



Prezi Media Development With A Metacognitive Approach In The Prose and Fiction Studies Course

Vina Merina Br Sianipar¹, Pontas J. Sitorus², Rolan Manurung³, Francisco Harianto Simanjuntak⁴

Pendidikan Bahasa dan Sastra Indonesia, Universitas HKBP Nommensen, Indonesia

Email: vina.sianipar@uhn.ac.id, pontassitorus@uhn.ac.id, rolan.manurung@uhn.ac.id, franciscoharianto@student.uhn.ac.id

Riwayat Artikel:

Diterima: 10 August 2025

Direvisi: 16 November 2025

Diterbitkan: 13 January 2026

Abstrak

This research is a development research with a modification of the Borg and Gall (2003) R&D model. This research was conducted only in the initial trial revision step (main product revision) because it was limited by time. The purpose of the research was to determine whether Prezi media with a metacognitive approach in the prose and fiction studies course could be understood and experienced improvement. The research subjects were 5th semester students in the Class of 2023 of the Indonesian Language and Literature Education Study Program. The results of the study showed that Prezi media was very good for use in the learning system with an average result of 83,75%..

INTRODUCTION

Prose and fiction studies examine literary works in the form of narrative texts such as short stories and novels. Students' prose and fiction, such as short stories, still use simple and monotonous figurative language, so innovation is needed to make prose and fiction more appealing to readers, such as producing short stories. Furthermore, there is still the use of learning media only in the form of PowerPoint (Susanto et al., 2023) . This is the determinant of researchers to provide innovation in learning by involving digital media, namely Prezi media. Furthermore, in producing narrative works, students will be given changes in learning by using a metacognitive approach and involving *Prezi media* to reduce learning that is still conventional. Through a metacognitive approach, students will focus on *planning, monitoring, controlling, and evaluating* (Pertiwi et al., 2022) . This will make the results of fictional prose works more interesting and strengthen students' imagination. In addition, by using Prezi media, students will certainly be invited to be more creative in thinking because Prezi media provides illustrations of material explanations with images, videos, and more interactive and dynamic material explanations (Vidiasti, 2019) . The

development of Prezi media will certainly support learning innovation in the digital era 5.0, of course, validation will be carried out first on the media, the material to see the feasibility by experts so that it can implement digital learning continuously.

The Prezi media application is a web software application that provides opportunities for interactive and innovative material delivery. The use of *Prezi* in learning will help students more easily understand more visual material (Melianda et al., 2024) . In addition, Prezi media will make it easier for students to be creative because it provides a systematic and structured presentation object for fictional prose (Febrianto & Rais, 2017) . This shows that students will more easily convey their imaginative ideas widely, both presented through videos and images with narrative text. Basically, students can produce prose and fiction, namely short stories. However, after observation, the results are still inadequate with the use of monotonous and less imaginative storylines. In fact, in the introduction of the storyline, it is still with the sentence "one day (Setiadi, M. Sholihun, & Nurma Yuwita, 2020), I saw the light of dew, and I got out of bed" of course this must be changed with a metacognitive approach. In this thinking process, it will direct students in controlling their learning from planning to evaluating (Listiana et al., 2019) . This means that students will be more selective and critical in conveying their imaginative ideas in producing prose and fiction. Making modifications in classroom learning will have a positive impact on students because the digital innovation system applied will create enthusiasm and innovation. (Aliyah, 2018) Basically, to build students' critical thinking skills, activating their metacognition will certainly show changes. In fact, it will make students more competent in producing works. Considering that the study of fictional prose produces more imaginative narrative texts. The metacognitive approach strategy by involving Prezi media certainly provides an opportunity for conventional learning styles and systems to be forgotten. (Huda & Widayati, 2013) Thus, student activities in studying fictional prose are covered with theory, analysis, reviewing, determining or obtaining certain values still do not meet the appropriate requirements for fictional prose, making it difficult to interpret fictional prose in learning. Based on this, researchers together with students will integrate critical understanding to achieve good prose and fiction results. Furthermore, (Thaba et al., 2021) stated that, despite being an imaginative work, fictional prose does not emerge from a void devoid of meaning, allowing for greater freedom in conveying feelings and ideas. Furthermore, the use of Prezi will involve the development of digital media in collaboration with a metacognitive approach. This will undoubtedly change the delivery system for students (Iman et al., 2019) . This is because the curriculum in this seat is already dominated by the digital era. The development also involves material and media validation (Siswati, Hariyadi, & Corebima, 2020).

Novelty is a new discovery or renewal in research. This means that novelty is how researchers in their research find new knowledge, information, and methods from previous research (Listiana et al., 2019). Based on previous research, the novelty of this research lies in the level of development of Prezi media based on a metacognitive approach in the study of prose and fiction as the object of research. Previous studies focused on understanding the use of Prezi media, but this study takes the object of innovative work in the study of prose and fiction that is important for students by conducting material feasibility tests and validation by media experts (Pertiwi et al., 2022).

RESEARCH METHODS

Research and development is a research method for developing and testing new products or improving existing products (Sugiyono, 2019) . Research and development is a type of research that is useful for producing [hardware products](#). and [software](#) through [methods](#) and carried out through [needs analysis](#) . After the needs analysis process, the development process is carried out and then ends with an [evaluation process](#). (Supriyono, 2022) . The method used in this development research is through the following flow diagram:

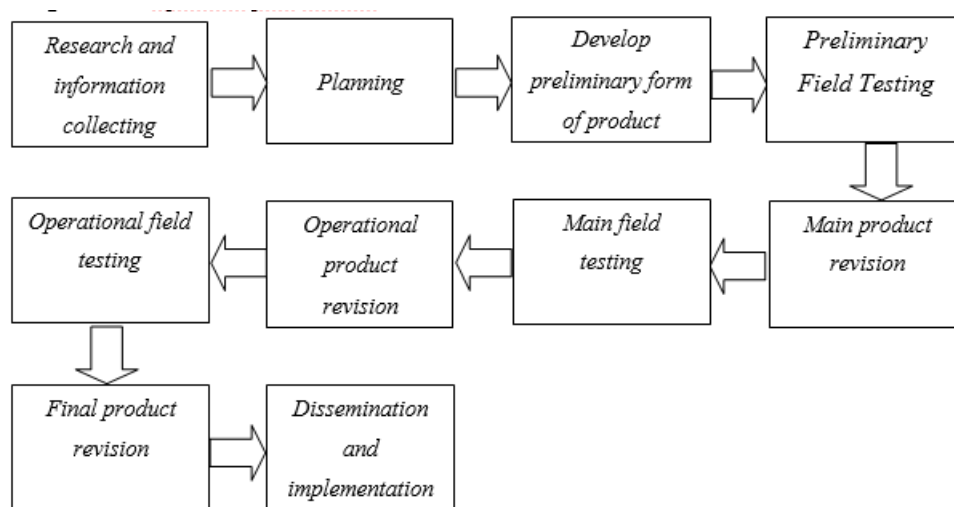


Figure 1. Flowchart

This research has steps to develop the Borg and Gall model, as follows :

1. Preliminary study (*Research and information collecting*)
2. This step includes analyzing student needs for the learning media available at the faculty. Students who require additional learning media will need to develop new learning media. Learning media development needs to be tailored

to student characteristics. Therefore, media development requires conducting small-scale research to gain insights into the product before it is used.

3. Planning
4. This step includes planning the learning media to be developed, both in terms of costs and the time required for development. The team does this by dividing tasks among the groups to expedite the development of the Prezi media to be used.
5. Design Development (*Develop Preliminary of Product*)
6. This step includes determining the design of the product to be developed, as well as the resources and infrastructure needed to develop the learning media, particularly by incorporating a metacognitive approach. This allows the team to involve students as members who will assist in the media design process.
7. Preliminary *Field* Testing
8. This step includes validity tests conducted by validators. This study included three validation tests and an initial trial on 32 students from Group A, the 2023 academic year.
9. Main *Product* Revision
10. This step includes improving Prezi media based on *a metacognitive approach* based on criticism and suggestions provided by the validators.

RESULTS AND DISCUSSION

The Rezi media application is a web software application that provides opportunities for interactive and innovative material delivery. The use of *Prezi* in learning will help students more easily understand more visual material. In addition, *Prezi* media will make it easier for students to be creative because it provides a presentation object for fictional prose results in a systematic and structured manner. This shows that students will more easily convey their imaginative ideas broadly, whether presented through videos or images with narrative text. Basically, students can produce prose and fiction, namely short stories. However, after observation, the results are still inadequate with the use of monotonous and less imaginative storylines. In fact, in the introduction of the storyline, it still uses the sentence "one day, I saw the light of dew, and I got out of bed" of course this must be changed with a metacognitive approach (Suryaningtyas & Setyaningrum, 2020). In this thinking process, it will direct students in controlling their learning from planning to evaluating. This means that students will be more selective and critical in conveying their imaginative ideas in producing prose and fiction. Modifying classroom learning will have a positive impact on students because the digital innovation system applied will create enthusiasm and innovation. Essentially, to develop students' critical thinking skills, activating their metacognition will certainly show changes. In fact, it

will make students more competent in producing works. Considering that the study of fictional prose produces more imaginative narrative texts, the metacognitive approach strategy involving Prezi media certainly provides an opportunity for conventional learning styles and systems to be forgotten. Thus, student activities in studying fictional prose are covered with theory, analysis, review, determining or obtaining certain values still do not meet the requirements of appropriate fictional prose, making it difficult to interpret fictional prose in learning. Based on this, researchers, together with students, will integrate critical understanding to achieve good prose and fiction results. Furthermore, it is said that although as an imaginative work, fictional prose will not be born from a vacuum without meaning, so it can more freely express feelings and ideas. Then, in the use of Prezi media, digital media will be developed in collaboration with a metacognitive approach, certainly this will change the system of delivering material to students. Given that the curriculum in this seat is increasingly dominated by the digital era, the development also involved material and media validation (Zulfikar & Masni, 2021).

This study involved 32 third-semester students from the Indonesian Language and Literature Education Study Program at HKBP Nommensen University. The data and findings in the research field are known as follows: The development of Prezi media with a metacognitive approach in the fictional prose study course was carried out in accordance with the Borg and Gall development model. The advantage of Prezi presentation media is the zoomable canvas so that it can focus the slide on each sentence with quite dynamic and varied slide movements. In addition, by involving a metacognitive approach, it can help students' critical thinking skills in expressing ideas and thoughts in works poured into prose. In this case, it can be interpreted that with a metacognitive approach, students will have an awareness of their abilities and skills.

This research was limited to the product trial stage with fifth-semester students in the 2023 academic year. Validation of the Prezi learning media was conducted by experts, including material experts and media experts. Validation was conducted by administering an instrument with a score of 1-5.

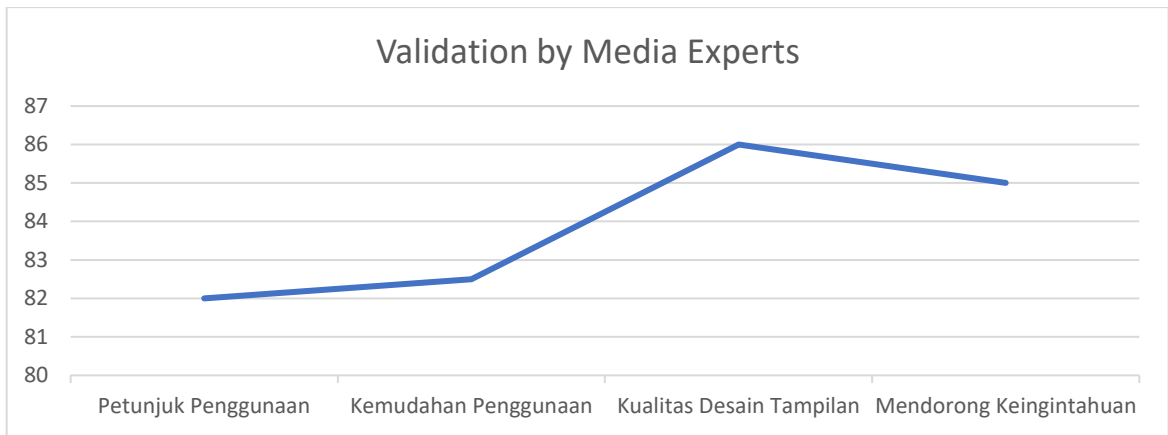


Figure 2. Prezi Media Feasibility Validation Results by Media Experts



Figure 3. Prezi Media Feasibility Validation Results by Material Experts

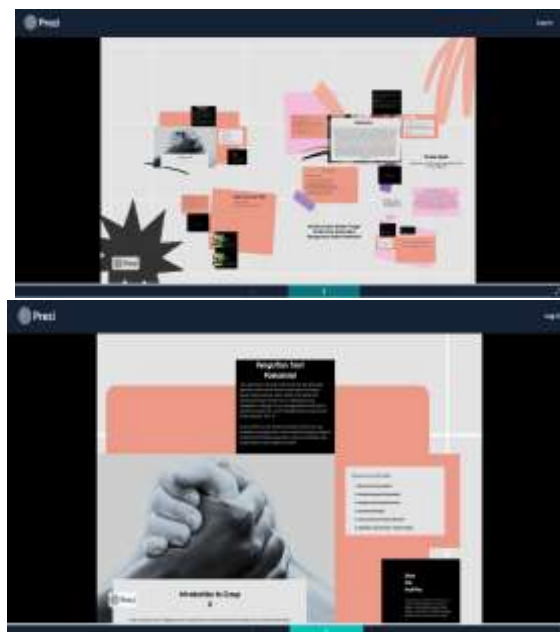


Figure 4. Use of Prezi Media

Table 1. Product Validation by Experts

No.	Aspect	Presentation	Category
1	Material	83.6%	Worthy
2	Media	83.9%	Worthy
Average		83.75%	Worthy

Validation by material experts obtained a very good criteria with a percentage of 83.6%. At this stage, it can be concluded that the use of Prezi media has provided relevant and accurate information delivery so that students can more easily understand the meaning of the educator's delivery. In addition, the delivery of the material also has appropriate and systematic indicators so that students do not experience difficulties, and does not raise questions about what should be learned. In fact, in the presentation of the material also does not use conventional themes so there is a change in the style of delivery of the material to be more interesting (Fasha, Johar, & Ikhsan, 2018). The language rules in the material are also not free from the educator's observation to facilitate student understanding (Faidati, 2019).

Validation by media experts yielded a very good score of 83.9%. These results indicate that the media design is engaging and able to engage students in understanding the learning material, combined with a variety of images, models, and presentations. Furthermore, the use of subdued colors makes the presentation of material using Prezi more conducive.

The product trial was conducted by 32 students, and received a very good score of 83.75%. This indicates that Prezi media with a metacognitive approach is effective. It is suitable for use in learning prose and fiction. The advantages of Prezi learning media include connecting and reinforcing theory with navigation displays, zooming, images, and animated videos, which can increase students' enthusiasm for learning through interactive media, making it easier for students to understand, learn more actively, and be motivated (Rahmadani, 2018).

Based on the results of product trials, it is proven that the metacognitive approach refers to the ability of students to think about their thinking process (*thinking about thinking*) (Livingston, 1997). The thinking process leads to in-depth learning, how students learn, control the learning process starting from planning actions, determining appropriate strategies according to the problems faced, then monitoring progress in learning and correcting errors and analyzing the concepts and strategies determined. With metacognitive students are able to build their own

knowledge, determine strategies to be used to solve problems, and are able to control learning outcomes (Lestari, Nindiasari, & Fatah, 2019).

Furthermore, by involving technological media, namely Prezi media, the combination of IT and Approach can perfect the delivery of material so that the work produced in the Prose and Fiction Study material is more optimal and students become more creative and innovative in conveying imaginative ideas in their works.

CONCLUSION

Based on the results of the initial trial revision (*main product revision*), it can be concluded that the Prezi learning media with a metacognitive approach is categorized as "Feasible". This is in accordance with the results of 2 validator experts, namely material experts with an average of 83.6 and media experts with an average of 83.9. The results of the two validator experts, the total average value is 83.75%. Therefore, the Prezi learning media can support the learning and teaching process well in the classroom with a collaborative metacognitive approach. However, not only on the approach, future researchers are also expected to collaborate more in using various models and media so as to help students' activeness in capturing learning information

REFERENSI

- Aliyah, A. (2018). Penerapan Metakognitif Sebagai Strategi Pembelajaran Mandiri Siswa Dalam Pembelajaran Bahasa Arab. *Alfazuna: Jurnal Pembelajaran Bahasa Arab Dan Kebahasaan*, 2(2), 176–191. <https://doi.org/10.15642/Alfazuna.V2i2.254>
- Faidati, L. (2019). *Pengaruh Penerapan Strategi Metakognitif Tipe Ideal Dan Pq4r Terhadap Hasil Belajar Matematika Siswa*. Uin Sunan Ampel Surabaya. Opgehaal Van <http://digilib.uinsby.ac.id/id/eprint/38356>
- Fasha, A., Johar, R., & Ikhsan, M. (2018). Peningkatan Kemampuan Pemecahan Masalah Dan Berpikir Kritis Matematis Siswa Melalui Pendekatan Metakognitif. *Jurnal Didaktik Matematika*, 5(2), 53–64.
- Febrianto, & Rais, N. (2017). Analisis Penerapan Media Pembelajaran Prezi Terhadap Hasil Belajar Siswa Kelas X Tphp Pada Mata Pelajaran Pengendalian Mutu Dalam Proses Pengolahan Di Smk Negeri 3 Takalar Analysis Of Prezi Learning Media Applications To Learning Results Student Class X T. *Jurnal Pendidikan Teknologi Pertanian*, 3, 42–48.
- Huda, Y. N., & Widayati, E. S. (2013). *Pengembangan Media Pembelajaran Berbasis Multimedia Pada Materi Memproduksi Pementasan Drama Untuk Kelas Xi Sma (The Development Of Learning Media Based On Multimedia With The Material Of Producing Drama For Xi Class)*. 19–25.

- Iman, F., Faoji Anwar, I., Junita Harahap, L., Ningsih, S., Miarsyah, M., & Hendi Ristanto, R. (2019). Pengembangan Media Pembelajaran Prezi Berbasis Mnemonic Pada Materi Klasifikasi Makhluk Hidup. *Biosfer : Jurnal Biologi Dan Pendidikan Biologi*, 4(1). <https://doi.org/10.23969/Biosfer.V4i1.1356>
- Lestari, Nindiasari, & Fatah. (2019). Penerapan Pendekatan Metakognitif Untuk Meningkatkan Kemampuan Berpikir Kritis Matematis Siswa Sma Ditinjau Dari Tahap Perkembangan Kognitif. *Jurnal Pendidikan Matematika*, 3, 134–145.
- Listiana, L., Daesusi, R., & Soemantri, S. (2019). Peranan Metakognitif Dalam Pembelajaran Dan Pengajaran Biologi Di Kelas. *Symposium Of Biology Education (Symbion)*, 2(1), 8–19. <https://doi.org/10.26555/Symbion.3504>
- Melianda, O., Rustinar, E., & Asmara, A. (2024). Penggunaan Media Teknologi Digital Prezi Sebagai Bahan Ajar Bahasa Indonesia Dengan Tema Teks Biografi Di Kelas X Man 2 Kepahiang Untuk Meningkatkan Pembelajaran Bahasa Indonesia. *Indo-Mathedu Intellectuals Journal*, 5(4), 5239–5245. <https://doi.org/10.54373/Imej.V5i4.1575>
- Pertiwi, P. D., Pujiastuti, H., & Fathurohman, M. (2022). Implementasi Pendekatan Metakognitif Dalam Pembelajaran Matematika: Systematic Literature Review. *Edukatif: Jurnal Ilmu Pendidikan*, 4(6), 7904–7918. <https://doi.org/10.31004/Edukatif.V4i6.4285>
- Rahmadani, S. (2018). *Pengaruh Strategi Pembelajaran (Preview, Question, Read, Reflect, Recite, Review) Pq4r Terhadap Keterampilan Metakognitif Peserta Didik*. Jakarta: Fitk Uin Syarif Hidayatullah Jakarta. Opgehaal Van <https://repository.uinjkt.ac.id/dspace/handle/123456789/51547>
- Setiadi, G., M. Sholihun, & Nurma Yuwita. (2020). Peranan Guru Bimbingan Konseling Dalam Memotivasi Peserta Didik Selama Masa Pandemi Covid-19 Di Sma Darut Taqwa Pasuruan. *Al-Isyrof: Jurnal Bimbingan Konseling Islam*, 2(2), 89–107. <https://doi.org/10.51339/Isyrof.V2i2.224>
- Siswati, B. H., Hariyadi, S., & Corebima, A. D. (2020). Hubungan Antara Berpikir Kritis Dan Metakognitif Terhadap Hasil Belajar Mahasiswa Biologi Dengan Penerapan Model Pembelajaran Rwr. *Lensa (Lentera Sains): Jurnal Pendidikan Ipa*, 10(2), 74–82. <https://doi.org/10.24929/Lensa.V10i2.110>
- Sugiyono. (2019). *Metode Penelitian Dan Pengembangan R&B*.
- Supriyono, S. (2022). Development In Education : Model Borg & Gall. *Reaseachgate*, (May), 10. <https://doi.org/10.13140/Rg.2.2.10113.94566>
- Suryaningtyas, S., & Setyaningrum, W. (2020). Analisis Kemampuan Metakognitif Siswa Sma Kelas Xi Program Ipa Dalam Pemecahan Masalah Matematika. *Jurnal Riset Pendidikan Matematika*, 7(1), 74–87.

<https://doi.org/10.21831/jrpm.v7i1.16049>

Susanto, J., Haryadi, J., Aunnurahman, A., & Halida, H. (2023). Penggunaan Media Prezi Pada Proses Pembelajaran Siswa Sma. *Educatio*, 18(2), 273–280. <https://doi.org/10.29408/Edc.V18i2.24266>

Thaba, A., Karim Mahmut, A., Swadaya Penelitian Dan Pengembangan Pendidikan Lsp, L., & Selatan, S. (2021). Pengembangan Bahan Ajar Kajian Prosa Fiksi Untuk Perguruan Tinggi Berbasis Mobile Learning. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 6(September), 89–94.

Vidiasti, N. (2019). Pengembangan Media Pembelajaran Interaktif Prezi Pada Mata Pelajaran Teknologi Informasi Dan Komunikasi (Tik) Kelas Xi Di Sman 1 Pakel. *Joeict*, 3(1), 88 – 94.

Zulfikar, R. N., & Masni, E. D. (2021). Analisis Strategi Metakognitif Siswa Dalam Memahami Dan Menyelesaikan Sistem Persamaan Linear Dua Variabel Ditinjau Dari Perbedaan Gender. *Edumatsains : Jurnal Pendidikan, Matematika Dan Sains*, 6(1), 1–16. <https://doi.org/10.33541/Edumatsains.V6i1.2304>