Development of online media based on the KIK-IRMA learning model on learning to write criticism and essays in the Indonesian language and literature education study program, Jambi University

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ABSTRACT

The purpose of this development research is to develop online media in learning to write criticism and essays in universities. The results of observations on students' ability to write literary criticism are still low. Based on this, it is necessary to develop and design instructional media that complement the course of writing criticism and essays. The research and development that the author will do is using the ADDIE method with the KIK—IRMA model step. The results and conclusions of the study are: 1) based on expert validation, it is concluded that the media writing criticism and essays in terms of material, media and language is very valid, so that the media can be used. 2) based on the student assessment, the developed media is classified as practical, so that the media can be used, 3) After it is declared fit for the trial, the media is then tested using the KIK—IRMA model step on an individual scale and on a field scale. After the individual and field trials were completed, the level of effectiveness and practicality was obtained. Based on the results of the pretest and posttest cognitive, psychomotor, and affective aspects of this learning media are classified as effective and practical to use.

Introduction

Writing skills make up the highest of the four language skills. If it is linked to this modern life, obviously writing skills are in demand. Writing skills can be used as a benchmark for a person's intellectual level and the arena of writing activities cannot be separated from academics and is always studied from elementary school to college, especially students (Nadelia, Indrawati, & Perdani, 2020). Widodo, Jailani, Novitasari, & Sutisna (2020) stated that students are required to have writing skills because in every course, these skills will always be used. Writing skills can be developed by practice and treatment despite the presence of talents from within a person (Helaluddin, 2017).

When writing, there is certainly a purpose to be expected from the writing made. From those goals, we also hope to benefit both the author and the reader. As a means of a person

who expresses his ideas through writing, sometimes not only has one goal, but expects a variety of goals organized through writing. One of the goals of the writing activity proposed by Sari & Nurgiyantoro (2020) is to train someone to have a love for writing because through writing, one can share knowledge and experience. Therefore, this writing skill is very necessary because it can support a person's success (Kuswandari, Slamet, & Setiawan, 2018; Widayati, Mahendra, & Rohmani: 2021).

Another purpose of writing activity is criticism. Criticism is part of the branch of literature that analyzes a literary work to observe or objectively assess the good and bad of a work. In other words, the notion of literary criticism can be interpreted as a judgment on literary works (Isnendes, 2013). Literary criticism can be applied to all forms of literary works, whether in the form of poetry, prose, or drama. Therefore, it is hoped that studying literary criticism can hone one's ability to be more critical to be able to capture the good and bad and the advantages of a literary work (Ramdhani, 2022).

A critique can be written in a variety of formats. There is a way of writing it in the form of a term paper, thesis, thesis, and dissertation. However, research on literary genres in the form of theses, theses, and dissertations that talk about literary works is only a study. The results of the research are only enjoyed by a limited circle, due to the lack of scientific publications in the mass media. In addition, literary criticism can be conveyed with literary works back at a time or even stringing them together in the form of an essay. Essay is a form of scientific writing (Herdi & Abbas, 2021).

Writing an essay is not an easy matter because it requires a long process (Putri, Astuti, & Widianingsih, 2021). This is because an essay is a prose essay that discusses a problem in passing, describing the author's opinion on a particular subject to be assessed. This is in line with Setyawan (2013) who stated that an essay is an essay that discusses a subject matter based on the author's personal analysis. Thus, the substance of the content of the essay is strongly influenced by the experiences and ideas of its author.

At the college level curriculum (language and literature study program), writing competence is aimed at literary and non-literary types of writing. One of them will be improved through the Writing Criticism and Essay courses for students, especially authorship. In this course, students are expected to be able to identify the characteristics of literary criticism and essays. In addition, students are also expected to be able to explain the principles of writing literary criticism and essays, methods in literary criticism, and make literary criticism and essays.

In line with the above, Teguh (2018) stated that for more than two decades since the 1998 reform until now the growth of literary works in Indonesia has developed so rapidly, but it is not balanced with the growth of literary criticism. This is also in line with research conducted

by Yeni (2015) which states that the development of literary criticism in general is seen as still experiencing a "crisis" both in quality and quantity. The creation and appreciation of cutting-edge literature is currently fertile, but it is not balanced by adequate literary study. This means that the quality of current literary criticism is inadequate. The same opinion was also expressed by Sukarto (2018) who stated that the literary society, namely authors, critics, including people in charge of literary issues, should play a more active role in their world.

In addition, based on the results of observations that the author made to students of Indonesian Language and Literature Education FKIP Unja sixth semester of 2019. As many as 60% stated that this course is the most difficult course and 65% of them have not mastered the material to the fullest. It is undeniable that there are still many people, in this case students who still have difficulty in writing (Putri, Astuti, & Widianingsih, 2021). This is also strengthened by the results of Rahmiati's research (2014) entitled "Analysis of Student International Constraints in Writing Scientific Papers". The results showed that most students have difficulty writing because they are lazy, not confident, do not understand the concept of writing, have difficulty finding ideas, lack of interest in writing activities, and difficulty getting started.

In addition, based on previous teaching experience, students generally find it difficult to produce a creative essay. as well as difficulties in word selection in criticizing a literary work. In addition, based on the interviews of ten authorship students, this is due to the need for time to understand the types of literary criticism and a long time in criticizing activities, while the time provided is limited and plus the choice of words in criticism is difficult.

Several researchers have conducted research on writing criticisms and essays, including Yeni (2015); Murtafi, Nababan, & Djatmika (2017); Teguh (2018), stated that students find it difficult to write criticism in essays. Therefore, they also try to suggest that solving this problem can be improved through developing innovations in learning, through the application of models to through learning media innovations. Media is used to facilitate the delivery of material to students, in this case students (Ismail & Alexandro, 2021). Irawan (2018) revealed that learning media should be adapted to technological advances with the use of computers and internet networks.

Technology can be used to support learning activities such as assessing activities, managing, and creating teaching materials and learning media (Mohd, Shahbodin, & Pee, 2014). Many things can be done easily using these tools, including in creating learning media that can be accessed online. *Online* learning can be done with various applications, for example *e-learning, google meet, zoom*, *youtube*, and so on. These various applications can be used as support in transferring knowledge (Herliandry, Nurhasanah, Suban, & Kuswanto, 2020).

Online learning media, one of which is *youtube* is one of the most popular video sharing services on the internet (Snelson, 2011). One of the benefits of learning with video is that it canprovideaudio-visual representations or events to students. In addition, the use of learning using videos makes the learning atmosphere more innovative, creative, interesting, and not monotonous (Utami & Zanah, 2021). The results of the study (Tohari, & Bachri, 2019) showed that the use of *Youtube* as a learning resource by *utilization* has a positive influence on student learning outcomes.

Based on observations that have been made, the author conducted online media development research *on* the material for writing criticisms and essays in the Indonesian Language and Literature Education Study Program FKIP Jambi University. In developing media, of course, it requires a base or basis. One of the foundations of development, the author chose a contextual approach. Piscayanti (2012) reveals that language learning will be successful if learning is contextual.

Seopinion with Piscayanti, Alwasilah (2011); Rahayu, Lieung, & Purwanty (2020), stated that many students are greatly helped by using a contextual approach. This approach turns programs that do not attract students' attention into dynamic programs that allow students to achieve high standards in learning. The contextual approach is an approach that combines ideas, knowledge with the real world that exists in the student environment. Therefore, this contextual approach emphasizes the ability of students to work together, think critically and creatively, construct, value others, and reflect (Gusriani & Yanti, 2021). In addition, contextual proximity shows the characteristics of mutual support among students, joyful, passionate, integrated, and using various learning resources. Therefore, contextual learning has been established as the basis for development.

In addition, based on the theory, components, characteristics of the contextual approach the author establishes Collaborative, Integrative, Constructivism, as well as Inquiry, Recreation, Production, and Analysis (KIK─IRMA) (Suryani, 2019) as the nature and syntax of the learning model. As for the syntax of this model, it can be described as follows. ***First***, collaborative is a learning method that is applied in the classroom every time a meeting is held. Collaborative is part of the contextual learning component that can motivate students in the form of working together, analyzing materials and examples that are used as the basis for producing writing. ***Second***, integrative is learning that combines various disciplines, namely material content, the context of learning experiences, and the context of learning outcomes that combine cognitive, psychomotor, and affective aspects.

Third, constructivism is the process of compiling or building a new knowledge in a cognitive structure accompanied by experience. ***Fourth***, inquiry is a mental process that gives students the opportunity to assimilate a concept or principle, for example observing,

classifying, making conjectures, explaining, measuring, and making conclusions (Hamalik, 2001). **Fifth,** re-creation comes from the Latin (*ReCreare*) which means to recreate with the aim of generating it back into something new. **Sixth***,* producing writing is a process that a person does in developing an idea or ideas. Furthermore, the **seventh** analysis is the problem-solving process that begins with a hypothesis (conjecture and so on) until it is proven to be true through several certainties (observations, experiments, and so on) (Salim & Salim, 2002). Therefore, the authors establish KIK─IRMA as the basis in this study.

Method

The type of research used is *Research & Development* (R&D). This research procedure uses *the ADDIE* development model. Lee & Owen (2004); Rustandi & Rismayanti (2021) stated that the process of developing the *ADDIE* model starts from *analysis, design, development, implementation,* and *evaluation*. This model demonstrates clear and meticulous steps in producing products and product trials.

The data in this study are data from one-on-one trials and field trials that can be used as a basis for determining the effectiveness of the resulting media. Data sources were obtained from the results of evaluations in field trials to determine the effectiveness of the media developed. Research data is divided into two types of data, namely qualitative and quantitative. Qualitative data is obtained starting from the analysis and student responses to the media. Quantitative data obtained through expert validation results assessing the media developed and the results of student evaluation as users of the developed media. The product trial subjects were Indonesian language and literature education students who contracted courses in writing criticism and essays.

These research instruments are interview guidelines, analytical instruments, expert assessment instruments (media and materials), and users. Interview guidelines are used to obtain complete information about students' needs for learning media for the course of writing criticism and essays. Expert assessment instruments (media and materials) in the form of questionnaires and assessments from users to validate the learning media developed and aim to assess the media developed before being tested. The questionnaire instrument is declared very valid by experts (media and materials) and users.

Data collection techniques will vary according to the wrong formulation and hypothesis. In line with this opinion, Richey & Klein (2009) states "*The data researchers collected depend on the nature of their research quotation and hypotheses*". The data collection techniques used are qualitative and quantitative. Qualitative data are obtained starting from the analysis, and the responses of students and practitioners to the media. Quantitative data is obtained through the validation results of assessing experts and users.

Data processing between one another will differ depending on the approach. Qualitative data are analyzed in a descriptive argumentative manner based on theory to obtain the results of theoretical studies and empirical studies. Quantitative data includes data for the validity and effectiveness of the developed product. To find out the validity of the learning media developed, data is taken from media experts and material experts as well as the validity of users. The results of the validation assessment are processed statistically with tabulation techniques. The formulas used are presented in Table 1.

Table 1 Criteria for achieving Validity

Range		Criteria
0% - 20%	:	Very unworthy/valid to use
21% - 40%	:	Not worth using/valid to use
41% - 60%	:	Quite worthy/valid to use
61% - 80%	:	Worthy/valid to use
81% - 100%	:	Very worthy/valid to use

The effectiveness of the learning media developed is obtained through the analysis of the difference in pretest and posttest values. In this field test stage, researchers used *The One Group Pretest Posttest Design* research model.

The results of cognitive and psychomotor assessments will be processed using the following formula.

Category N-gain

If $g \geq 0.70$, then the resulting N-gain belongs to the high category If $0.7 > g \geq 0.30$, then the resulting N-gain belongs to the medium category If $g , 0.30$, then the resulting N-gain belongs to the weak category.

Results and Discussion

1. Stage Analysis (Analyze)

The initial stage carried out in this study is to analyze the needs consisting of curriculum needs related to learning objectives. Furthermore, an analysis of student characteristics is carried out, an analysis of students' initial abilities, as well as an analysis of facilities, and learning facilities. In line with the description above, the author explains the things analyzed one by one. The description can be detailed as follows.

a. Needs Analysis

1) Curriculum

a) Interview Results of Ten Students

Interviews were conducted on ten students who had contracted courses in writing criticism and essays in 2019. The results of the closed interview obtained results, namely: (1) students stated the importance of the course of writing criticism and essays as one of the

competencies to be taught in the field or school; (2) as many as 70% of students require additional theories or knowledge in the course of writing essay criticism and as many as 30% of students answer unnecessarily; (3) students need methods and approaches in writing essay criticism and its steps; (4) to improve the ability to write an essay as much as 40% of students answer requires good writing examples so that it can be used as a guide in writing, at least understand how to write it so that it is real. As many as 60% of students answered that they needed guidance and motivation from lecturers; (5) as many as 70% of students need coaching in writing essays, while as many as 30% of students answer no; and (6) as many as 70% of students answered that they need attitude coaching such as working together and sharing in groups, 30% answering to work together, be honest, confident, and responsible.

b) Interview Results Related to Curriculum Analysis to Lecturers

The results of the interview were conducted with the lecturer and obtained four interview results. First, the author states the development of students' cognitive abilities while writing essay criticism more broadly. Student cognitive has also not been measured optimally because cognitive tests still range from C1 to C3, and it takes the development of C4-C6 knowledge to increase students' high-level knowledge. Second, the lecturer stated that the psychomotor aspect needs to be improved so that it requires a real model or example to develop student skills so that they reach skills. Third, learning needs to refer to the vision and mission of national education objectives and C4 which is implied in contextual learning, high-level critical thinking, and communication. Last or fourth, learning to write essay criticism already refers to the vision and mission of universities, faculties, and the Indonesian Language and Literature Education Study Program. For this reason, learning is needed which also has the least used selling point in the field.

2) Learning Objectives Analysis

The results of the interview of the lecturer who teaches the essay writing course obtained four results. First, the learning of writing essay criticism is based on the vision and mission of study programs, faculties, universities, and national learning. In this case, students are targeted to be able to master the material of writing essay criticism, in addition to being skilled and have a positive affective in writing essay criticism. Second, the learning program provides an overview of the need to gradually achieve students' cognitive abilities, where students can master theories about essay criticism and the ways that must be mastered to write essay criticism. Third, the learning program provides an overview of the need to gradually achieve students' psychomotor abilities, for psychomotor abilities, the learning objective of writing essay criticism is that students can write good essays. Fourth, the learning program

provides an overview of the need to gradually achieve students' psychomotor abilities. Affective skills, the purpose of learning to write drama scripts is that students should have human values, have academic ethics, be active, react, sportive, committed, responsive, responsible, confident, and cooperative.

3) Student Characteristics Analysis

The results of the analysis of student characteristics based on visual, auditorial, and kinesthetic as follows: (1) belajar through audio salways record the lecture material that is listened to and repeat it at home. When going to the exam, just repeat reading the material (a visual udio) (20%); (2) learning through visuals andgaining knowledge through reading or seeing (30%); (3) Learning through Audiovisual Sciences obtained mainly through audiovisual media (30%); and (4) learning kinetically for interesting learning activities so that real objects are needed as learning aids (20%). Students are accustomed to learning: Overnight Speeding System (SKS) (20%) is effective with planning, starting with knowing the purpose, preparing the right reference or reference book, preparing a concept map, making a summary, managing time. Study in a specific group for a need (40%). Interest in learning to write essay criticism :30% are very interested, 40% are interested, 30% are quite interested. Activity in writing an essay is 20% very active, 30% active, 30% moderately active, and 20% inactive. Exaggeration of individual learning 40% states that learning can be adjusted to the habits and abilities of students. For this requires a good habituation of learning, such as reading, analyzing, getting to writing assignments. As many as 30% answered according to their respective interests and 30% did not give an answer.

4) Initial Capability Analysis

(a) The initial achievement of students in the cognitive field, the lecturer gives an answer: in general, the initial cognitive ability of students to master knowledge about writing essay criticism reaches about 40%, Lecturers tend to convey information in general, so that students read or explore the material individually. Moreover, Lecturers often do Q&A with students. (b) The cognitive abilities of students are not optimal: students have not been able to think critically and think at a high level because the material has not been systematic, and the media has not been interesting. In addition, it has not been able to provoke student motivation to master the learning material for writing essay criticism. (c) Efforts that can be made by lecturers so that student cognitive is good is to motivate students, prepare appropriate learning models or strategies, student view books, lecturer manuals, and learning media. (d) To improve the psychomotor ability of students the better: there is generally the initial ability of students to write essay criticism as one of the course assignments. Lecturers conduct questions and

answers with students on how to write essay criticism. Lecturers do not always provide examples or assignments so that students can observe or analyze the work they will use as an example. Students' skills in writing essay criticism that fit the expected criteria are very tiered, the quality is about 20%, the medium is 40%, and the unqualified is 40%. (e) Capability an Effective: there are generally students taking college seriously about 30% of students are confident in their abilities, 30% are quite confident, and 40% are not confident. Cooperation has not run optimally because it rarely applies group work methods.

5) Analysis of Learning Tools and Resources

(a) Source of teaching materials: book student guide, media learning in the form of *PowerPoint*, video, film, 60%, then magazines, textbooks, libraries, internet, newspapers, and journals 40%. (b) A student's handbook in learning to write essay criticism: 100% of students answer need. (c) Book guidance needed: 80% of students answer manuals that have clear instructions, learning objectives, complete materials, and are systematic. As many as 20% of students answered the existing guidebook there were assignments or questions and a summary. (d) Media needs in learning to write essay criticism: media in learning to write essay criticism. (f) Expected learning media in learning to write essay criticism: media what kind of learning expects in learning to write essay criticism.

b. *Design Stage*

After an analysis of needs (curriculum and objectives), student characteristics, initial abilities, learning resources, and learning facilities. The next step is to design and design a development team, a development schedule, *an online* learning medium for writing essay criticisms, and various required instruments. Each step in implementing online learning media is designed by linking with the components of KIK—IRMA in contextual learning as follows.

(1) Collaborative

Collaborative is an activity that has been prepared by lecturers so that students can work together both classically, large groups and small groups.

(2) Integrative

Integrative is the process of learning or learning materials interrelated with each other and supporting each other.

(3) Constructivism

Constructivism is the cornerstone of contextual approach thinking, student knowledge is built in stages or gradually through the context that exists around it. Students construct their knowledge individually or in groups and not as passive participants who only receive material from lecturers.

(4) Inquiry (Inventing by yourself)

Students observe the problems that surround them, including watching, and reading various play scripts. Students discover creative ideas after the process of observing and analyzing is carried out. Inquiry is the process of discovering one's own knowledge and skills. Lecturers design how students formulate problems, observe, analyze, and communicate.

(5) Re-creation

At this stage, students turn their reading ideas into new ideas that emphasize creativity or produce a new, original idea.

(6) Producing

Producing means that students develop their new ideas into drama script writing. Students write based on the process and dotted with writing criteria.

(7) Analysis

Analysis is a student activity after finishing writing.

c. Development *of* Online Learning Media

Online learning media is one of the products of author development. The media named KIK—IRMA consists of three (3) chapters, namely CHAPTER I contains an introduction, which contains background, juridical, theoretical, and practical foundations. Furthermore, CHAPTER II contains the nature of the KIK—IRMA model, theoretical foundations KIK—IRMA, and the structure or components of the KIK—IRMA model. Furthermore, Chapter III contains cover. This is in line with the theory that a learning model has four characteristics, namely the existence of logical theoretical rationales, the existence of learning objectives, containing teaching behavior, and containing the necessary learning environment. Developing learning media certainly cannot be separated from learning strategies. Branch (2012) suggests that strategy is a series of learning activities from beginning to end. This matter received serious attention in development. At the time of this development, the author validated the media-to-media experts and users, the results are as follows.

(1) Expert validation

At first, the author's learning media is conveyed to the validator so that the validator submits the following comments and suggestions: media learning is already interesting, but some *of the letter slides* are too small to be difficult to read. Then it is recommended to enlarge the letters. Furthermore, the media should use images, settings, and colors that are appropriate or contrast with model books, lecturer manuals, and student manuals. After revision, the results are presented in Table 2.

Table 2 Media Expert Formative Evaluation Data

No	Aspects Evaluated	Percentage Score Respondents
1	Content eligibility	88.88
2	Feasibility of display	92.50
3	Linguistic techniques	90.00
4	Media relevance to the KIK model–IRMA	92.00
5	Learning time	86.67
6	Evaluation of learning	90.00
	Average	90.01

Based on the description in table 2, the aspects validated by experts regarding the media for Learning to Write Drama Scripts are six aspects. After being added up and divided by these six aspects, an average value of 90.01 with a very valid category was obtained.

(2) User Validation

Initially, the author's learning media is conveyed to the validator so that the validator submits the following comments and suggestions: media learning is already interesting, but some *of the letter slides* are too small, making it difficult to read. Then it is recommended to enlarge the letters. Furthermore, the media should use images, settings, and colors that are in line or contrast with model books, lecturer manuals, and student manuals. After revision, the results are presented in Table 3.

Table 3 Formative Evaluation Data on Media by Practitioners

No	Aspects Evaluated	Percentage Score Respondents
1	Content eligibility	91.11
2	Feasibility of display	92.50
3	Linguistic techniques	95.00
4	Media relevance to the KIK-IRMA model	88.00
5	Learning time	86.67
6	Evaluation of learning	90.00
	Average	**90.55**

Based on the description in the table above, the aspects validated by users regarding the media for Learning to Write Drama Scripts are six aspects. After being added up and divided by these six aspects, an average value of 90.55 with a very valid category was obtained.

4. *Implementation* and Evaluation Stages

The implementation and evaluation stage is the stage that connects designers and users directly. The implementation stage contains elements of formative evaluation in the form of one-on-one evaluation and field trials. The results of trials on the implementation of learning models, lecturer manuals, student manuals, and learning media are presented in Table 4.

Table 4 Media Individual Trial Results (One *to One Learners*)

No	Aspects Evaluated	Percentage of Respondent Score			% Average
		1	2	3	
1	Content eligibility	91.11	93.33	91.11	91.85
2	Feasibility of display	90.00	92.50	92.50	91.67
3	Linguistic techniques	90.00	90.00	85.00	89.33
4	The relevance of media to learning models	88.00	88.00	92.00	89.33
5	Learning time	86.67	93.33	93.33	91.11
6	Evaluation of learning	93.00	93.00	93.00	93.00
	Average	89.80	91.69	91.16	91.05

Based on the table 4, after conducting an individual trial of three students who contracted the drama script writing course, it was found that the results of the learning media trial by the first student obtained an average score of 89.80 with a very high category, the second student 91.69 was classified as high, and the third student 91.16 was classified as very high. The average score reached 91.05 with a very high category. The results of the trial are presented in Table 5.

Table 5 Results of Large Group Trials

No	Name	ASPECTS				
		Pretests		Postes		
		Cognitive	Psychomotor	Cognitive	Psychomotor	Affective
1	A1	55	55	85	84	78
2	A2	50	50	85	82	80
3	A3	55	55	83	85	80
4	A4	45	50	83	85	82
5	A5	40	55	83	85	78
6	A6	40	45	83	82	78
7	A7	40	50	80	85	78
8	A8	45	50	85	80	75
9	A9	55	60	80	85	80
10	A10	40	50	80	83	78
11	A11	40	50	85	82	80
12	A12	45	55	80	82	80
13	A13	40	45	80	82	80
14	A14	50	50	82	80	80
15	A15	50	50	80	80	80
16	A16	50	55	78	80	75
17	A17	55	60	82	85	78
18	A18	40	45	80	80	75
19	A19	50	50	80	80	75
20	A20	45	50	80	80	75
21	A21	50	55	80	80	75
22	A22	50	50	82	75	70
23	A23	55	60	82	83	75
24	A24	55	55	80	82	79
25	A25	40	50	75	78	75
26	A26	50	45	83	80	77
	Jumlah	**1230**	**1345**	**2115**	**2124**	**2016**
	Rata-Rata	**47.31**	**51.73**	**81.35**	**81.69**	**77.54**

Data N-Gain Cognitive Aspects of Large Groups

	Cognitive	Psychomotor
N-Gain	0.65	0.62
Category	Keep	Keep

Data are obtained from statistical calculations as follows.

Category N-gain

• If g ≥ 0.70, then the resulting N-gain belongs to the high category.

• If 0.7 g > ≥ 0.30, then the resulting N-gain belongs to the moderate category.

• If g , 0.30, then the resulting N-gain belongs to the weak category.

The learning model that has been developed is further implemented. The implementation was carried out on students of the Indonesian Language and Literature Education study program FKIP Jambi University who contracted courses in writing criticism and essays. The implementation is carried out in two stages, namely individual trials of 3 students and trials or experiments for 26 students.

Based on the above statistical calculations related to cognitive ability, the difference between cognitive ability postes and pretests is 0.65 which is located between 0.30 to 0.70, then N-gain is categorized as moderate. Furthermore, for psychomotor ability, the difference between postes results and pretests is 0.62. This means that for cognitive ability, the effect of applying the KIK Learning Model—IRMA is classified as moderate, while for psychomotor ability the influence is also moderate, namely the N-Gain of 0.62 which is located between 0.03 to 0.70.

Based on the validation results, the learning media developed is classified as very valid where the feasibility aspects of the display and relevation of media with the learning model get the highest percentage, namely 92.50 and 92.00. In general, learning media is classified as an interesting media and gets the impression of being fun and simple so that students do not feel bored in watching videos / learning media. Hal this is in line with the opinion of Yunus, Salehi, & Embi (2012) who argue that media presented with simple color combinations and combined with appropriate images and text can attract the attention of students so that the material or learning objectives are quickly conveyed.

Next is the level of practicality in this study seen from the response of students to learning media. Suryani and Setyawan (2018: 149) explained that this practicality can be interpreted by student perception. This persepsi can be seen based on the questionnaire distributed to students based on the questionnaire, the student response is relatively practical. The average score reached 91.05 with a very high category.

Finally, the level of effectiveness of learning media is seen from the statistical calculation of the difference in student learning outcomes before and after using learning

media. The difference between cognitive ability of postes and pretests is 0.65 which is located between 0.30 to 0.70, then N-gain is categorized as moderate. Furthermore, for psychomotor ability, the difference between postes results and pretests is 0.62. This means that for cognitive ability, the effect of applying the KIK Learning Model─IRMA is classified as moderate, while for psychomotor ability the influence is also moderate, namely the N-gain is 0.62 which is located at 0.03 to 0.70.

Conclusion

Based on the results of research and discussion, several conclusions can be drawn as follows. The validation results of the validators show that *online* media based on the KIK learning model─IRMA on learning to write criticism and essays developed are valid categories in terms of content, appearance, linguistic techniques, relevance of media to the KIK model─IRMA, learning time, and learning evaluation. Online media based on the KIK learning model─IRMA on learning to write criticism and essays is relatively practical to use. This is evidenced by the questionnaire given to students related to the use and person student education with an average of 91.05 with a very high category. *Online* media based on the KIK learning model─IRMA in learning to write criticism and essays is relatively effective to use and can improve students' ability to write criticism and essays after using *online* media because of development. This means that the learning media resulting from the development of researchers has a positive effect on students' writing ability. The increase can be seen from the cognitive ability of postes with pretests of 0.65 located between 0.30 to 0.70, then N-gain is categorized as moderate.

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