

Elementary School Students' Explanatory Text Learning Innovation Using the Problem Based Learning Model Assisted by Diorama Media

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ABSTRACT

The lack of students' writing skills and limited learning facilities and media further worsen the writing quality of students in elementary school (SD). Explanatory text is text that informs the process of something occurring, whether natural or social phenomena. At the stage of understanding and writing the text, students find it difficult due to the lack of information and knowledge possessed by the students and the teacher as facilitator. Model *problem based learning* is a learning model that uses real problems in its learning so that it can train students to develop problem-solving skills. This model can trigger students' thinking methods in presenting information in an explanatory text that is in accordance with the structure of the explanatory text. Based on the analysis of the advantages of diorama media, it can be concluded that students' ability to write explanatory texts increases in accordance with the concept of diorama media, which is a mini three-dimensional view that aims to depict the actual scene. This is because in this model students are required to work together in groups regarding dioramas that have been observed, so that students have a lot of material and information to write explanatory texts so that learning becomes different and fun.

Keywords: *Explanatory text, problem based learning, diorama media*

INTRODUCTION

In the Indonesian Language and Literature Curriculum, it is stated that language skills include four aspects, namely listening skills, speaking skills, reading skills and writing skills (Tarigan, 2004). These four aspects constitute a single chess, which means that these four aspects of language skills are important and must be mastered. In other words, if someone only has one of these four skills then he cannot be said to have complete language skills.

One aspect of language skills that elementary school students need to master is writing skills. By having writing skills, students will be able to express their thoughts and feelings based on the information they receive in written form. Therefore, writing skills are one of the language skills that students must possess and master.

Learning to write in certain schools has not received much attention, even though learning to write deserves to be given to students proportionally considering that one of the functions of writing is conveying information that is related to one's learning, work or profession. Through good writing skills, valid data will be collected to be used as consideration in making reasonable decisions. Apart from that, readers can also feel and enjoy the written information and provide positive responses in the form of implementation.

Thus, it can be seen that writing skills are one of the components that determines the achievement of Indonesian language learning goals. Especially in an effort to form

students with good and correct Indonesian language abilities and skills.

Explanatory text is one of the texts studied at the basic education level, namely class VI in Basic Competencies (KD) 3.2 and 4.2. Explanatory text is text that contains information about a thing or phenomenon that occurs in society. Anderson (in Wahyuningtyas, 2015) stated that explanatory text is a type of text that reveals how and why something happened. The purpose of the explanatory text is to reveal each step of the how process and to provide reasons why. For broader matters, explanatory texts usually explain how something happened, why something happened, why something is the same or different, and how to solve a problem.

Considering that explanatory texts are classified as difficult and new texts for elementary school students, these students find it difficult to understand and produce the text themselves. Furthermore, limited facilities are also an obstacle for teachers in introducing new events or phenomena to students so that in the end teachers only use minimal media, namely based on students' textbooks and the teacher's own knowledge. In this case, teachers must try hard to prepare innovative learning materials and media for as many and as wide a range of students as possible. In particular, learning models and media that make it easier for students to understand explanatory texts. Apart from understanding the content and information contained in explanatory texts, students must also be enriched with excerpts or short videos that describe events or phenomena.

In this study, the researcher offered an effort to solve this problem by using a problem based learning model assisted by diorama media. Margetson (in Rusman, 2012: 230), stated that problem based learning (PBL) helps improve the development of lifelong learning skills in an open, reflective, critical and active learning mindset.

The application of problem based learning presents contextual problems so that it stimulates students to learn to solve problems that occur around them. Classes that apply

problem based learning will require students to work in teams to solve problems found in the real world. The problem given is used to tie students' curiosity to the learning in question. Problems are given to students before students learn the concept or material related to the problem that must be solved. Model *problem based learning* can help students think more critically in analyzing, searching and finding answers so they can write explanatory texts well and correctly. This series of activities is relevant for use in learning to write explanatory texts because these texts are a form of skill in expressing facts, information and a series of events. The process put forward by students must be based on a strong foundation, clear and easy to understand. So that the statement can be accepted scientifically and can be an answer to the problems identified.

Apart from using the problem based learning model, students can be helped to improve their skills in writing explanatory texts using media. Media is everything including physical tools used to convey the content of learning material (Gagne in Arsyad, 2011: 4). In an effort to achieve learning goals, an intermediary is needed so that the information conveyed by educators can be received and understood well by students. The media offered by researchers to help model problem based learning is diorama media. By implementing this media, educators can help students see various views, broaden their perceptions and open their minds to new, constructive ideas to solve problems faced in real life.

LITERATURE REVIEW

Understanding Writing Explanatory Text
Semi (2009:2) says that writing is essentially the transfer of thoughts and feelings into the form of language symbols. If in speaking thoughts and feelings are conveyed orally, in written spoken language the form is transferred into written form using graphemes. The writer's thoughts, thoughts and ideas are expressed in the form of written symbols which will later be understood by the reader. In line with that, Thahar

(2008:12) stated that writing is an intellectual activity by expressing one's thoughts through writing using perfect language media.

Based on these opinions, it can be concluded that writing is a person's expression through writing with perfect language symbols. Writing is a productive language skill that requires continuous practice so that a person is able to express ideas and thoughts in his mind through writing so that readers are able to understand the information from the writing.

Explanatory text is text that contains information about a thing or phenomenon that occurs in society. Anderson (in Lela, 1997: 80-81) states that explanatory text is a type of text that reveals how and why something happened. The purpose of the explanatory text is to reveal each step of the how process and to provide reasons why. For broader matters, explanatory texts usually explain how something happened, why something happened, why something is the same or different, and how to solve a problem.

Stubbs (2000:76), states that "the function of explanatory text is to explain phenomena that occur in our world, explanations explain how and why something happens."

In line with Stubbs, Blake Education describes four functions of explanatory text, namely (1) explaining the sequence of events or how something happened, (2) explaining why something happened, (3) explaining the similarities and differences between objects, and (4) explaining how to approach the problem to be resolved. From these two expert opinions, it can be concluded that the function of explanatory text is to explain the process of something or a phenomenon occurring according to the principle of cause and effect.

The content of explanatory text is closely related to natural events and social events. Explanatory texts also play a valuable role in building and storing knowledge. Writing about technology and science is often expressed in the form of explanatory text.

Explanatory text has a standard structure like other types of text. In accordance with the

general characteristics of its content, the explanatory text is formed by the following parts. Title, title (header) is the head of the text which contains the topic of discussion; Identify phenomena, identify something to be explained. This can be related to natural, social, cultural and other phenomena; Describe a series of events, detailing the process of events relevant to the phenomenon being explained as a question or how or why; Details that are patterned on "how" will give rise to descriptions that are arranged chronologically or gradually. In this case, the phases of the event are arranged based on time sequence; Details that are patterned on "why" will give rise to explanations that are structured causally. In this case, the phases of the event are arranged based on cause-effect relationships; Review, in the form of comments or assessments about the consequences of previously described events.

Based on general linguistic rules, explanatory text is the same as the rules in procedural text. As a factual text, explanatory text uses many words with denotative meaning. Causality conjunctions (cause and effect), include, because, because, therefore, therefore, so that. Chronological conjunctions (time relationships), such as then, then, after that, finally. Use time information. Time information can be determined through time markers such as hours, days, months, years, events and so on. Apart from that, time information can also be determined by the prepositions at, at, when, when, before, etc.

Mulyadi (2013:176) explains that the steps for writing explanatory text in writing are the same as the steps for writing an essay in general, only the content is different. These steps are as follows:

Determining the Writing Theme. The first stage in writing an essay is determining the theme or topic. This stage is useful so that the text we will write later does not become stretched and the writing does not repeat itself. Themes that can be used to write explanatory text are natural events such as floods, the process of rain, tsunamis,

earthquakes, rainbows, etc., or social events such as drugs, juvenile delinquency, student brawls, etc.

Gathering Writing Material. At this stage students must look for material/data/information related to what Ananda will write. This initial material/data/information can be obtained by reading books, magazines, newspapers or articles related to natural or social events, interviews with experts, viewing videos and pictures about natural and social events or direct observation of objects if possible.

Creating a Writing Outline. A writing framework functions to keep a piece of writing in accordance with what was planned. At this stage, what students have to do is detail what important points will be written and developed according to the theme. These points will later be used as a reference for writing a piece of writing so they must match the structure of the explanatory text.

For example, in the general statement section, points are made regarding the meaning of flooding, then in the explanatory section, points are made that the causes of flooding are illegal logging, littering, sewers that do not hold enough water and so on. Then in the interpretation section points are made about flood mitigation.

Developing Writing. After the essay outline has been created, the next step that students must take is to develop the outline into a piece of writing (explanatory text). This stage requires students to be careful in using punctuation marks (EBI), word selection or diction, and sentence coherence.

Model Problem Based Learning (PBL)

Problem Based Learning is a learning model that uses real problems in its learning so that it can train students to develop problem solving skills. According to Hosnan (2014:298), problem based learning is learning that uses real (authentic) problems that are unstructured and open as a context for students to develop problem solving and critical thinking skills and at the same time build new knowledge.

Sanjaya (2012:214-215) states that PBL can be interpreted as a series of learning activities that emphasize the process of solving problems faced scientifically. Furthermore, Duch (in Amir, 2010: 21) explains that: Problem Based Learning is a learning model that confronts students with the challenge of "learning to learn". Students work together in groups to find solutions to real world problems, these problems serve as a reference for students to formulate, analyze and solve them.

Tan (in Rusman, 2012: 232) emphasizes that problem based learning is the use of various types of intelligence needed to confront real world challenges, the ability to face everything new and existing complexities.

Based on these opinions, it can be concluded that problem based learning is a learning model designed and developed to develop students' abilities in solving problems that exist in the real world so that students are able to formulate, analyze and solve those problems.

Problem Based Learning (PBL) is a way of using problems to create motivation to learn. The successful implementation of PBL is highly dependent on selection, design and problem development. Another thing that is very determining is the goal to be achieved in using the PBL model.

According to Hosnan (2014: 299), "The main goal of PBL is not to convey large amounts of knowledge to students, but rather to develop critical thinking skills and problem solving abilities and at the same time develop students' abilities to actively build their own knowledge." Furthermore, Hosnan (2014:299) stated that PBL is also intended to develop students' learning independence and social skills. Independent learning and social skills can be formed when students collaborate to identify relevant information, strategies and learning resources to solve problems. According to Kunandar (2007:355), the objectives of Problem Based Learning (PBL) are as follows. 1) help teachers provide as much information as possible to students, 2) help students develop thinking abilities, problem solving and

intellectual skills, 3) learn about sharing adult roles through their involvement in real or simulated experiences, 4) become autonomous and independent learners .

According to Rusman (2011:238), the goal of PBL is mastery of learning content from heuristic disciplines and the development of problem solving skills. PBL is also related to learning about life by learning about broader life, skills in interpreting information, collaborative and team learning, and reflective and evaluative thinking skills.

Based on the opinion above, it can be concluded that the purpose of PBL is to develop students' thinking abilities, problem solving and intellectual skills in the learning process so that students can learn about life in a broader and more meaningful way.

There are several steps to applying the PBL model in learning. In general, the application of this model begins with a problem that must be solved and a solution is sought by students. Students will focus on learning around the problem through the steps of the scientific method, thereby providing students with direct experience in solving problems in a direct and structured manner.

According to Hosnan (2014:301), problem based learning consists of five steps, namely: (1) student orientation to the problem, the teacher explains the learning objectives, explains the tools needed, motivates students to be involved in the problem solving activities they choose; (2) organizing students to learn, the teacher helps students define and organize learning tasks related to the problem; (3) guiding individual and group investigations, the teacher encourages students to collect appropriate information and carry out experiments to obtain explanations and solutions to problems; (4) developing and presenting work results, teachers help students plan and prepare appropriate work such as reports, videos and models and help them share assignments with their friends; and (5) analyzing and evaluating the problem solving process, the teacher helps students reflect or evaluate their investigations and the processes they use.

According to Riyanto (2010:307) the steps in PBL are: (1) the teacher prepares and throws problems to students, (2) forms small groups, (3) students search for (hunting) information and data related to the problem, (4)) students gather in their groups to report the data they have obtained, (5) closing discussion activity as the final activity, if the process has obtained the right solution.

From the explanation outlined above, in this research the researcher will apply the steps proposed by Hosnan (2014: 301), because the researcher feels that the steps proposed by Hosnan are simpler, easier to understand and apply in learning.

Diorama Learning Media

Media comes from Latin and is the plural form of the word medium which literally means intermediary, namely the intermediary between the source of the message and the recipient of the message. According to Arsyad (2011: 4) media is a tool that conveys teaching messages. In line with this opinion. Sadiman (2006: 6) states that media is anything that can be used to channel messages from the sender to the recipient. The use of media can stimulate students' thoughts, feelings, attention, interests and attention in such a way that the learning process occurs.

In line with this, Kustandi et al (2011:9) explain that learning media are tools that can help the teaching and learning process and function to clarify the meaning of the message conveyed, so that learning goals can be achieved better and more perfectly.

According to Sanaky (2011: 14), learning media is an educational tool that can be used as an intermediary in the learning process. Learning media can increase effectiveness and efficiency in achieving learning goals. It is hoped that teachers can utilize various media effectively and efficiently in classroom learning which can be developed. According to Gagne in Arsyad (2011: 4) learning media is everything including the physical tools used to convey the content of learning material. Learning media as a teacher's teaching aids (teaching aids) in

conveying messages so as to stimulate students to learn. The tools commonly used are visual aids, in the form of pictures, cassettes, VCDs, cameras, slide films, computers, and tools that make a real contribution to making it easier for teachers to convey learning material.

Based on several expert opinions above, it can be concluded that learning media is anything that can be used to convey the message from the sender (teacher) to the recipient of the message (student). The use of learning media can motivate and stimulate students to be active in ongoing learning activities. This can optimize the process and orientation towards student learning achievement. Communication and interaction that occurs between teachers and students can be effective, stimulating students' thoughts, feelings, interests and attention which can support the teaching and learning process.

Basically media is grouped into three parts, namely audio media, visual media and audio-visual media. Learning media is an instructional component that includes messages, people, and equipment. In its development, learning media follows technological developments. The grouping of various types of media when viewed from the perspective of technological development by Seels and Glasgow through Arsyad (2011: 33) is divided into 2 broad categories, namely traditional media choices and cutting-edge technology media choices.

1) Traditional Media Options

- Still visuals that are projected include: opaque projection (opaque), overhead projection, slides, and filmstrips.
- Visuals that are not projected include: pictures, posters, photos, charts, graphs, diagrams, exhibitions, info boards and feather boards.
- Audio, including: disc recordings, cassette tapes, reels, and cartridges.
- Multimedia presentation, including: slides plus sound (tape) and multi images
- Dynamic visuals that are projected include: film, television and video.

- Print, including: textbooks, modules, programmed texts, workbooks, periodic scientific magazines, and hand-outs.
 - Games, including: puzzles, simulations, and board games.
 - Realia, including: models, space (examples), and manipulatives (maps, dolls, dioramas).
- 2) Advanced Media Options
- Telecommunication-based media, including: teleconferencing, distance lectures.
 - Microprocessor-based media, including: computer-assisted instruction, computer games, intelligent tutoring systems, interactive, hypermedia, compact (video) disks.

Based on the description above regarding the types of learning media, researchers used diorama media which is included in the three-dimensional category in learning explanatory text writing skills for class VI elementary school students.

Diorama media is three-dimensional media or often called multi-dimensional media. Asyhar (2012:47) stated that three-dimensional media is media whose appearance can be observed from any viewing direction and has dimensions of length, width and thickness.

According to Kustandi et al (2011:58) a diorama is a depiction of an event—whether it has historical value or not—which is presented in miniature or small form. This opinion explains that dioramas provide information in the form of events presented in a smaller imitation form than the original. We can make anything through dioramas. To make it easier to make it, you should use a uniform scale. Diorama is a medium that places more emphasis on the content of the message than visual images and characters with a more lively form. Daryanto (2013: 29) believes that diorama media is a media without projection which is presented visually in three dimensions in the form of an imitation that represents the original. Diorama media can be used in learning to represent real objects that are difficult to present in the classroom.

In line with this, Munadi (2013: 109) believes that diorama media is a three-dimensional view in small size to demonstrate or explain a situation or phenomenon that shows activity. Degeng et al (1993:77) define a diorama as a box that depicts a scene that has a background with actual perspective, thus depicting a real atmosphere. A diorama is a combination of a model (three-dimensional imitation) with a perspective image (two-dimensional) in a complete appearance.

According to Sanaky (2011: 114) a diorama is a mini three-dimensional view which aims to depict the actual scene. Dioramas usually consist of figures or objects placed behind a background and adjusted to suit the presentation. A diorama is a presentation of a situation in small size. Dioramas are complemented by statues and depictions of the environment with backgrounds painted on walls or arranged around the objects. This aims to ensure that the depiction of a situation matches the actual atmosphere.

There are three types of diorama media, as stated by Sanaky (2011: 116), as follows. 1) A closed diorama is a diorama that is limited by a base or base with a right side wall, back wall and left side wall. The front is lined with transparent or clear glass so that this type of diorama can only be seen from the front side. ii 46 2) Folding dioramas made from sheets of paper that can form three unified walls or a corner of a room, where the right and left side walls or rooms can be folded (opened and/or closed) according to their use. 3) An open diorama is a diorama that is not equipped with a viewing wall like the two previous types. This type of diorama has almost the same characteristics as a mockup, namely a depiction of an object on a flat plane.

Based on the descriptions above, it can be concluded that a diorama is an object that contains an imitation of a complete picture of the conditions surrounding it. The imitation is made smaller than the original. Dioramas are usually used to depict events or processes so that those who see them are interested in understanding the contents of the diorama.

According to Sanaky (2011:118), the use of diorama media in learning begins with the first step, namely determining the theme that will be conveyed to students. The determination of the theme is in line with the learning implementation plan made by the teacher previously. After the theme has been determined, the second step is to make a plan for making the diorama first. This starts from selecting and purchasing materials, colors, and determining the type of diorama that will be used. The aim of planning is to find out the difficulties in the process of making a diorama. Apart from that, planning aims to ensure that the time used is effective and efficient.

After the planning process is complete, the third step is the manufacturing process. Making a diorama requires a lot of patience and creativity, so it should have both of these things. If this is not possible, it can be transferred to someone who is an expert in making dioramas so that the theme is made according to what is expected. When the diorama is finished, a simulation should be carried out first before presenting it to students. This is done so that some existing deficiencies can be anticipated during the simulation so that there are no too big obstacles in the learning process.

Diorama media is commonly used in earth science (science), life science and history subjects. However, in this research, dioramas were used in learning to write explanatory texts to make it easier for students to express their thoughts and ideas in writing. Dioramas can stimulate students to be creative in writing because they contain a picture of a situation that can be observed directly. The advantage of dioramas in learning to write explanatory texts is that they contain a theme about an event that is adapted to the learning material. Students can pay attention, analyze and discuss themes, then write according to the themes in the diorama. Based on this description, it can be concluded that dioramas can be used as learning media which can be used as a tool in the learning process. Dioramas can generate motivation in learning to write explanatory texts for

students so they can express their thoughts and ideas in writing.

MATERIALS & METHODS

The method used in this research is Systematic Literature Review (SLR). SLR is a method carried out by reviewing and processing existing and published scientific writing sources (Fahrozy & Muhtar in Noorkumalasari, 2023). A qualitative approach using the SLR method is used to synthesize (summarize) the results of qualitative descriptive research.

In this research, researchers processed various kinds of reference sources to then collect data in the form of research results regarding the Project Based Learning model in elementary school learning. Research stages include data collection, data analysis, and drawing conclusions. This research ultimately created a media prototype to then be implemented in classroom learning activities and combined it with the Project Based Learning model.

RESULT

Effective learning requires planning that is done well. Selecting the media that will be used in the learning process also requires

good planning. Arsyad (2011: 75) suggests that media selection criteria originate from the concept that media is part of the overall instructional system. Several criteria that must be considered in selecting media include: (1) appropriate to the objectives to be achieved, (2) appropriate to support lesson content which is facts, concepts, principles or generalizations, (3) practical, flexible and sustainable, (4) skilled teachers in using it, (5) target grouping, (6) and technical quality. Choosing the right learning media can function as a tool in the learning process.

The diorama media chosen is practical, flexible, and teaching-resistant which can generate motivation in student learning. Diorama media is also a medium that can last for quite a long time. Muedjiono in Daryanto (2010:29) reveals five advantages of diorama media as follows. (a) provide direct experience, (b) concrete presentation, (c) can show the object in its entirety, both its construction and how it works, (d) can show the organizational structure clearly, and (e) can show the flow of a process clearly. Meanwhile, the weakness of diorama media is that it cannot reach large numbers of targets, its storage requires a large amount of space and maintenance is quite complicated.



Figure 1. Diorama Media Prototype

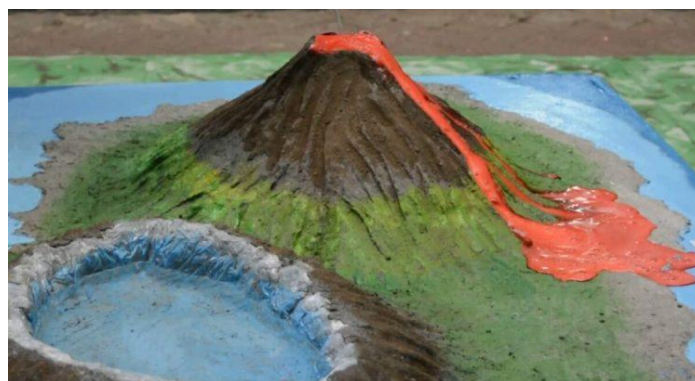


Figure 2. Prototype of Mount Erupting Diorama Media

DISCUSSION

Before learning to write explanatory texts using the problem based learning model assisted by diorama media, the teacher must prepare or provide diorama media related to the material to be discussed, namely the skill of writing explanatory texts. Hosnan (2014:301) explains that there are five steps to applying the PBL model in the classroom, namely as follows. First, student orientation to the problem. Second, organize students to study. Third, guide individual and group investigations. Fourth, develop and present the results of the work. Fifth, analyze and evaluate the problem solving process.

Based on the analysis of the advantages of diorama media, it can be concluded that students' explanatory text writing skills are higher than before using the problem based learning model assisted by diorama media. This is in accordance with the concept of diorama media, which is a mini three-dimensional view that aims to depict the actual scene. This is in line with the concept of explanatory text which contains the process of something happening. In this case, a diorama in the form of an erupting volcano will show students that the volcanic eruption process will release larvae and spread throughout the surface of the mountain body. In this way, it will be easier for students to write the process into explanatory text. So, it can be concluded that the problem based learning model assisted by diorama media has an influence on the explanatory text writing skills of sixth grade elementary school students.

Judging from the advantages of the problem based learning model assisted by diorama media, this model is good for use in learning to write expansion texts. This is because this model emphasizes student activity in the learning process. This model is a learning model that requires students to be able to work together to solve problems. Based on the results of data analysis, positive findings and negative findings were obtained. There are two positive findings, namely (1) sixth grade elementary school students are able to understand explanatory texts based on media that students can see and feel; and (2) sixth grade elementary school students are able to write explanatory texts based on media that students can see and feel.

Furthermore, the negative finding obtained from this research was that students had difficulty writing explanatory texts before using the PBL model assisted by diorama media. This is because students find it difficult to express information according to the topic of the explanatory text given. Apart from that, students have not received intensive guidance to express information in the form of explanatory text as taught when using the PBL model assisted by diorama media.

Based on this description, it can be concluded that teachers play an important role in planning, implementing, evaluating and providing variations in learning models to students so that students do not feel bored in learning, especially writing explanatory texts. One of these efforts is the use of the PBL model assisted by diorama media in learning explanatory text writing skills. This

model can trigger students' thinking methods in presenting information in an explanatory text that is in accordance with the structure of the explanatory text. This is because the information that students have previously seen and discussed using the PBL model assisted by diorama media can help make it easier for students to express their ideas in the form of explanatory text. In this way, students can write a discussion text more easily and more enjoyable.

CONCLUSION

The innovation of explanatory text learning using a problem based learning model assisted by diorama media in implementing learning shows a pleasant and non-monotonous atmosphere. During the learning process, students will look enthusiastic, enthusiastic, active and serious. This is because in this model students are required to work together in groups regarding dioramas that have been observed, so that students have a lot of material and information to write explanatory texts so that learning becomes different and fun.

Based on the conclusions above, three suggestions are put forward as follows. First, Indonesian language subject teachers in the learning process can use a problem based learning model assisted by diorama media so that students are more interested in following the lesson so that they can improve student learning outcomes. Second, it is recommended for sixth grade elementary school students to always be active in writing, especially writing explanatory texts. This is because writing can train logical thinking, thereby making the students concerned more courageous in expressing their ideas through writing. Third, readers. As an addition to the treasures of knowledge.

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