

Application of Project-Based Learning Model with Pixton in the Development of Teaching Module Grade VII Fantasy Text Material

Moch. Irsyadul Ibad¹, Elva Riezky Maharany²

^{1,2}Faculty of Teacher and Education, Universitas Islam Malang, Indonesia

ABSTRACT

The development of teaching modules based on digital media for fantasy text materials can help improve students' cognitive abilities. Based on the initial interview conducted on September 17, 2024, it was found that only around 45.9% of students achieved scores above the passing grade in Indonesian lessons, with an average through the application of the PjBL model. It is hoped that it can improve the quality of interaction between educators and students, as well as help students at MTs Almaarif 01 Singosari understand and foster critical thinking, creativity, and collaboration with Indonesian materials, especially in fantasy story texts. The approach used is the Research and Development approach, involving two classes: the development class and the control class, and ADDIE's research model for data collection. The findings of this study indicate that the use of Pixton as a teaching medium is effective in improving students' learning comprehension results, with an average score increase of 20.3, and consistently enhancing the quality of learning. The development of this research is expected to increase the contribution and readiness of educators to face various technological challenges in education in the future.

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*Correspondent Author:

Elva Riezky Maharany

Email:

elv@unisma.ac.id

INTRODUCTION

The 21st century, marked by the growth of technology in the era of Industrial Revolution 4.0, equips students with important skills such as problem-solving, decision-making, and adaptability. [Purba and Saragih \(2023\)](#) concluded that the development of technological innovation in education is closely linked to the emergence of problems in the learning process. This phenomenon certainly makes technology increasingly necessary, particularly in conjunction with the development of Artificial Intelligence, Big Data, and the Internet of Things (IoT) ([Putra et al., 2019](#); [Riansi & Saputra, 2019](#); [Zhang & Ma, 2023](#)).

The Industrial Revolution 4.0 has taken the world of education to a further level with the presence of various technology-based services. This process certainly opens up opportunities for educators to incorporate technology into the classroom learning process, creating more effective and engaging learning methods. In addition, the use of technology in learning is gradually having a positive impact as educators become increasingly adept at guiding students toward understanding that aligns with learning goals ([Hasan & Lubis, 2023](#)). [Firmadani \(2020\)](#) states that with the entry of technology into the world of education, teachers are required to create technology-based learning tools that increase students' knowledge and mastery of technology in learning. According to [Maritsa \(2021\)](#), on the other hand, the use of technology also raises several concerns with the emergence of negative impacts that can occur in the educational environment, such as bullying, violence, sexual abuse, and so on.

One of the primary advantages of project-based learning is its capacity to foster interdisciplinary learning and critical thinking. By integrating knowledge from various subject areas, PjBL enables students to address real-world challenges holistically. This approach fosters a deeper understanding of content beyond memorization, as students are required to analyze, synthesize, and evaluate information to develop innovative solutions. The University of Queensland website has shown that PjBL can provide improvements in higher thinking and knowledge retention compared to traditional teaching methods. The collaborative nature of PjBL helps students develop the teamwork and communication skills essential for success in a learning environment. Additionally, PjBL can provide students with hands-on experience and independent learning, enabling them to develop a sense of confidence in their abilities and take responsibility for their learning outcomes.

Teaching modules in PjBL can lead students to engage deeply with the subject matter. In the context of PjBL, these modules are designed to guide students through real-world tasks or projects that require critical thinking, creativity, and collaboration (Agustina & Efendi, 2021). An educator often struggles when relying solely on textbooks, which can seem monotonous in delivering the material. Teaching modules are referred to as tools or means of achieving competency standards and basic competencies in learning, which is a form of educational service to students that includes three key elements: teachers, pre- and post-learning processes, and learning evaluation (Sitanggang et al., 2023). Following technological advances in the world of education, educators have begun to innovate in learning, connecting conventional and modern approaches. This progress is believed to enhance student learning outcomes and increase insight into learning models in the classroom. Technology in the classroom is slowly enabling the creation of learning that is relevant to the times.

According to Sugiarto et al. (2023), the educational process that incorporates technology can enhance personalization for students. This certainly increases motivation for learning, which in turn has an impact on deep understanding. In addition, the personalization of technology in education is not limited by the physical class schedule, allowing students to access and explore learning materials at any time and from any location as long as they remain connected to the internet network (Ika et al., 2024). This flexibility certainly allows students who are far from educational institutions to indirectly enhance their learning experience through engaging applications, videos, simulations, and interactive content that is both interesting and easy to understand.

In learning, it is also necessary to apply interesting and appropriate learning media. The implementation of Pixton in teaching modules can significantly increase student engagement and creativity, especially in project-based learning environments (Masrura, 2023). *Techlearning.com*, as Noprianti et al. (2021) state, says that Pixton, a comic creation tool, allows students to design avatars and create digital stories, making learning more interactive and visually appealing. Additionally, Pixton supports differentiated learning by allowing students to learn at their own pace and express themselves creatively. Teachers can use its features, such as customizable characters and backgrounds, to design activities that align with specific learning objectives. The platform also provides tools, such as rubrics for self-evaluation and teacher feedback, which ensure that students reflect on their work and continually improve it.

By incorporating Pixton into teaching modules, educators can foster a collaborative and dynamic classroom environment where students actively participate in the learning process while developing digital literacy skills. Teachers can integrate Pixton into their modules by assigning tasks such as creating comic strips to summarize lessons, writing dialogues, crafting narratives, and practicing grammar and vocabulary in an engaging context. This media is not only to strengthen subject knowledge but also to encourage storytelling and critical thinking skills (Islamiati et al., 2024; Maulisa et al., 2024; Noviantari & Agustina, 2023).

A data analysis-based research study on the development of learning media by Sari (2019) found that the use of digital media in the classroom encourages students to engage with it in their learning. The study yielded a satisfaction score of 95.7% among material experts and media experts, with a percentage value of 94.5%. This assessment also revealed a need to develop more universal materials, designs, and learning media that can be used optimally. The series of developments above can be carried out through material needs analysis and class analysis.

The results of initial observations conducted at MTs Al Maarif 01 Singosari indicate that there are three main problems in the learning process if the interactive method is not used. First, learning remains heavily dependent on conventional textbooks, which students tend to be less interested in, resulting in low interest in learning (Kurnia & Sunaryati, 2023). The majority of students prefer more interactive and innovative learning experiences. Second, due to the school environment being dominated by Islamic boarding schools, implementing technology-based learning is quite challenging. Third, due to the second problem, many Indonesian teachers still rely on conventional material concepts. Teachers are also reluctant to develop teaching materials, especially for newer materials, such as fantasy story texts, which require an innovative approach to their teaching. Additionally, elements in the learning process are also crucial for achieving learning objectives effectively (Saba, 2024).

In an initial interview conducted on September 17, 2024, with the Indonesian language teacher, it was found that only around 45.9% of students achieved a score above the passing grade, with a minimum score of 75. The rest, with an average score of 64.5, show that most students are still below the passing grade in Indonesian subjects. The results of the interview revealed that the low learning outcomes were influenced by a less interactive learning atmosphere, resulting in very low student interest in exploring the material. In addition, students often find Indonesian lessons to be boring, primarily due to the numerous long textbook reading activities. As a result, they only understand the material theoretically but struggle with its application and practical implementation (Yusuf, 2024).

These problems are interesting to study in more depth so that learning Indonesian no longer seems boring. Kurnia and Sunaryati (2023) stated that the lack of knowledge among teachers regarding the mechanisms and techniques of preparing teaching materials, as well as their limited understanding of ICT, are factors that require further review. Therefore, the researcher aims to find solutions to enhance the learning process in the Indonesian classroom. Based on the existing problems, the researcher chose two classes as the subjects of the research, each of which will serve as a development model. The determination of this class was carried out randomly, where class 7C was selected as the development class, while class 7A was selected as the control class. The development class is used to monitor the development of the teaching module and the learning process of the students, while the control class functions as a comparator during the implementation of learning. In addition, the researcher also provides surveys or questionnaires to students and conducts in-depth interviews with classroom teachers. Based on the results of the questionnaire, it was found that students understood the theoretical aspects of fantasy story texts, but their application in practice was still very low. This is due to the focus of educators, who tend to prioritize understanding theory without providing students with opportunities to practice writing.

With the implementation of the Project-Based Learning model, module development, and the use of media in the learning process, it is hoped that this approach can enhance the quality of interaction between educators and students. In practice, Project-Based Learning serves as a means for students to create works, while the Fantasy Story Text module acts as a teaching material, and Pixton media is used to capture students' attention in Indonesian learning. Thus, this learning model is expected to help teachers and students at MTs Almaarif 01 Singosari to improve their understanding of Indonesian material, especially in the Fantasy Story Text material.

METHOD

This research is a development study or Research and Development (R&D) project that was conducted at MTs Almaarif 01 Singosari. The research and development model was employed to produce a teaching module for Fantasy Story Texts, as well as to investigate the effectiveness of Pixton media in the Project-Based Learning (PjBL) model ([Ramadhani & Yunus, 2021](#)). The output of this study is the development of a teaching module on the Project-Based Learning model on fantasy story text materials. The population in this study consists of grade 7 students at MTs Almaarif 01, Singosari, Malang. As for the research sample, the students of grades 7A and 7C MTs Almaarif 01 Singosari.

The development research has several models, including 1) the Hannafin and Peck model, 2) the Dick and Carey model, 3) the Thiagarajan or 4D model, 4) the Borg and Gall model, and 5) the ADDIE model ([Maisarah et al., 2022](#)). Each research model also has different steps. [Hari and Sugianti \(2020\)](#) stated that the Hannafin and Peck model involves three steps of research: needs assessment, design, and implementation/development, which is revised at every step. The Dick and Carey model consists of eight steps: identification of priority needs, formulation of goals, preparation of evaluation instruments, preparation of materials, writing of scripts and storyboards, testing and validation, revision, and final production. The 4D model is formulated by going through 4 steps, namely: define, design, develop, and Disseminate ([Maisarah & Lena, 2021](#)). The Borg and Gall model comprises 10 steps of research: potentials and problems, data collection, product design, design validation, use trials, product revisions, product trials, design revisions, and mass production ([Maisarah et al., 2022](#)). The ADDIE model consists of five steps in its research process: Analysis, Design, Development, Implementation, and Evaluation.

This study employs the ADDIE model, which comprises five steps in the research process. Based on [Rustandi and Rismayanti \(2021\)](#), The first stage is Analysis, a procedure for determining needs through needs analysis. Competency analysis, student characteristics analysis, and material analysis are among the steps in determining the importance of development in achieving learning goals. Second, teachers design teaching modules based on the data collected in the previous stage. Third, the development of teaching modules through trials in pre-application in the classroom. The trial results are recorded for use as data in the development of teaching modules. Fourth, the implementation of the teaching module involved dividing the class into a development class and a control class. Fifth, the evaluation stage of the teaching modules that have been prepared by collecting teaching results in development classes and control classes. The results of the evaluation are the final product of the research ([Jusuf & Istiyowati, 2023](#)).

The data collection technique in this study employs two methods: interviews and tests. [Sugiyono and Lestari \(2021\)](#) suggest that Interviews are used to obtain an overview and gather answers related to problems that occur in the classroom, as well as to identify existing needs so that researchers can develop teaching modules that address these needs. The interviews conducted were unstructured, as the researcher aimed to obtain more in-depth and thorough information ([Ramadhani & Yunus, 2021](#)). Although these interviews are not structured, the researcher still develops a question guide that outlines the problems to be addressed ([Hasan & Lubis, 2023](#)). The second technique used is a test, which aims to measure students' understanding of the material related to writing fantasy text stories. The test was carried out twice, namely at the beginning (pre-test) and at the end (post-test) of the research. Pre-tests are administered to assess students' understanding of fantasy text story writing material without using Pixton media, while post-tests are administered to measure students' understanding after they have used Pixton media. The data analysis technique used is descriptive statistical analysis. Descriptive statistical analysis is used to analyze data by describing or describing the use of interactive models (*explicit instruction*) on learning outcomes after being treated using interactive models (*explicit instruction*) in learning in the development class ([Firdausia et al., 2023](#)).

Table 1. Student Learning Outcomes Categories

Score	Category
85-100	Excellent
70-85	Good
50-70	Enough
30-50	Less
0-30	Very less

Table 2. Model Quality Category

Score	Category
>85	Good
>75-85	Enough
<80	Less

Table 3. Student Activity Qualifications

Number of Students	Category
>20	Good
>10	Enough
<10	Less

The research instruments used in this study include observation guidelines, interviews, and individual test instruments, such as pre-tests and Post-Tests, with the Pixton app serving as a test instrument. Observation is a data collection technique that involves directly or indirectly observing, as recorded in the researcher's observation sheet (Firdausia et al., 2023). Interviews are repeated meetings between researchers and subjects to understand the subject's understanding, experience, and social situation in the research (Teguh et al., 2023). In quantitative research, interviews are structured in order to obtain detailed data.

In the development class, the following steps are taken. The teacher conveys the learning objectives to the students, followed by preparation activities that the students complete before starting the material. The teacher delivers the material using a textbook and plays an animated video through the YouTube platform, then invites students to create fantasy texts. The teacher directs students to focus on the writing process and demonstrates the use of the Pixton application as a learning medium. The teacher receives feedback from the students and provides direction tailored to their needs. The teacher directs and guides students in conducting exercises independently, providing them with the freedom to create their ideas according to the given directions. Meanwhile, in the control class, fantasy story text material was delivered through active lectures and question-and-answer methods using textbooks provided by the school.

RESULTS AND DISCUSSION

This research was conducted at MTs Almaarif 01 Singosari, Malang, by dividing the students into the development class and the control class. In the development class, *Project-Based Learning* is used. Meanwhile, in the control class, a conventional model is used with lecture methods and textbooks from schools. Based on the data collected, several data processing results are obtained as follows. Wena stated that Project-Based Learning is a learning model that provides opportunities for students to manage their learning in the classroom by involving them in learning projects. Project

work is a form of work that contains complex tasks based on questions and problems that challenge and guide students to design, solve problems, make decisions, conduct investigative activities, and provide opportunities to solve problems by using projects as the core of learning (Apsoh et al., 2023).

The Project-Based Learning learning model can be associated with learning in a way that makes it engaging and allows students to explore their academic abilities through projects (Apsoh et al., 2023). Therefore, students are expected to develop the ability to build activeness and critical thinking in their learning. In addition, teachers can also process this method to create a non-monotonous learning environment in the classroom. The flow of this development research is divided into 5 (five) stages as follows. Teachers analyze classroom needs and materials using direct observation methods in accordance with the conditions of the developing class. At this stage, the following data was found.

Table 4. Description of Teacher Observation Percentage

Aspect	Minimum Category	Score	Rate
Lesson Plan	>85	65.8	Less
Interactive Teaching	>80	60.2	Less
Follow-up Teaching Result	>85	55.1	Less

Based on the data collected, it was found that the learning process, starting from designing material needs, design, implementation, to evaluation, showed very low scores and descriptions with less marks. From these results, the needs of the class and materials are shown as follows.

Table 5. Description of Class and Material Needs

Description	Class Needs	Materials
Class Analysis	YES	NO
Material Selection	NO	YES
Preparation of Teaching Materials	NO	YES
Media Implementation	YES	YES
Learning Evaluation	YES	YES
Learning Follow-up	YES	NO

Misbahudin (2018) stated that the motivation of each student is different, especially in Indonesian subjects, which are often perceived as boring. The delivery of material in the classroom can start from the learning preparation process and its implementation. If learning is carried out interactively, students will find it easier to achieve an understanding of the material. A phase of student needs analysis was conducted through a total of five meetings. At each meeting, teachers make observations using an interactive material approach (Explicit Instruction) and collect the data presented in Table 6.

Table 6. Teacher Activity Sheet

Meeting	I	II	III	IV
Number of Student Activity	5 / 33	10 / 33	15 / 33	24 / 33
Percentage	13,5%	30%	48,5%	74,5%
Qualification	Less	Enough	Enough	Good

In this study, the researcher established a special development class as a reference for processing the data and tracking its progress. Researchers use the development class to apply learning modules. This class employs a Project-Based Learning model with an interactive Explicit Instruction approach to assess student development. The data in this study was obtained based on oral and

practical tests on the ability to think critically and creatively. This class begins by administering a pre-test to students, asking oral questions, and recording the answers in class. The teacher assesses each student regarding the fantasy story text material.

After doing the pre-test, continue to enter the learning material. The teacher opens the lesson by explaining the learning objectives and then directs the students to pay careful attention to the video that is shown. The teacher demonstrates the fantasy story text material in front of the class, accompanied by a practice session of writing texts based on phenomena that exist around the school, which serves as a reference for Project-Based Learning. Then, they jointly discuss related aspects of writing fantasy story texts to produce a complete piece of writing. Next, the Pixton application is displayed, allowing users to jointly create illustrated comics based on the text that has been created. Each student is allowed to create until it becomes a complete collection of comic images. Students are invited to criticize the results of creativity through writing discussions. After that, students are directed to create texts according to the instructions provided earlier. Educators continue to monitor students' creative processes, starting from writing story texts to drawing processes. The Explicit Instruction approach is applied in this section, where critical communication between teachers and students facilitates learning.

The teacher checks each student; at this stage, a feedback process is carried out to maximize the results of students' creativity. In the final stage, each student reflects on today's learning by presenting their work in front of the class. The teacher also provides feedback and invites other students to participate in responding through peer assessment. Finally, the teacher recorded the results of the reflection on the material's development for the next meeting.

In a development study, the control class is useful as a comparator in the research data collection process. During the data collection process in the classroom, data will be compared with that from the development class. This comparison is used to measure the extent to which learning progress in the development classroom has been achieved. This achievement is marked by the understanding of students between the two classes.

Amalia (2023) stated that the professional competencies a teacher must possess include "Developing a curriculum related to the field of development that is taught and organizing development activities that educate for pedagogical competence and develop learning materials that are taught creatively." From these demands as well as obligations, teachers are required to be able to prepare innovative teaching materials, whether in the form of printed teaching materials, models or mockups, audio teaching materials, audiovisual materials, or other interactive teaching materials that are in accordance with the curriculum, the development of student needs, and the development of information technology.

Table 7. Teacher Activity Sheet

Meeting	I	II	III	IV
Number of Student Activity	7 / 30	9 / 30	4 / 30	6 / 30
Percentage	17,5%	24%	13%	16%%
Qualification	Less	Less	Less	Less

The control class applied a conventional method of learning with a lecture model and used textbooks from the Ministry of Education. The learning process in fantasy story text material is carried out in the following order. The teacher starts the learning by explaining the learning objectives. Then, students are given questions related to the material to be taught after reading the references in the textbook. The teacher explains the material in detail according to what is in the textbook, and then the students are invited to discuss the material that has just been explained. Students are instructed to create fantasy story texts independently, and then, when they are finished, each one collects them to

be assessed. In the control class, the teacher explained more without demonstrating the fantasy story text material; additionally, the reflection process was not carried out at the end of the lesson.

The main model used in Indonesian learning is genre pedagogy. This model comprises four stages: explanation to build the context (explaining and building the context), modeling (modeling), guidance (joint construction), and independence (independent construction). In addition to genre pedagogy, Indonesian learning can be developed using other models based on specific learning achievements. Language, literature, and thinking skills are the foundation of literacy skills. All fields of study, including life fields and social goals, utilize literacy skills. Literacy skills are developed through learning to listen, read, watch, write, speak, and present for a variety of genre-based purposes related to the use of language in life. The level of education at the junior high school/MTs level, equivalent to phase D in the Indonesian education system, is grouped into phases. Each phase has learning outcomes adjusted to the level of language proficiency, as shown in the following table.

Table 8. Phase D Expansion Achievement

Language Skills		Description
Listening		Students are able to analyze and interpret information in the form of ideas, thoughts, feelings, views, directions, or messages from various types of audiovisual and aural texts (nonfiction and fiction), including monologues, dialogues, and speech titles. Students are able to explore and evaluate various information related to the actual topics they have heard.
Reading and Viewing		Students understand information in the form of ideas, thoughts, views, directions, or messages from various types of texts, including descriptions, narratives, poetry, explanatory, and expository texts, as well as visual and audiovisual texts, to find both explicit and implicit meanings. Learners interpret information to express sympathy, concern, empathy, or pro and con opinions from visual and audiovisual texts. Students use other sources of information to assess the accuracy and quality of the data and compare the information in the text. Students are able to explore and evaluate various actual topics that are read and viewed.
Speaking and Presenting		Students are able to convey ideas, thoughts, views, directions, or messages for the purpose of submitting proposals, solving problems, and providing solutions orally in the form of monologues and logical, critical, and creative dialogues. Students are able to use and interpret new vocabulary that has denotative, connotative, and figurative meanings to speak and present their ideas. Students are able to use expressions in accordance with the norms of politeness in communicating. Students are able to discuss actively, contributively, effectively, and politely. Students can express and present expressions of sympathy, empathy, care, feelings, and appreciation in the form of informative and fictional texts through multimodal texts. Students are able to express and present a variety of actual topics critically.

At this stage, after analyzing and compiling a teaching media development design, the researcher prepares the teaching media for use. Pixton, as the main applicator media in this

development, conducted a trial involving media experts and material experts. The results are presented in Table 9.

Table 9. Media Expert and Material Expert Assessment

Aspect	Minimum Category	Score	Rate
Lesson Plan	>80	70.5	Good
Interactive Teaching	>80	71.5	Good
Mastery of Material	>80	65.5	Enough
Teaching Media	>80	75.0	Good
Mastery of Media	>80	70.0	Enough
Follow-up Teaching Result	>80	80.0	Good
AVERAGE		72.08	Good

In the table above, it is stated that the average score obtained a good predicate. However, to achieve an excellent title, it is necessary to undergo additional treatment based on the assessment of a team of media experts and material experts.

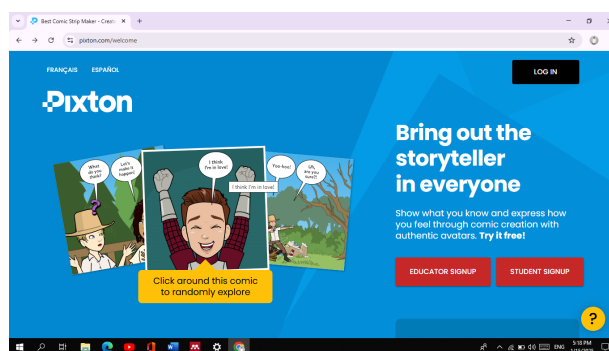


Figure 1. Pixton App Page

Pixton is one of the digital platforms that provides services to easily create drawing ideas. The app gives its users the freedom to express, collaborate, and imagine. The researcher chose to use Pixton because it is very easy to use, making it suitable for students who, on average, do not have digital drawing experience.

As discussed in the previous sub-chapter, the use of the Pixton application is a form of researcher's effort to increase students' interest in learning fantasy story text material. The development of application models based on *Project Based Learning* and *Explicit Instruction* is suitable for using this application. In the development class, the application of Pixton in learning will be carried out as follows: 1) The teacher provides a demonstration of the material review to the students by showing it on the screen of the Pixton application when they have finished creating the narrative story text. In the initial demonstration, educators showed the steps in activating the application. At this stage, teachers also monitor the feedback provided by students as part of implementing *Explicit Instruction*; 2) Entering the main page of the application, the teacher invites all students to jointly create images based on the text of the story that has been collaboratively written; 3) The teacher gives students the freedom to arrange the most attractive pictures as possible according to the text made. Then, direct each of them to create a story text that corresponds to the surrounding phenomena and illustrate the story.

Time Crystal

In a kingdom nestled between two high mountains, there is a small village surrounded by dense forests. This village is known as Lantan. Although the village seemed ordinary, a secret was hidden by its inhabitants. They were descendants of the guardians of the Light Crystal, a magical stone that could control time.

One day, a young man named Ario, who lived in the village, found a small crystal at the bottom of the river. The crystal sparkled with an extremely bright blue light as if calling to it. The moment Ario touched it, the entire world around him suddenly froze. Time stands still. Only Ario could move.

Before him appeared an old figure dressed in a shiny white robe, revealing that Ario had been chosen to be the new guardian of the Light Crystal. His job was to maintain the balance of time and protect the world from the destruction caused by the dark forces that were trying to steal the crystal.

With his newly acquired powers, Ario can manipulate time. It can speed up or slow down time, even repeating events that have already happened. However, there was a very strict rule: every time he used that power, a part of him would erode, fading little by little.

However, Ario was not afraid. He knew that the world needed his protection. On his epic journey, he encounters evil beings who seek to control the Crystal of Light, as well as uncover the great secret of the origin of the powers that reside within him. Will Ario manage to keep the balance of time, or will he sacrifice himself for the world he loves?

Source: [Subarna et al. \(2021\)](#)

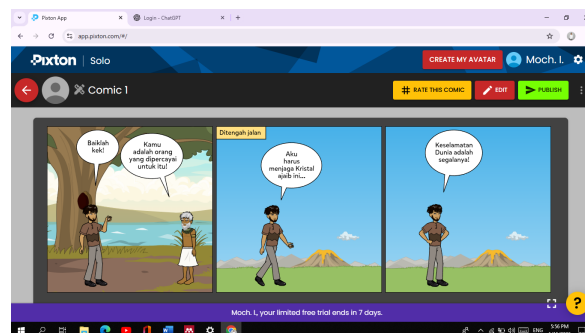


Figure 2. Picture Comic Creation Process

In the development class, the researcher recorded the average scores of students by taking 5 samples after receiving treatment in class, as shown in the following table.

Table 10. Data Analysis Result

Student's Name (initial)	Pre-test	Post-test	Score Qualification
AFF	66,5	80,5	Good
AMA	60,5	83	Good
ARHA	50	86,5	Excellent
ANNL	63	90	Excellent
AM	68	85	Excellent
Total Score Average	60,3	86	

Table 10 presents the data collected from a total of 5 research samples taken from the development class. In the table above, AFF, AMA, ARHA, ANNL, and AM obtained knowledge scores based on *pre-tests* under the passing grade (75) before the application of the learning model. *The pre-*

test is administered by presenting students with oral questions in an even manner. Meanwhile, *the post-test* is conducted by measuring students' understanding through practical assessments in the development class. As a result, after the trial was carried out in the development class, an increase in understanding was observed, characterized by a corresponding increase in scores on the *post-test*. Thus, there was a 20.3-point increase in the average score of students in the development class. These results are sufficient to demonstrate the success rate of the Indonesian teaching module in enhancing students' ability to work with fantasy story text materials.

Based on the analysis of the data produced, it can be concluded that the process of developing an effective learning scheme has a significant impact on student learning outcomes in the classroom. This can be demonstrated by the observation results, which show a significant difference in the use of the Pixton application for fantasy text material. In the previous experiment, a score was obtained that was below the passing grade (<75). In the next experiment, students were able to understand the material more broadly and experienced an almost complete increase in learning motivation. In other words, the use of multimedia in Indonesian learning has proven to be more effective than conventional learning methods, which can be very dull.

The results of this study demonstrate that the importance of technology use is in line with the times. Significant technological developments will always have an impact on classroom teaching patterns, supporting the sustainability of domestic education, which continues to experience progress in terms of curriculum. The dynamic curriculum journey in Indonesia will continue to demand changes, accompanied by various demands for teaching patterns. Therefore, increasing human resources will be indispensable in facing the various changes in the world of education in the future; otherwise, it will contribute to a decline in the mindset of citizens (Merentek et al., 2023).

CONCLUSION

This study presents results showing that learning planning accompanied by the appropriate use of teaching media is highly effective in improving student learning outcomes and understanding. This is evidenced by the use of Pixton media as a teaching medium in fantasy story text materials, which can improve the teaching planning process for educators and increase students' motivation and learning outcomes. Between the control class and the development class, there was a 20.3-point increase in the average score from the pre-test to the post-test. In addition, educators' learning planning has also developed consistently. The study yields some suggestions for the future. First, the importance of innovation in classroom teaching is crucial in the modern world, especially in the education sector, which is entering the Industrial Revolution 4.0 era in Indonesia. Second, in the future, new research is expected to yield various discoveries that support innovation in education, particularly in the fields of learning and teaching, with an impact on improving student outcomes and optimizing educator independence, and, third, increasing awareness of technological advancements, as well as the use of technology in various areas of life, will have a significant impact on progress. Fourth, technology will definitely have a negative impact on its application. Therefore, it is hoped that future research will yield new findings that can produce learning media to mitigate the negative impact of technology personalization in education.

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