

PRACTICALITY OF COMIC LEARNING MEDIA AS A SUPPLEMENT TO THE WEBTOON-BASED RELIGIOUS MODERATION

**Mery Berlian¹, Rian Vebrianto^{2*}, Musa Thahir², Miftah
Audhiha²**

*¹Faculty of Science and Technology, Universitas Terbuka
(INDONESIA)*

*²Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri
Sultan Syarif Kasim Riau (INDONESIA)*

**Corresponding author: mery@ecampus.ut.ac.id*

Abstract

This research was carried out aiming to analyse the practicality of webtoon-based comic learning media as a supplement to religious moderation among educators and students. This research employed Research and Development (R&D) method by using the ADDIE model. The subjects involved in the webtoon-based comic media trial were 573 respondents consisting of 140 educators and 533 students. Furthermore, the research data were obtained through questionnaires which were distributed to the research subjects via a google form. The data obtained were further analysed using the percentage formula to determine the practicality of the webtoon-based comic learning media that has been developed. The findings revealed that the webtoon-based comic learning media was considered very practical by 86.9% of the educators and practical by 84.49% of students. Based on the results obtained, it can be concluded that the comic learning media is practical as a supplement to webtoon-based religious moderation. Therefore, webtoon-based comic media can be implemented as a support for understanding religious moderation.

Keywords: ADDIE model, comic learning, research and development, religious moderation, webtoon-based comic.

1 INTRODUCTION

Religious moderation is an understanding that must be owned by all individuals, particularly in Indonesia country, because Indonesia is a country with a lot of diversity ranging from ethnicity, religion, culture, race, and others [1]. Such diversity requires all individuals to understand how to respect and how to tolerate each other without destroying others' faith or belief. For example, is in terms of Islam. Islam teaches its adherents to respect each other and love fellow human beings even though they are from different religions. However, there are rules that Islam adherents must understand. This concerns the things that should not be tolerated in Islam such as helping people in committing sins, destroying faith, mixing rights and falsehood, as well as congratulating and attending non-Muslim religious celebrations days [2]. Lack of individual understanding of religious moderation causes many people to fall into evil and cause conflict between individuals.

Conflict often occurs between religious communities. One of the examples is the dispute that occurred in Tolikara, Papua where worshipers were dispersed during their worshipping by other religious groups, causing such great conflicts. This indicates that the tolerance attitude in Indonesia is still low [3]. Another dispute that occurred is a dispute that has recently occurred during this pandemic where many people prioritize their personal interests over common interests. Islam teaches about applying solutions such as worshipping at home since the worship places are closed during pandemic. However, there are still many people who carry out worship in the worship places of each religion. This indicates that the understanding of moderation religious community during the pandemic is very critical [4]. Therefore, it is urgent to fix this critical understanding of individual religious moderation.

Therefore, based on the understanding issues that have been described above, then the understanding of religious moderation needs to be taught to individuals from school age so that students will have provisions and characters who understand religion and

understand how to behave towards other individuals who have different religion, ethnicity, culture, nation, state, etc. As a supporter to teach the understanding of religious moderation to students or other individuals, the researchers developed a webtoon-based comic media so that all students or other individuals can be assisted in understanding religious moderation. The comic media that has been developed by the researcher can be accessed easily via Android or PC. Before distributing the media that has been developed, the validity of the media certainly should be measured. In this case, the webtoon-based comic media that has been developed has met the validity criteria of 93.1%, thus it is categorized as very valid. Furthermore, in order for the comic media developed to be truly effective in increasing the understanding of religious moderation, it is necessary to measure the practicality level of the media.

Many studies have been carried out on measuring the practicality of a media, one of which is a study conducted by Varol & Söylemez that has developed jobsheet media which is easy to use and encourages students to learn more actively and independently [5]. Additionally, another research conducted by Rahayu & Kuswanto revealed that 100% of the students were interested in using comic media due to its attractive design, while the ease of material in the media obtained a percentage of 91.74% [6]. Furthermore, the research performed by Firdaus & Wilujeng found that the LKPD developed obtained a good response from students, proven by the average response results obtained of 41.6, which is categorized as good [7]. Based on those previous studies, it can be seen that through the media practicality level measurement, the strength and weakness of the media as well as the users' response towards the media can be obtained. It is conducted because the purpose of developing a product is to provide assistance to users, so it is necessary to conduct trials to determine the practicality level of the comic media that has been developed.

Based on the description above, the researcher is interested in conducting further research to measure the practicality level of the webtoon-based comic media that has been developed by the

researcher. Compared to the previous research, the novelty of the current research is that researchers measured the practicality level of a webtoon-based comic media based on the practicality assessments from the educators and students. Furthermore, the media developed focused on material related to religious moderation consisting of 6 themes. The results of the practicality of webtoon-based comic media can be further employed as a reference for educators or further researchers to determine practical and efficient media that can be used in learning. By using practical and efficient media, it will help teachers explain the learning materials and make students understand the learning materials faster [8][6].

2 METHODOLOGY

This study was conducted through Research and Development (R&D) method using the ADDIE model which consists of 5 stages, those are Analysis, Design, Development, Implementation, and Evaluation [9]. This study focused on analysing the practicality of online webtoon-based comics that have been developed. Furthermore, 573 respondents were involved as the research sample to measure the practicality level of the media developed. Among these respondents, 140 were educators and 433 were students. Data on practicality were obtained from questionnaires that were distributed to educators and students in terms of 5 aspects, those are the aspects of ease of use, presentation, readability, efficiency, and effectiveness. The data obtained were further analysed using the percentage formula Equation (1) [9].

$$\text{Percentage} = \frac{\text{score obtained}}{\text{maximum score}} \times 100\% \quad (1)$$

The percentage results obtained were then interpreted to determine the practicality level of the developed webtoon-based comic media. **Table. 1** presents the criteria for the practicality of the developed media [10].

Table 1. *Criteria of Developed Media Practicality Level*



Percentage	Criteria
85.01%-100%	Very Practical
70.01%-85%	Practical
50.01%-70%	Less Practical
0.10%-50%	Not Practical

The webtoon-based comic media that has been developed by the researcher is declared practical if the average percentage obtained is 70.01% - 100%. If the results obtained are below the specified criteria, then the webtoon-based comic media is not practical to be used in learning.

3 RESULTS

In the previous stage, the researcher has carried out a validity test that was conducted by the experts to determine the validity level of the developed webtoon-based comic media. The overall validity results obtained 93.1%, which is categorized as very valid. Thus, webtoon-based comic media needs to be further analysed based on the practicality level so that the learning media developed becomes more perfect. **Table. 2** presents the results of learning media designs that have been declared valid by the experts.

Table 2. Webtoon-Based Comic Media Design that has been declared valid

No	Media Design	Description
1	 <p>YIP, KAN SUNGUTNYA MERANGS REK- BERTU MEMERIKSAKAN KESEKIANJIAN WANGI ADA DI BUKU, CONTOH ADA KAWA DI BUKU BIOLOGI!</p> <p>SEMAU, KARENA ITU PAKA ULAMA MENGE- KADI LAIN TERANG HUKUM MENRANGS MAMULU HODUP IN!</p> <p>INHERNYA, SELASI GAMBAG ITU BANYAK MEMONTANG- KAN BANGGUT WANGI BANG, MAKA GAMBAG ITU HUKUM- PWA BOLEK. ITU LAH SALAH SATU CONTOH SIKAP WANGI MODERAT</p>	<p>The material discussed in the comic is about the law of drawing living things. The comic describes the laws and opinions of Muslim scholars (ulama) regarding drawing a living creature. At the end of the story, it explains the understanding of drawing a living creature which is allowed based on the benefits of the image. In addition, the comic material also provides examples of moderate attitude.</p>
2	 <p>UDAH PASTI SUSAN KANG MUNDINGN BISA KITA MEMERIKSAKAN, MARUKI TETAP ADA PELELI GAMBAG</p> <p>IYA TUBA YA, BENER BANGET RUS</p> <p>MAH, OLEH KARENA ITU PAKA ULAMA MENRANGSIL DALAM TUNDAH BANYAK GAMBAG DENGAN TUDJAN WANGI BISA BOLEK DISUNAKAN</p> <p>OOO, KETU, TON</p> <p>DALAM TUNDAH ITU LAH KONDISI DIKANG DIBAGI WANGI RAKAWA MODERAT IYA, SENGISA KANGI RIBETI DENGAN PENTELASAN KU IYA</p> <p>RIBETI KOK RUS, THANKS WANGI</p>	<p>The material discussed in the comic is about the concept of moderate as well as an explanation of moderate complemented with examples so that readers better understand what moderate is like.</p>


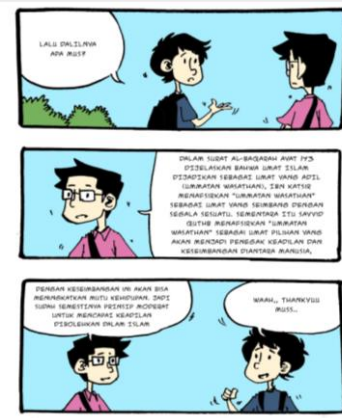
No	Media Design	Description
3	 <p>VA KALAU ACTION SESUAINYA MENYERUPAKAN MANUSIA HIDUP SEPERTI MANUSIA ATAU HEWAN ITU DA BOLEH, TERLEBIH LAZIM DATUNG HEWAN, BANYAK RUCUHADAT IVA, SALAH SATUNYA PALINGKAT DA MAU MANUSIA KE SUKMA KITA</p> <p>TAPI KALAU ACTION SESUAINYA CUMA SIBOT, ATAU NAIKINAN?</p> <p>HAH, KALAU ITU MAISH BOLEH, KADENA SATUNYANVA ITU SEBABAT MANEMAN, PADU ZAKAN NABE SUKA ADA SAHABAT VAND MENEMBEI ANAKNYA MATEMAN KUDU-NIDMAN, DAN ITU DEBOLEHMAN NABE MUHAMMAD SAW</p>	<p>The material in the comics explains the examples that can be moderated and examples that cannot be moderated. Therefore, readers can compare what can be done and which absolute laws that cannot be done.</p>
4	 <p>LALU DALILNYA ADA BUKTI?</p> <p>DALIL BUKTI AL-BADRAN ADIT PDS DITULAKAN BANYU URAT ISLAM DITUNJUKAN SEBAB URAT VAND URUKATAN UKHUWATHAN, IEN KATIG MENEMBEIKAN "UKHUWATHAN" SEBAB URAT VAND SEBABAD DUNDAN SEBILA SEBUTU, SEBANYAK ITU UYUFD BUTHE MENEMBEIKAN "UKHUWATHAN" SEBAB URAT URUKAN VAND ANAN MENEMBEI PEREMAN SEBILAN DAN KESEIMBANGAN DIANTER MANUSIA,</p> <p>PERMAN KESEIMBANGAN HU ANAN BISA MENEMBEIKAN MUDI KESEIMBAPAN DITIG UYUFD KESEIMBAPAN SEBUTU MENEMBEI UNTUK MENEMBEI KEADILAN DITUNJUKAN DALIL ISLAM</p> <p>WAHA, THANKYUU BUKTI...</p>	<p>The material in the comics explains the arguments (dalil) of the Qur'an regarding moderation. These arguments are included so that readers know that the foundation of moderation is provided in the Qur'an.</p>

Table 3. *Practicality Results of Online Comic by Educators*

No	Aspect	Percentage (%)	Category
1	Aspect of ease of use	87.96%	Very Practical
2	Aspect of presentation	87.60%	Very Practical
3	Aspect of readability	87.07%	Very Practical
4	Aspect of Efficiency	86.20%	Very Practical
5	Aspect of Effectiveness	85.97%	Very Practical
Average		86.96%	Very Practical

Table. 2 informs that the webtoon-based comic learning media which was declared valid by the experts had 6 themes, those are the law of drawing living creatures, the basic concept of moderate, the examples of moderate action, the arguments (dalil) of moderate, the characteristics of moderate in Islam, and the examples of moderation. The story used in this comic is in the form of a dialogue text played by 2 characters, namely Musa and Alif. Since this online comic learning media has been declared valid by the expert, then the next step is to test the practicality of the webtoon-based comic media developed. The level of practicality of comics is viewed from 5 aspects, those are the aspect of ease of use, aspect of the presentation, aspect of readability, aspect of efficiency, and aspect of effectiveness. The results of the trial of webtoon-based comics found that the practicality of webtoon-based comic media was assessed by educators and students. **Tables. 3** and **Tables. 4** present the results of the practicality of the media in terms of educators and students.

Table 4. *Practicality Results of Online Comic by Students*

No	Aspect	Percentage (%)	Category
1	Aspect of ease of use	85.13%	Very Practical
2	Aspect of presentation	85.17%	Very Practical
3	Aspect of readability	84.45%	Practical
4	Aspect of Efficiency	83.33%	Practical
5	Aspect of Effectiveness	84.41%	Practical
Average		84,49%	“Practical”

Based on the data analysis that has been performed, it revealed that online comic media has been declared very practical by educators and practical by students. The practicality level was measured based on 5 aspects, those are aspect of ease of use, aspect of presentation, aspect of readability, aspect of efficiency, and aspect of effectiveness. On average, these five aspects obtained percentage results of 86.96% from the educators and 84.49% from the students. The results obtained are in accordance with the research previously conducted by Wati et al., that a media is considered practical if the percentage average obtained was 70.01%-85% and the media is considered very practical if the percentage has an average of 85.01%-100% [11]. Furthermore, Khairi also revealed that in measuring the practicality of a media, it is necessary to evaluate aspects of the ease of using media, aspects of time efficiency, conformity with the material, attractiveness, and its ability to be used as an independent learning media [12]. Furthermore, Muharni et al., strengthen the results of the current study that in conducting a practical assessment, it is necessary to review aspects of readability, appearance, presentation, and effectiveness of media use [13].

The first aspect assessed on practicality is the ease of use. This aspect obtained an average percentage of 87.96% from the educators and categorized as very practical and 85.13% from the students and

categorized as very practical as well. The results of the study are in line with Safitri et al., that the media can be considered practical if the media developed is easy to use during the learning process [14]. Furthermore, Ayu & Fauzi revealed that the convenience of media refers to the convenience for users, both teachers and students [15]. For teachers, the convenience obtained from media allows them to easily manage, direct, increase activities as well as develop the students' scientific attitudes and understanding. As for students, the convenience obtained from a media refers to the easiness to understand the material, interesting and able to assist the students in improving students' understanding of learning materials. Furthermore, Supratman & Purwaningtias also revealed that media can be considered easy if the media developed is easy to access anytime and anywhere and it is easy for users to understand the information contained in a media [16].

The second aspect is the presentation aspect. This aspect obtained percentage of 87.60% from the students, thus considered very practical and 85.17% from students thus considered very practical. Presentation is one of the most important aspects in a media. An attractive presentation of media will make users interested in seeing the developed media. The presentation component that needs to be considered is a color selection [17]. In this study, researchers used blue as the background color for comics. According to Masturah et al., the use of blue in the media will give the impression of a cool taste in the media [18]. Furthermore, Arliza et al., also revealed that the selection of font types, and the size of the writing needs to be considered in a learning media so that users are not confused in reading the writings on the media [19].

The third aspect is the aspect of readability. In the aspect of readability, the percentage obtained was 87.07% which is considered very practical by the educators, and 84.45% which is considered practical by the students. According to Ramdani et al., the readability of a media can be measured through several aspects, those are the use of language that is easily understood by users and using terms

that are easily understood by users [20]. Furthermore, Aslamiyah et al., also revealed that in developing a language learning media used must be in accordance with the development of students or intended users so that the media developed has benefits for users [21].

The fourth aspect is the aspect of efficiency. In the aspect of efficiency, the percentage obtained was 86.20% from the educators, categorized very practical, and 83.33% from the students and categorized practical. According to Hakim et al., learning media is efficient if it can shorten the time in explaining the learning material [22]. In addition, Achmad et al., [23] also claimed that learning media is efficient if it is able to help students understand learning materials more quickly [23]. Furthermore, Shodiq & Zainiyati revealed that learning media is efficient if it can stimulate students' curiosity and activity in the learning process [24].

The fifth aspect is the aspect of effectiveness. This aspect obtained a percentage of 85.97% from the educators and was categorized as very practical. In addition, it also obtained 84.41% from the students and categorized practical. According to Srimaya, learning media is effective if the media developed can motivate students in learning [25]. In line with this, Diah & Nita also revealed that learning media is effective if the media that has been developed can improve students' understanding [26]. Furthermore, through another research, Khulsum et al., claimed that the learning media effectivity works when the desired goal is achieved maximally [27].

4 CONCLUSION

Based on the results and discussion that have been described above, it can be concluded that the comic learning media is considered practical as a supplement to religious moderation by educators and students. In this case, the practicality of webtoon-based comic media was measured in terms of 5 aspects. The first aspect is the ease-of-use aspect which obtained 87.96% from educators and 85.13% from students. The second aspect is presentation which obtained 87.60% from educators and 85.14% from students. The third aspect is

readability which obtained 87.07% from educators and 84.45% from students. The fourth aspect is efficiency which obtained 86.20% from educators and 83.33% from students. The fifth aspect is effectiveness which obtained 85.97% from educators and 84.41% from students. From these 5 aspects, the level of practicality of webtoon-based comic learning media is obtained, in which the average percentage obtained from the educators is 86.96% in the "Very Practical" category and 84.49% in the "Practical" category among students. Therefore, it can be concluded that the comic learning media as a supplement to religious moderation has met the practical criteria and further trials can be carried out to determine the effectiveness of webtoon-based comic media as a supplement to religious moderation.

CONFLICT OF INTEREST

The article entitled "The Practicality of Comic Learning Media as a Supplement to Webtoon-Based Religious Moderation" is our original work and has never been uploaded to other journals. All authors agree to this manuscript and submission. This document is reported as a result of the research we conducted as one of the requirements of our responsibilities as researchers at our university.

ACKNOWLEDGEMENTS

The researcher would like to thank the Research and Community Service Institute (LPPM) of Universitas Terbuka which has provided financial support for this research. In addition, gratitude is also expressed to the educators and students who have assessed the webtoon-based comic media that has been developed, so that the practicality of the comic media is known.

REFERENCES

- [1] H. H. Fadlil Munawwar Manshur, “Promoting Religious Moderation through Literary-based Learning: A Quasi-Experimental Study,” *Int. J. Adv. Sci. Technol.*, vol. 29, no. 06, pp. 5849–5855, 2020, [Online]. Available: <http://sersec.org/journals/index.php/IJAST/article/view/19864>.
- [2] D. Anggraeni and S. Suhartinah, “Toleransi Antar Umat Beragama Perspektif KH. Ali Mustafa Yaqub,” *J. Online Stud. Al-Qur’an*, vol. 14, no. 1, pp. 59–77, 2018, doi: 10.21009/jsq.014.1.05.
- [3] N. Said, “Pendidikan Toleransi Beragama Untuk Humanisme Islam di Indonesia,” *Edukasia J. Penelit. Pendidik. Islam*, vol. 12, no. 2, pp. 409–434, 2017, [Online]. Available: <http://journal.iainkudus.ac.id/index.php/Edukasia/article/view/2445>.
- [4] A. Syatar, M. M. Amiruddin, A. Rahman, U. I. N. A. Makassar, I. Parepare, and U. I. N. Alauddin, “Darurat Moderasi Beragama Di Tengah Pandemi Corona Virus Desease 2019 (Covid-19),” *KURIOSITAS Media Komun. Sos. dan Keagamaan*, vol. 13, 2020.
- [5] C. Varol and E. Söylemez, “Border Permeability And Drivers Of Cross-Border Cooperation In The Turkish And Eu Border Region,” *KnE Soc. Sci.*, vol. 1, no. 2, p. 87, 2017, doi: 10.18502/kss.v1i2.649.
- [6] I. Maryani and L. Amalia, “The development of science comic to improve student’s understanding in elementary school,” *J. Inov. Pendidik. IPA*, vol. 4, no. 1, pp. 75–82, 2018, doi: 10.21831/jipi.v4i1.21076.
- [7] M. Firdaus and I. Wilujeng, “Pengembangan LKPD inkuiri terbimbing untuk meningkatkan keterampilan berpikir kritis dan hasil belajar peserta didik,” *J. Inov. Pendidik. IPA*, vol. 4, no. 1, pp. 26–40, 2018, doi: 10.21831/jipi.v4i1.5574.

- [8] A. S. Fatimah and S. Santiana, "Teaching in 21St Century: Students-Teachers' Perceptions of Technology Use in the Classroom," *Scr. J. J. Linguist. English Teach.*, vol. 2, no. 2, p. 125, 2017, doi: 10.24903/sj.v2i2.132.
- [9] A. Febliza and Zul Afdal, *Statistik Dasar Penelitian Pendidikan*. Pekanbaru: Adefa Grafika, 2015.
- [10] Sad'un Akbar, *Instrumen Perangkat Pembelajaran*. Bandung: Remaja Rosdakarya, 2013.
- [11] M. Wati, S. Hartini, M. Misbah, and R. Resy, "Pengembangan Modul Fisika Berintegrasi Kearifan Lokal Hulu Sungai Selatan," *J. Inov. dan Pembelajaran Fis.*, vol. 4, no. 2, pp. 157–162, 2017.
- [12] A. Khairi, "Pengembangan Media Komik Berbasis Karakter untuk Siswa Sekolah Dasar," *J. PPKn Huk.*, vol. 11, no. 1, pp. 98–110, 2016, [Online]. Available: <https://ejournal.unri.ac.id/index.php/JPB/article/view/3658>.
- [13] L. P. J. Muharni, Y. Roza, and M. Maimunah, "Pengembangan Bahan Ajar Berbasis TIK Menggunakan Peta Wilayah Untuk Menfasilitasi Kemampuan Pemahaman Konsep Matematis Siswa," *J. Cendekia J. Pendidik. Mat.*, vol. 5, no. 1, pp. 148–163, 2021, doi: 10.31004/cendekia.v5i1.395.
- [14] M. Safitri, Helendra, G. H. Selaras, and R. Sumarmin, "Praktikalitas Lkpd Eksperimen Biologi Berorientasi Keterampilan Proses Sains Untuk Pesereta Didik Sma Kelas Xi Semester 1," *Bioilmi*, vol. 5, no. 2, pp. 106–113, 2019.
- [15] F. Ayu and A. Fauzi, "Praktikalitas Pengembangan E-Book Fisika Berbantuan Edmodo Berbasis Discovery Learning Dalam Proses Pembelajaran Fisika," *J. Inov. Pendidik. dan Sains*, vol. 1, no. 3, pp. 66–71, 2020.
- [16] E. Supratman and F. Purwaningtias, "Pengembangan Media Pembelajaran E-Learning Berbasis Schoology," *J. Inform. J. Pengemb. IT*, vol. 3, no. 3, pp. 310–315, 2018, doi: 10.30591/jpit.v3i3.958.
- [17] F. Tahel and E. Ginting, "Penerapan Aplikasi Flash Dalam Media Pembelajaran Mewarnai Gambar Untuk Meningkatkan

- Motorik Halus,” *J. Inform. Kaputama(JIK)*, vol. 2, no. 1, pp. 34–43, 2018.
- [18] E. D. Masturah, L. P. P. Mahadewi, and ..., “Pengembangan Media Pembelajaran Pop-Up Book pada Mata Pelajaran IPA Kelas III Sekolah Dasar,” *J. EDUTECH ...*, vol. 6, pp. 212–221, 2018, [Online]. Available: <https://ejournal.undiksha.ac.id/index.php/JEU/article/view/20294>.
- [19] R. Arliza, I. Setiawan, and A. Yani, “Pengembangan Media Pembelajaran Interaktif Berbasis Android Materi Budaya Nasional Dan Interaksi Global Pendidikan Geografi,” *J. Petik*, vol. 5, no. 1, pp. 77–84, 2019, doi: 10.31980/jpetik.v5i1.493.
- [20] A. Ramdani, A. W. Jufri, G. Gunawan, S. Hadisaputra, and L. Zulkifli, “Pengembangan Alat Evaluasi Pembelajaran Ipa Yang Mendukung Keterampilan Abad 21,” *J. Penelit. Pendidik. IPA*, vol. 5, no. 1, 2019, doi: 10.29303/jppipa.v5i1.221.
- [21] T. Al Aslamiyah, P. Setyosari, and H. Praherdhiono, “Blended Learning Dan Kemandirian Belajar Mahasiswa Teknologi Pendidikan,” *J. Kaji. Teknol. Pendidik.*, vol. 2, no. 2, pp. 109–114, 2019, doi: 10.17977/um038v2i22019p109.
- [22] A. L. Hakim, Y. Anggraini, R. Fitriani, and A. K. Haqiqi, “Pengaruh Penggunaan Media Gambar Dalam Pembelajaran Sejarah,” *J. Transform. (Islamic Stud.)*, vol. 3, no. 2, pp. 131–136, 2019, [Online]. Available: <https://e-journal.iainpalangkaraya.ac.id/index.php/TF/article/view/1353>.
- [23] Z. A. Achmad, M. I. D. Fanani, G. Z. Wali, and R. Nadhifah, “Video Animasi Sebagai Media Pembelajaran Efektif bagi Siswa Sekolah Dasar di Masa Pandemi COVID-19,” *JCommSci - J. Media Commun. Sci.*, vol. 4, no. 2, p. 54, 2021, doi: 10.29303/jcommsci.v4i2.121.
- [24] I. J. Shodiq and H. S. Zainiyati, “Pemanfaatan Media Pembelajaran E-Learning Menggunakan Whatsapp Sebagai Solusi Ditengah Penyebaran Covid-19 Di Mi Nurulhuda Jelu,” *Al-Insiyroh J. Stud. Keislam.*, vol. 6, no. 2, pp. 144–159, 2020, doi: 10.35309/alinsiyroh.v6i2.3946.

- [25] Srimaya, “Efektivitas Media Pembelajaran Power Point Untuk Meningkatkan Motivasi Dan Hasil Belajar Biologi Siswa,” *J. Biotek Vol. 5 nomor 1 Juni 2017*, vol. 5, no. 1, pp. 53–68, 2017.
- [26] I. Diah and S. Nita, “Pembuatan Video Sebagai Media Pembelajaran untuk Meningkatkan Pemahaman Mahasiswa,” *DoubleClick J. Comput. Inf. Technol.*, vol. 1, no. 2, pp. 68–75, 2018, [Online]. Available: <http://e-journal.unipma.ac.id/index.php/doubleclick>.
- [27] U. Khulsum, Y. Hudyono, and E. D. Sulistyowati, “Pengembangan Bahan Ajar Menulis Cerpen Dengan Media Storyboard Pada Siswa Kelas X Sma,” *DIGLOSIA J. Kaji. Bahasa, Sastra, dan Pengajarannya*, vol. 1, no. 1, pp. 1–12, 2018, doi: 10.30872/diglosia.v1i1.pp1-12.