appreciate and be proud of Indonesian literature as a cultural treasure. and Indonesian human intellectuals. Thus, literature is an inseparable part of Indonesian language teaching as stated in the curriculum.

Writing children's stories is one of the self-enrichment provisions in the teaching of Indonesian Language and Literature at UMN Al Washliyah College which will be useful in teaching Indonesian, especially at the elementary school level and generally for middle and high school. Through this, students are expected to be able to write the plot of a children's story first as a preparation before developing the story so that a story becomes more coherent.

Writing children's story plots has several goals that can help children's development in various aspects. Creative and imaginative children's story plots can stimulate children's imagination, helping them develop creativity and the ability to reason beyond the limits of reality. Stories with good plots can help children understand narrative structure, improve vocabulary skills, and enrich their language. Children's story plots often contain moral values that the characters acquire through the story's journey. This can help children understand moral and ethical concepts. Plots that involve characters overcoming challenges or facing problems can teach life skills, such as perseverance, cooperation, and problem solving. Stories with interesting plots can help increase children's interest in reading, as well as help them understand the basic elements in a story. Children's story plots can introduce children to various knowledge concepts, be it science, history or cultural values. Story plots involve a sequence of events that helps children understand the concept of time and sequence of events. Plots that involve conflict or problems require children's analytical thinking to understand and overcome the problems in the story. Stories with well-developed plots can help children understand characters' emotions and strengthen their understanding of social relationships. As the main goal, children's story plots should provide entertainment and fun to children. Interesting and entertaining stories can create a positive experience by reading or listening to stories.

By achieving these goals, writing children's story plots can play an important role in shaping children's holistic development. In this elementary school Indonesian Language and Literature Learning course, it can be a start for students to learn to express ideas that are intertwined with each other through literature in the form of writing plots of children's stories. Based on this description, this classroom action research aims to describe improving the process and results of learning to write children's story plots using the rule of three technique.

2. LITERATURE REVIEW

2.1 *Story Writing Skills*

Writing is not an activity to simply scatter words. Then blank writing with minimal meaning was created. Writing is an activity that can be used as a sharp knife to dissect something to produce a work. Writing is a thinking activity that uses language as a medium to convey the contents of a writer's thoughts to readers, with the hope that what is in the writer's mind will be received equally by the reader. [2] revealed that writing is a productive and expressive activity. In writing activities, writers must be

skilled at utilizing graphology, language structure and vocabulary. Apart from that, writing is bringing down or depicting graphic symbols that describe a language that is understood by someone, so that other people can read the graphic symbols.

Language skills include listening, speaking, reading and writing skills. Writing itself is in a more complex position and is integrated with the other three skills. If you want to write, a writer cannot write straight away without taking steps first. According to [3] these stages are the prewriting stage and the writing stage.

Writing itself is an activity that requires the writer to have the ability to express experiences, sufficient time to practice, as well as having a unique personality that is skilled at composing sentences. So that readers can take essence from the reader's thoughts and then use them in everyday life. The results of the writing become reflection, inspiration, whether it is equipping the reader with the power to change or the power to inspire so they can live a better life. Through writing, a reader can absorb enthusiasm and optimism, messages of benevolence, toughness, trustworthy attitudes, and others that the author inserts.

Thus, it can be concluded that writing is a complex activity that involves a person's skills both in terms of grammar, the ability to explore and develop ideas, so as to produce a story composition that creates effects in the form of change power, inspiration, and captivates the reader's heart.

2.2 *Children's Literature/Children's Stories*

It is said that children's literature is poetry (traditional and modern poetry), prose fiction (reality fiction, fantasy fiction, historical fiction and folklore), non-fiction (information, history, religion and biography). As isFrom the presentation of several experts, [4] emphasized that all children's books can be classified as children's literature, including non-fiction books in the categories of information books and life history books.

In children's books, a number of children's stories are summarized which are presented to insert certain messages. So, in writing a children's story, children's story writers need knowledge. The stages of child development that children's book writers need to know are intellectual development, moral development, emotional and personal development, and language development [5].

Even though all adults go through a child phase, not everyone can easily create children's stories from a child's point of view. Several strategies are needed to enter the world of children so that the stories told are not too heavy and complex as adults think. Children's stories are not only written by children and for the children themselves, adults who want to present their work in the form of children's stories are also not a problem.

From the explanation above, it can be concluded that through children's stories, a writer can insert messages of morality, whether it be optimism, courage, toughness, etc. without having to force them with language that is too patronizing. A children's story has the power to change, the power to inspire, and the power to captivate.

2.3 *Function of Plot in Children's Stories*

Plot or story line is one of several intrinsic elements of a short story. Plot has a fairly strong role in presenting a story. The plot is able to present the basic idea that will become a story. It can be said that the plot is not the storyline but a series of events from one situation to the next. As said by Tirmansyah (2020) aPlot/plot is the storyline used by the writer to describe the events experienced by the story characters. In the storyline there is usually a conflict faced by the main character. However, not all children's stories, especially for pre-readers and early readers, are filled with sharp conflict. It may be that only simple conflict is used to convey the story.

If you look at the way it is structured, the plot itself is divided into three categories, namely forward or straight plots, which means the story is arranged in a structured manner based on a time sequence filled with various events until the final resolution is found. Next, there is a reverse plot or backward plot (the opposite of a straight plot), meaning that the storyline starts from the end and then slowly goes to the beginning of the story. Meanwhile, a mixed plot is a combination of a straight plot and a backlight plot. In the category of children's stories, especially picture stories, in general they tend to use a progressive plot.

In this way, the plot is created to make it easier to develop and explore the story so that it does not deviate from the stated objectives.

2.4 *Function of The Rule of Three in Writing Children's Stories*

Illustrated children's stories will be easier to work on with a reasonable theory. The rule of three itself was born from an observation which states that three is an ideal condition that makes it easier for children to remember, feel interested and satisfying. The three things in question may be events or characters in a story a child reads.

[6] states that the rule of three in plotting means arranging three events that a character must go through before achieving his goal. For example, if you are making a story about a hungry mouse who wants to find food, then it would be a good idea to arrange three events that the mouse must go through before getting what it wants. Thus, the rule of three makes the basic idea of conflict come alive because of challenges.

3. METHODS

3.1 Needs Analysis

The method used in this research is a quantitative descriptive method, with action research and the research design used is a classroom action research design. Next, secondary data in the field is searched through various media, such as: the internet, literature books, journals and articles so that accurate information is obtained.

3.2 Population and Sample

According to [7] the population is the entire research subject. The population of this research is semester 5A PGSD UMN AW students. [7] states that the sample is a portion or representative of the population studied. In this study, the population was 50 students. Samples were taken by random sampling by taking student names at random. The sample in this study were 30 students in semester 5A of FKIP PGSD Study Program UMN AI Washliyah TP 2023-2024. So the sample that will be taken is 30 semester 5A PGSD students.

3.3 Method of Collecting Data

This research is action research and the research design used is a classroom action research design. The research design according to [7] consists of action cycles, each cycle consisting of planning, acting, observation and reflection stages. The following is a model for classroom action research that will be used as a cycle in research.

1) Planning

The action plan is the beginning of the actions that will be implemented. Action plans must consider risks in implementing corrective actions. The risks that must be considered are time and cost.

2) Action

Implementing actions is a method used to improve learning outcomes. In this case, the implementation of the action is carried out by applying the rule of three in writing children's story plots in learning activities.

3) Observation

Observation looks at activities that occur during teaching and learning activities. By conducting observations you can find out the condition of students and teachers in teaching and learning activities. The results of observations in cycle I can be used as material for consideration to improve student learning by taking corrective action in cycle II.

4) Reflection

Reflection is the activity of repeating teaching and learning activities after observing. Reflection is carried out in accordance with the circumstances recorded in the observation. Through reflection, learning improvements can be made based on the results of observations made.

3.4 Data Analysis Techniques

After the test is carried out, it is then corrected, studied and reviewed to classify, direct and organize student answers. Data analysis in research by systematically organizing test result data, observations and actions as field notes from the answers given by students will obtain the level of achievement of learning outcomes. To find out, researchers checked student answers through student giving. To find out the percentage of student ability, the formula is used:

$$PPH = \frac{B}{N} \times 100\% \quad [8]$$

Information PPH : Percentage of Results Assessment
 B : Score Obtained
 N : Total Score

Criteria:

0% ≤ PPH ≤ 69% of students have not completed their studies

70% ≤ PPH ≤ 100% of students have completed their studies

From the description above it can be seen students who have not finished studying and those who have finished studying individually. Next, it can be seen whether classical learning completeness has been achieved by looking at the percentage. Students who have studied can be formulated as follows:

$$PKK = \frac{\text{Many students are } PPH \geq 70\%}{\text{Many research subjects}} \times 100\%$$

Information:

PKK : Classical Completion Percentage.

4. RESULTS AND DISCUSSION

The data described here is the application of the Rule of Three to Improve Children's Story Plot Writing Skills by PGSD UMN Al Washliyah Students. The research was conducted using Classroom Action Research (PTK) which used certain actions in two cycles (cycle 1 and cycle 2). However, before carrying out cycle 1 and cycle 2, the researcher first carried out an initial test (pretest). The following is a tabulation of the data obtained based on the initial test results as shown in the table below:

After conducting an initial test on semester 5A PGSD UMNAW students, it turned out that the students' ability to apply the rule of three in writing children's story plots showed that there were 0 students getting an A score, 8 students with a B score or 26.6%. Meanwhile, there were 12 students with C grades or 40% and 10 students with D grades or 33.3%. The average class score is 55.84% with a grade of C (fair). This shows that the level of student ability in creating children's story plots is still relatively low.

Furthermore, the level of success for each aspect of the assessment in the initial test can be seen, consisting of the number and percentage of students who were successful and who were unsuccessful for each aspect of the assessment.

Table 4.1 Success Rate for Each Assessment Aspect Application of the Rule of Three to Improve Children's Story Plot Writing Skills by UMN PGSD Student Al Washliyah in the Preliminary Test

| No | Assessment Aspects | Successful (Grades A and B) | | Unsuccessful (Grades C and D) | |
|----|----------------------|-----------------------------|-------|-------------------------------|-------|
| | | The number of students | (%) | The number of students | (%) |
| 1. | Language Suitability | 10 | 33.3% | 20 | 66.7 |
| 2. | Story Composition | 10 | 33.3% | 20 | 66.7% |
| 3. | End of story | 9 | 30% | 21 | 70 |

The results of the initial test on the ability to apply the rule of three in writing children's story plots by semester 5A PGSD UMN AW students, namely average ability in good language suitability, there were 10 students (33.3%) who obtained A qualifications, there were 0 students and qualifications B there are 10 students. Meanwhile, 20 students (67%) were not able to make language appropriate in applying the three plot rules for children's stories, all of whom obtained a C qualification. For the story composition aspect, there were 10 students (33.3%) who were able to compose stories well with the qualifications. B is for everything. Meanwhile, there were 20 students who had not been able to compose a story well (67%), with 14 students in the C qualification and 6 students in the D qualification. For the aspect of how to close the plot of the story, there were 9 students (30%) with qualification A, there were 3 students and qualification B, there were 6 students, they were considered to have succeeded in ending the story well. Meanwhile, there were 21 students (70%) who were not able to end the story well, with 17 students with C qualifications and 4 students with D qualifications.

In accordance with the results of the initial tests that have been carried out, action is given by applying the Rule of Three to Improve Children's Story Plot Writing Skills by PGSD UMN Al Washliyah Students by semester 5A students of PGSD Muslim Nusantara University Al Washliyah TP 2023-2024, namely in cycle I.

4.1 Analysis of Cycle I Action Results

The results of the analysis of data collection in cycle I which was carried out through learning outcomes tests will be presented below:

Table 4.2 Success Rate for Each Assessment Aspect Application of the Rule of Three for Writing Children's Story Plots in Cycle I

| No | Assessment Aspects | Successful (Grades A and B) | | Unsuccessful (Grades C and D) | |
|----|----------------------|-----------------------------|-------|-------------------------------|-------|
| | | Number of Students | (%) | Number of Students | (%) |
| 1. | Language Suitability | 16 | 53.3% | 14 | 46.7 |
| 2. | Story Composition | 20 | 66.7% | 10 | 33.3 |
| 3. | End of story | 8 | 26.7% | 22 | 73.3% |

The results of the first cycle test on the application of the rule of three in writing children's stories by semester 5A PGSD UMNAW students, namely the average ability to apply language suitability well, there were 16 students (53.3%) who obtained qualification A, there were 0 students and there were qualifications B. 16 students were able to understand aspects of language suitability. Meanwhile, there were 14 students (46.7%) who were not yet capable of language appropriateness aspects, all of whom obtained a C qualification. For the story composition aspect, there were 20 students (66.7%) who were capable of constructing story compositions, all of whom received qualification B. Meanwhile, there were 10 students (33.3%) who were less capable in the aspect of story composition, all of whom received qualification C. In the aspect of how to close a story there were 8 students (26.7%) with qualification A, there were 0 students and qualification B there were 8 students, they had succeeded in closing the story well. There were 22 students with C qualifications (73.3%) who had not succeeded in closing the story well.

From the explanation above, it can be seen that the average gain in the ability to apply the rule of three in writing plots for children's stories for class 5A PGSD UMNAW students is 61.6. To achieve better learning outcomes, learning improvements will be carried out in cycle II, by improving children's story plot writing skills by applying rule three, especially in aspects of language appropriateness, story composition, and how to end the story, namely holding discussions accompanied by the lecturer. The following are the results of increasing understanding of the material in cycle I:

Table 4.3 Improvement in Student Learning Outcomes Semester 5A PGSD Al Washliyah Muslim Nusantara University in Cycle I

| Serial number | Initial Test | Cycle I Test | Enhancement |
|---------------|--------------|--------------|-------------|
| 1 | 41.7 | 50 | 8.3 |
| 2 | 66.7 | 75 | 8.3 |
| 3 | 83.3 | 75 | -8.3 |
| 4 | 50 | 58.3 | 8.3 |
| 5 | 75 | 66.7 | -8.3 |
| 6 | 66.7 | 75 | 8.3 |
| 7 | 50 | 50 | 0 |
| 8 | 50 | 50 | 0 |
| 9 | 58.3 | 58.3 | 0 |
| 10 | 75 | 75 | 0 |

| | | | |
|----------------|-------------|-------------|--------------|
| 11 | 58.3 | 58.3 | 0 |
| 12 | 41.7 | 58.3 | 16.6 |
| 13 | 58.3 | 66.7 | 8.4 |
| 14 | 58.3 | 66.7 | 8.4 |
| 15 | 41.7 | 50 | 8.3 |
| 16 | 41.7 | 50 | 8.3 |
| 17 | 41.7 | 58.3 | 16.6 |
| 18 | 83.3 | 66.7 | -16.6 |
| 19 | 41.7 | 58.3 | 16.6 |
| 20 | 75 | 66.7 | -8.3 |
| 21 | 41.7 | 58.3 | 16.6 |
| 22 | 50 | 66.7 | 16.7 |
| 23 | 41.7 | 58.3 | 16.6 |
| 24 | 41.7 | 58.3 | 16.6 |
| 25 | 50 | 66.7 | 16.7 |
| 26 | 41.7 | 50 | 8.3 |
| 27 | 66.7 | 66.7 | 0 |
| 28 | 83.3 | 75 | -8.3 |
| 29 | 50 | 66.7 | 16.7 |
| 30 | 50 | 50 | 0 |
| Amount | 1675 | 1850 | 174.8 |
| Average | 55.8 | 61.6 | 5.8 |

Based on the research results in the table above, the average increase for 30 students was 5.8. This increase can be seen from the students' learning activities during the teaching and learning process. Thus, applying the rule of three helps improve the ability to write story plots for children in class 5A PGSD Al Washliyah Muslim Nusantara University TP 2023-2024.

The implementation of cycle I actions resulted in test scores increasing from the initial test, although still far from the target, at least this shows that by applying the rule of three as an effort to improve story plot writing skills by around 5.8%, with an average of 61.6%. The results of cycle I have not reached the completeness that it should be, namely 80. For this reason, efforts are needed to improve the teaching and learning process, especially aspects of completeness of content and appropriateness of language use in cycle II. The action that will be taken is to provide assistance to students.

4.2 Analysis of Cycle II Action Results

Table 4.4 Student Success Level in Applying the Rule of Three for Writing Story Plots in Cycle II

| No | Assessment Aspects | Successful (Grades A and B) | | Unsuccessful (Grades C and D) | |
|----|----------------------|-----------------------------|-------|-------------------------------|------|
| | | Number of Students | (%) | Number of Students | (%) |
| 1. | Language Suitability | 28 | 93.3% | 2 | 6.4% |
| 2. | Story Composition | 30 | 100% | 0 | 0% |
| 3. | End of story | 29 | 96.7% | 1 | 3% |

Based on this explanation, it can be concluded that the average score obtained for applying the rule of three to improve children's story plot writing skills for semester 5A PGSDI UMNAW students in cycle II is 80.2.

Table 4.5 Improvement in Student Learning Outcomes Semester 5A PGSD Al Washliyah Muslim Nusantara University in Cycle II

| Serial number | Initial Test | Cycle II Test | Enhancement |
|----------------|--------------|----------------|-------------|
| 1 | 41.7 | 83.3 | 41.6 |
| 2 | 66.7 | 83.3 | 16.6 |
| 3 | 83.3 | 91.7 | 8.4 |
| 4 | 50 | 83.3 | 33.3 |
| 5 | 75 | 91.7 | 16.7 |
| 6 | 66.7 | 75 | 8.3 |
| 7 | 50 | 75 | 25 |
| 8 | 50 | 75 | 25 |
| 9 | 58.3 | 83.3 | 25 |
| 10 | 75 | 83.3 | 8.3 |
| 11 | 58.3 | 83.3 | 25 |
| 12 | 41.7 | 75 | 33.3 |
| 13 | 58.3 | 75 | 16.7 |
| 14 | 58.3 | 75 | 16.7 |
| 15 | 41.7 | 66.7 | 25 |
| 16 | 41.7 | 75 | 33.3 |
| 17 | 41.7 | 66.7 | 25 |
| 18 | 83.3 | 91.7 | 8.4 |
| 19 | 41.7 | 83.3 | 41.6 |
| 20 | 75 | 91.7 | 16.7 |
| 21 | 41.7 | 66.7 | 25 |
| 22 | 50 | 75 | 25 |
| 23 | 41.7 | 83.3 | 41.6 |
| 24 | 41.7 | 75 | 33.3 |
| 25 | 50 | 75 | 25 |
| 26 | 41.7 | 83.3 | 41.6 |
| 27 | 66.7 | 83.3 | 16.6 |
| 28 | 83.3 | 91.7 | 8.4 |
| 29 | 50 | 83.3 | 33.3 |
| 30 | 50 | 83.3 | 33.3 |
| Amount | 1675 | 12408.2 | 733 |
| Average | 55.8 | 80.2 | 24.4 |

Based on the research results in the table above, an average increase of 24.4% was obtained for 30 students. This increase can be seen from student learning activities during the teaching and learning process. Thus, applying the rule of three in writing children's story plots helps improve children's story plot writing skills by semester 5A PGSD UMNAW TP2022-2023 students

Based on the process and results of learning material in the 2nd cycle, learning results can be presented using the application of rule three in improving children's story plot writing skills. This can be seen from the average value obtained 12408.2 or PPH of 80.2%. Thus, the average score obtained in cycle II was in the good category. Apart from that, based on the Classical Completion Percentage (PKK), 90% of students achieved a result assessment percentage of $\leq 70\%$. This means that classical learning completeness has been achieved.

CONCLUSION

Based on the data presentation and discussion, it can be concluded that applying the rule of three can improve students' children's story plot writing skills. This can be seen from the significant increase in student work results in applying the rule of three, the following will be explained one by one:

1. Students' ability to write children's story plots in the initial test was relatively low, this can be seen from the overall student average of 55.84%
2. Learning in cycle I applies the rule of three with the Classroom Action Research (PTK) flow. It is proven that learning outcomes have increased with an average of 61.6. Then learning was carried out in cycle II with an average of 80.2%.
3. The increase in student learning outcomes after being given learning improvements twice (two cycles) in total was 24.4%

SUGGESTION

Some suggestions that researchers can convey regarding the application of the rule of three in improving children's story plot writing skills which can be taken into consideration for improving the learning process are as follows:

1. For lecturers, creativity in the learning process can be further enhanced, especially lecturers in the field of Indonesian language and literature education at the elementary school level. It is better to use the rule of three in learning in accordance with the material being taught, especially in learning to write the plot of a story because it can develop thinking/systematic skills thereby increasing creativity in writing and does not require expensive costs, is easier and more practical.
2. Other authors can also carry out similar research related to the application of the rule of three in learning every Indonesian language and literature education in elementary school.

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