



The Effectiveness Of Syntax Learning Media On Achieving Indonesian Language Curriculum Competence

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Abstract

The purpose of this study is to examine the effectiveness of syntax learning media in improving the achievement of Indonesian language curriculum competencies. The methodology used is a literature study that reviews various articles and journals related to the influence of learning media on students' understanding of syntax and competencies. The results of the analysis indicate that the use of syntax learning media significantly improves students' conceptual understanding and linguistic skills, and supports optimal achievement of curriculum competencies. These findings reinforce the importance of utilizing innovative media in the Indonesian language learning process, especially syntax. Thus, syntax learning media is effective in improving student learning outcomes and supporting the achievement of curriculum competencies as a whole.

Keywords:learning media, syntax, effectiveness, competence, curriculum.

INTRODUCTION

Indonesian is one of the most important subjects in Indonesian curriculum. Besides as being a communication tool, Indonesian also serves as a media for developing critical thinking skills, creativity, and language skills that meet established competency standards. One of the crucial aspects of learning Indonesian is syntax, which examines correct sentence structure and grammar. Mastery of syntax is fundamental to developing sound

language skills and supports students' linguistic competence.¹

However, in practice, the students often find syntax learning difficult and boring. This is due to the lack of innovative and engaging methods and media that can motivate students to learn actively. Learning media plays a strategic role in increasing the effectiveness of the teaching and learning process, especially in abstract subjects like syntax. The use of appropriate media can facilitate conceptual understanding and increase student interest in the material being taught.²

With the advancement of technology, learning media is now increasingly diverse, ranging from conventional media to interactive digital media. The use of digital media and multimedia in syntax learning can provide a more engaging and enjoyable learning experience. These media can include videos, animations, computer-based applications, or other visual aids that can explain syntactic concepts more visually and concretely. Furthermore, these media allow students to learn independently and flexibly according to the students' needs.³

The Previous research has shown that innovative and student-specific learning media can significantly improve learning outcomes. Especially in language subjects, media can help students understand sentence structure, grammar, and correct usage. Therefore, the use of syntactic learning media has significant potential to improve the achievement of competencies in the Indonesian language curriculum as a whole.

In addition to media factors, the success of syntax learning is also influenced by the teaching methods applied and the level of student readiness to understand the material. Therefore, it is important to comprehensively examine how syntax learning media can positively impact student competency achievement according to the standards set in the curriculum. This is the primary focus of this research.

Although a lot of previous researchs support the effectiveness of instructional media, an in-depth literature review is needed to determine how these media specifically

¹Trianto, A., & Mahmud, S. Digital Media as a Support for Syntax Learning. *Journal of Technology and Learning*, 2021, pp. 160-175.

²Utami, N., & Wibowo, A. The Influence of Digital Media on Indonesian Language Learning Performance. *Journal of Media and Learning*, 2022, pp. 140-155.

³Vina, R., & Putri, D. Implementation of Digital Media in Syntax Learning in Middle Schools. *Journal of Educational Innovation*, 2024, pp. 55-70.

influence students' cognitive and affective aspects in learning syntax. This research is crucial for providing an overview and recommendations for appropriate media use in the Indonesian language learning process, particularly in the syntactic aspect.

Furthermore, challenges in implementing syntax learning media in the field, such as limited facilities and access to technology, also need to be considered. Although digital media offers many advantages, not all learning environments are able to utilize them optimally. Therefore, this study also attempts to identify supporting and inhibiting factors in the use of syntax learning media.

By understanding the effectiveness of syntactic learning media, it is hoped that educators and curriculum developers can design more innovative and effective learning strategies. This aligns with efforts to improve the quality of Indonesian language education and ensure that students achieve the expected competencies in accordance with national curriculum standards.

In this context, this research aims to conduct a literature review regarding the effectiveness of syntax learning media on achieving Indonesian language curriculum competencies. The results are expected to contribute to the development of more effective and innovative learning methods and support the improvement of student learning outcomes overall.

RESEARCH METHODS

The methodology used in this research is a literature review, which aims to collect, review, and analyze various reference sources related to the effectiveness of syntax learning media in improving the achievement of Indonesian language curriculum competencies. This approach was chosen because it can provide a comprehensive overview of research developments and relevant empirical and theoretical findings.

Data collection was conducted through a search of articles, journals, books, and research reports related to syntactic learning media and their impact on Indonesian language competency. These sources were drawn from academic databases such as Google Scholar, the National Library of Indonesia, ScienceDirect, and trusted national and international educational journal portals.

Inclusion and exclusion criteria were used to filter relevant sources. Sources used as references must meet the following criteria: (1) relevant to the topic of the effectiveness of syntactic learning media, (2) published within the last 10 years to ensure up to date data, (3) from credible and peer-reviewed sources, and (4) have a valid and reliable research methodology.

Next, the collected data was analyzed qualitatively using a descriptive-analytical approach. The analysis phase included identifying key findings, the research methodology used, the types of media studied, and their impact on student competency achievement in accordance with the Indonesian Language Curriculum standards. This analysis aimed to draw conclusions about the effectiveness of syntax learning media based on various studies that had been conducted.

In addition, supporting factors and barriers to the use of syntax learning media found in the literature were also identified. This is essential to provide a comprehensive overview of the potential and challenges in implementing these media in the field.

This literature review process was conducted systematically and continuously, starting with the initial search, source screening, in-depth reading, and finally compiling a summary and synthesizing the findings. With this approach, it is hoped that the analysis will provide a comprehensive and objective picture of the effectiveness of syntax learning media in achieving Indonesian language curriculum competencies.

RESULTS AND DISCUSSION

The Definition of Syntax Learning Media

Syntax learning media are tools, materials, or technologies used to assist the teaching and learning process of sentence structure and grammar in Indonesian. These media are designed to visualize, simplify, and accelerate students' understanding of complex syntactic concepts.⁴

Syntax learning media can be in print form, such as books, modules, posters, or digital form, such as videos, interactive software, and computer-based applications. Their existence is crucial because syntax, as a part of grammar, is quite difficult to learn

⁴Melati, A., & Putra, B. The Effect of Digital Media Use on Syntax Learning Outcomes. *Journal of Education and Information Technology*, 2022, pp. 55-70.

conventionally without the aid of engaging and informative media. These media not only serve as a means of conveying material but also as a stimulant to make students more active and enthusiastic in the learning process. Thus, syntax learning media is one of the supporting factors for successful grammar learning, particularly in improving understanding and mastery of correct and effective sentence structure.⁵

Furthermore, syntax learning media includes various forms tailored to the needs and characteristics of students. For example, visual media such as sentence tree diagrams or sentence structure tables, as well as audiovisual media such as learning videos that display example sentences in real-life contexts. The use of these media can bridge the gap between theory and practice, allowing students to directly see how sentence structures are used in everyday life.

The development of syntactic media must also consider pedagogical and technological aspects to capture students' attention and facilitate the learning process. Therefore, the definition of syntactic learning media is not limited to physical tools but also encompasses all processes and strategies that support students' optimal achievement of syntactic competence.

Furthermore, syntax learning media must be able to adapt to technological developments and the needs of the times. Currently, digital and multimedia media are the primary choice due to their ability to present learning materials in an interactive and engaging manner. These media also enable students to learn independently, anywhere and anytime, using computers or smartphones.

The use of innovative and targeted syntax learning media can increase student motivation and accelerate material mastery. Thus, the definition of syntax learning media encompasses all tools, methods, and strategies specifically designed to facilitate and enrich the process of learning Indonesian grammar, particularly syntactic aspects.

Beyond the format and media used, the definition of syntactic learning media must also encompass elements of usefulness and sustainability in the learning process. This means that the media must be able to meet students' learning needs according to their

⁵Nuraini, T., & Wulandari, D. Development of Computer-Based Learning Media for Syntax Learning. *Journal of Learning Technology*, 2023, pp. 112-125.

competency level and characteristics. The development of this media must also be oriented towards achieving optimal learning outcomes, such as improving understanding of sentence structure, the ability to construct correct sentences, and the application of grammar in everyday communication. Therefore, a comprehensive definition of syntactic learning media encompasses not only aids but also strategies and pedagogical approaches that can support the learning process effectively and efficiently.

Furthermore, the success of syntax learning media depends on the quality and suitability of the media to the students' learning needs, as well as the teacher's ability to operate the media. Teachers must be able to select, develop, and utilize appropriate media to ensure the learning process runs smoothly and achieves optimal results. Therefore, the definition of syntax learning media must consider aspects of innovation, creativity, and sustainability to address the current challenges of Indonesian language learning. This media is expected to be a facilitator that can make syntactic concepts more concrete and understandable, thereby improving students' overall competency.

Overall, syntax learning media is defined as a combination of tools, strategies, and technology specifically designed to facilitate the process of understanding sentence structure in Indonesian. These media serve not only as supports but also as motivators and innovators in syntax learning. With the appropriate use of media, it is hoped that the learning process will be more engaging, enjoyable, and effective, resulting in students who are competent in syntax and able to apply it in everyday communication.

The Concept and Importance of Syntax in Learning Indonesian

Syntax is a branch of grammar that studies the structure and structure of sentences in the Indonesian language. The basic concept of syntax encompasses the rules governing how words are combined into grammatically correct sentences that are understandable to language users. In the context of Indonesian language learning, syntax is a crucial aspect because it directly relates to students' ability to construct good and correct sentences. Mastery of syntax is crucial for students' success in various language competencies, such as

writing, speaking, and comprehensive text comprehension.⁶

The importance of syntax in learning Indonesian cannot be ignored, as correct sentence structure influences meaning and clarity of communication. If students don't understand syntactic rules, they tend to construct inappropriate sentences, potentially leading to misunderstandings. Therefore, mastering syntax is a key foundation for developing effective and efficient language skills. Furthermore, syntax also plays a role in enhancing students' analytical and critical thinking skills regarding the texts and speech they hear and read.⁷

In the Indonesian language curriculum, syntax is included in the basic competencies that students must master at a certain level. Through learning syntax, students are expected to understand sentence structure, identify sentence parts, and construct sentences in accordance with grammatical rules. This is crucial for their ability to express ideas and concepts in an organized, systematic, and consistent manner. Mastery of syntax also supports students' ability to write essays, prepare reports, and speak effectively.

The syntactic concepts in this lesson must be presented in an engaging and innovative manner to avoid boredom and facilitate student understanding. A contextual approach based on real-life examples is highly recommended so students can see the relevance of syntax in everyday life. Furthermore, the use of appropriate learning media will help students grasp syntactic concepts in a more visual and interactive way. Therefore, the basic concepts of syntax in learning must be able to balance theoretical and practical aspects.

The importance of syntax is also related to the development of higher-level language skills, such as the ability to construct complex sentences, combine ideas cohesively, and write coherent texts. A good command of syntax will help students understand reading texts, write grammatically correct, and speak fluently and accurately. In other words, syntax is the main foundation for effective and skilled mastery of the

⁶Oktaviani, S., & Haryanto, P. Interactive Media in Indonesian Language Learning in Secondary Schools. *Journal of Educational Innovation*, 2020, pp. 200-215.

⁷Pratama, G., & Sari, R. Digital Media-Based Learning Models to Improve Syntax Understanding. *Journal of Language and Literature Education*, 2021, pp. 75-90

Indonesian language.

Furthermore, mastery of syntax also influences students' critical and analytical thinking skills. When they understand sentence structure, they also learn to recognize language patterns and their meanings in depth. This will facilitate their study of other aspects of language, such as morphology, semantics, and pragmatics. Thus, syntax is not simply a set of grammatical rules, but an integral part of developing overall language competence.⁸

In the learning process, it is also important to relate syntactic concepts to real-life communication contexts. Students should be encouraged to understand how correct sentence structure can strengthen messages in both spoken and written communication. The use of a variety of media and approaches will strengthen their understanding of these concepts. Therefore, a deep understanding of the concept and importance of syntax needs to be continuously developed so that students can become competent and confident in using Indonesian language.

In general, syntax is a vital component in Indonesian language learning because it plays a key role in developing the ability to construct accurate, effective, and communicative sentences. The concept must be thoroughly understood and systematically taught so that students can master grammar comprehensively and apply it in various communication contexts. A good command of syntax will produce a young generation capable of speaking Indonesian fluently and correctly, as well as being able to compete academically and professionally.

Learning Theories that Support the Use of Media

The use of media in syntax learning is supported by various learning theories that emphasize the importance of visualization, interactivity, and direct experience in the learning process. One of the main theories is constructivism theory developed by Jean Piaget and Lev Vygotsky. Constructivism states that students learn actively through experience and the construction of their own knowledge. In this context, syntax learning media can function as tools that facilitate direct learning experiences and enrich students'

⁸Qomar, F., & Lestari, D. The Effectiveness of Digital Media in Syntax Learning in Higher Education. *Journal of Educational Technology*, 2022, pp. 180-195.

knowledge construction processes.⁹

Furthermore, Richard Mayer's multimedia learning theory is also highly relevant in supporting the use of media in syntax learning. Mayer stated that humans learn more effectively when information is presented visually and verbally simultaneously, thus facilitating comprehension and retention. Audiovisual and interactive media used in syntax learning can integrate these two aspects, making abstract grammatical concepts more concrete and easier to understand.¹⁰

Albert Bandura's social learning theory also provides an important foundation for media use. According to Bandura, learning occurs through observation and imitation of models. Visual media such as videos and animations can visually and audibly display examples of correct sentences, allowing students to imitate and practice these sentence structures in their learning process. Interactive media also allows students to play an active role in the learning process, increasing their motivation and engagement.

Furthermore, the behaviorist theory developed by B.F. Skinner emphasizes the importance of reinforcement and practice in language learning. In this context, syntax learning media can provide repetitive exercises that provide immediate feedback to students, strengthening their understanding of syntactic rules. Digital media and interactive software can be designed to provide practice automatically, providing students with a continuous and structured learning experience.

These theories demonstrate that syntax learning media not only serve as a means of conveying material but also as a medium capable of enhancing learning effectiveness through an approach aligned with the principles of learning theory. The use of media supported by these theories can significantly increase student motivation, engagement, and understanding. Therefore, integrating learning theory with media use is key to designing an effective and innovative syntax learning process.¹¹

Overall, learning theories supporting media use emphasize that media must be

⁹Handayani, SP, & Sari, R. Strategy for Using Digital Media in Syntax Learning to Increase Learning Motivation. *Journal of Educational Innovation*, 2023, pp. 134-148.

¹⁰Iskandar, R., & Wibowo, A. The Influence of Learning Media on Improving Students' Syntactic Competence. *Indonesian Language Education Journal*, 2024, pp. 45-60.

¹¹Junaedi, A., & Lestari, D. Development of Syntax Learning Media Based on Information Technology. *Journal of Technology and Learning*, 2020, pp. 76-90.

designed and used appropriately to meet students' learning needs. Media supported by constructivist, multimedia learning, social, behaviorist, and experiential theories will create a more engaging, meaningful, and outcome-oriented learning process. Utilizing these theories provides an essential foundation for developing effective and innovative syntax learning media.

Types and Development of Syntactic Learning Media

Syntax learning media is very diverse, tailored to the needs, ability level of students, and available resources. Generally, these media can be divided into print media, audiovisual media, digital interactive media, and combinations of the three. Print media include books, modules, posters, and worksheets containing a series of materials on sentence structure, sentence tree diagrams, and exercises to help students understand syntactic concepts independently. These media are relatively simple, inexpensive, and easily accessible, making them suitable for use at various levels of education.¹²

Furthermore, audiovisual media such as instructional videos are highly effective in explaining syntactic concepts through visual demonstrations and verbal explanations. These videos can show the process of sentence analysis, examples of correct sentence structure, and illustrations of real-life situations relevant to everyday language use. This media can enhance student understanding through interactive visual and audio stimulation, and can also engage students' attention to prevent boredom during the learning process.¹³

In today's digital era, technology-based interactive media has become a primary choice. Examples include learning software, web-based applications, and educational games specifically designed to teach syntax in a fun and challenging way. These media enable students to learn independently, practice, receive automatic feedback, and review material as needed. Developing these interactive media requires innovation and creativity to meet diverse learning needs and enrich students' learning experiences.

The development of syntax learning media must be carried out sustainably and based on research. The initial step is to analyze student needs and characteristics, then

¹²Kartini, E., & Suryadi, D. Using Syntax Learning Videos to Improve Student Understanding. *Journal of Education and Technology*, 2022, pp. 300-315.

¹³Lestari, Y., & Rahmawati, R. Analysis of Digital Learning Media in Indonesian Language Learning. *Journal of Media and Learning*, 2021, pp. 123-138.

determine the most appropriate type of media. Next, developers must consider aspects of design, ease of access, sustainability, and usability. The use of the latest technologies, such as augmented reality (AR) and virtual reality (VR), is also beginning to be developed to provide a more realistic and immersive learning experience.

Media development must also consider pedagogical principles, including clarity of material, interactivity, and motivation for learning. Good media should be able to visualize sentence structures clearly and engagingly, and facilitate practice and evaluation. Furthermore, media development must involve collaboration between language experts, media designers, and teachers to ensure the results are truly effective and meet the needs of students.

Beside of the high-tech developed media, traditional media also plays a crucial role, particularly in areas with limited access to technology. Therefore, media development must be flexible and adaptable to local contexts and available resources. The use of appropriate media will help make syntax learning more varied and engaging, and significantly improve student learning outcomes.

Finally, the development of syntax learning media must be carried out continuously through evaluation and revision based on feedback from users (teachers and students). Continuous development will ensure the media remains relevant, effective, and able to keep up with evolving learning needs and the technology. Therefore, innovative and targeted media development will be one of the keys to success in learning Indonesian syntax.

The Influence of Learning Media on Student Competency Achievement

The use of instructional media in syntax learning significantly impacts student competency achievement. Engaging and innovative media can increase student motivation, making them more enthusiastic and active in the learning process. This indirectly contributes to improved learning outcomes, particularly in understanding complex and abstract syntactic concepts.¹⁴

¹⁴ Andini, P., & Kurniawati, S. Digital Media-Based Syntax Learning Strategy to Improve Writing Skills.

One of the primary effects of learning media is improving conceptual understanding. Through visualizations, simulations, and interactive exercises, students can concretely see how sentence structures are formed and used in real-life contexts. These media help students understand the relationships between sentence elements, such as subjects, predicates, objects, and adverbs, more easily and enjoyably. This, in turn, leads to a deeper and more comprehensive grasp of syntactic concepts.¹⁵

Furthermore, learning media also plays a role in improving grammatically correct sentence construction skills. Through repeated practice and automated feedback, students can correct errors and strengthen their understanding of syntactic rules. This interactive system helps students learn independently and accelerates the process of mastering syntactic competencies, which may have previously been difficult to grasp through conventional methods.

Another influence of media is in developing analytical and critical skills regarding sentence structure. Visual and audio media that display example sentences, tree diagrams, and sentence structure analysis can train students in recognizing grammatical patterns and rules. This will strengthen their ability to write and speak effectively, as well as improve their comprehension of reading texts.¹⁶

In addition to cognitive aspects, learning media also contributes to affective and psychomotor development. Students become more motivated and confident in using Indonesian correctly. They are also able to practice independently, increasing their self-confidence and learning independence. Engaging and interactive media can foster students' interest and enthusiasm for learning Indonesian, particularly syntax.

Research and practical experience show that the use of syntax learning media significantly improves students' achievement of basic competencies. They become better able to construct correct sentences, understand complex sentence structures, and apply syntactic rules in everyday communication. These results demonstrate that media is not merely a support, but a crucial factor in the success of the teaching and learning process.

Journal of Language and Literature Education, 2023, pp. 84-98.

¹⁵ Anwar, S., & Rahman, A. Development of Technology-Based Learning Media to Improve Understanding of Indonesian Language Syntax. *Journal of Indonesian Language and Literature Education*, 2021, pp. 150-165.

¹⁶ Utami, N., & Wibowo, A. The Influence of Digital Media on Indonesian Language Learning Performance. *Journal of Media and Learning*, 2022, pp. 140-155.

Furthermore, the influence of media can also be seen in the efficiency and effectiveness of the learning process. The right media can accelerate students' understanding and strengthen their retention of the material. Teachers can also be more effective in delivering material, managing time, and conducting evaluations. Thus, the use of syntactic learning media can improve the overall quality of learning outcomes.

Overall, the influence of learning media on student competency achievement is very positive and broad. Media can simultaneously enhance cognitive, affective, and psychomotor aspects. Therefore, implementing appropriate and innovative media in syntax learning is a strategic step in improving the quality of Indonesian language education at various levels of education.

Effective Strategies for Using Syntax Learning Media

For syntax learning media to deliver optimal results, appropriate usage strategies must be implemented. This strategy includes several important steps that must be understood and implemented by both educators and students.¹⁷

First, determine the type of media that best suits the learners' characteristics and learning objectives. Before selecting media, teachers must analyze students' needs and characteristics, such as language proficiency, interests, and access to technology. For example, for elementary school students who still need visuals and educational games, videos and interactive games are ideal. Meanwhile, for upper secondary students, more complex digital media and in-depth sentence analysis can be used.¹⁸

Structured material planning and development. Learning media must be systematically designed and follow clear learning stages. Material should be structured from the introduction of basic concepts, through practice, to evaluation. The media used must facilitate this process sequentially and consistently.

Interactive and participatory use of media. This strategy emphasizes the importance of active student involvement in the learning process. Through discussions, group

¹⁷Devi, R., & Susanto, D. The Effectiveness of Audio-Visual Media in Syntax Learning in Elementary Schools. *Journal of Education and Learning*, 2022, pp. 89-102

¹⁸Fadli, M., & Nurhadi, H. Analysis of the Use of Interactive Media in Indonesian Language Learning. *Journal of Educational Technology*, 2020, pp. 210-225.

exercises, interactive quizzes, and simulations, students are not merely passive recipients but actively practice and construct their own knowledge.

Maximize technology utilization. Teachers can use online learning platforms, learning apps, and other digital media to enrich the learning experience. For example, using web-based sentence analysis software can help students practice independently at home. Continuous evaluation and feedback. After using the media, teachers must evaluate its effectiveness. Student feedback, whether through quizzes, discussions, or direct observation, is crucial for identifying the strengths and weaknesses of the media used. Based on the results of this evaluation, the media can be revised and refined to be more effective.¹⁹

Developing the teachers' competency in media use. Teachers must continuously improve their competency in operating and integrating learning media. Training, workshops, and seminars on digital media and educational technology are essential to enable teachers to utilize media optimally. Adequate facilities and learning resources are essential. Schools must provide supporting facilities such as computers, projectors, and adequate internet access. Complete facilities will facilitate smoother and more effective use of digital media.²⁰

Motivating and providing incentives to students. Teachers need to motivate students to be interested and enthusiastic about learning using media. Rewards, educational games, and learning challenges can increase students' enthusiasm for learning. By consistently implementing these strategies, the use of syntactic learning media will be more effective and can significantly improve student learning outcomes. This comprehensive approach ensures that media is not just a tool, but an integral part of a fun, meaningful, and effective learning process.

¹⁹Handayani, SP, & Sari, R. Strategy for Using Digital Media in Syntax Learning to Increase Learning Motivation. *Journal of Educational Innovation*, 2023, pp. 134-148.

²⁰Sari, I., & Dewi, R. Development of Video-Based Syntax Learning Media. *Journal of Education and Technology*, 2020, pp. 245-260

CONCLUSION

Based on the literature review, it can be concluded that the use of syntax learning media has significant potential to improve students' competency achievement in Indonesian language subjects. Innovative and interactive media can facilitate the understanding of syntactic concepts, which are often considered abstract and difficult to grasp. Therefore, the appropriate use of media can increase students' interest in learning while strengthening their mastery of sentence structure and grammar more effectively.

Furthermore, research results show that the effectiveness of learning media is significantly influenced by factors such as student characteristics, technological readiness, and the teaching methods used. Digital and multimedia media tend to be more effective when supported by adequate teacher training and infrastructure. Therefore, the successful implementation of these media depends not only on the quality of the media itself, but also on the readiness of the learning environment and the competence of educators in managing it.

Overall, the use of syntax learning media is an effective strategy for improving the achievement of Indonesian language curriculum competencies. Developing and innovating media tailored to students' needs is essential to make the learning process more engaging and meaningful. Thus, it is hoped that the quality of Indonesian language learning, particularly syntax, can be continuously improved to achieve optimal learning outcomes.

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