DESIGNING AN INTERACTIVE MODEL FOR ENHANCING READING COMPREHENSION ON MULTIMODAL DESCRIPTIVE TEXT UTILIZING GOOGLE SITE

Muhammad Sholahuddin[1], Siti Mariam[2], Catur Kepirianto[3]
[1]Universitas Islam Negeri Salatiga
[2]Universitas Islam Negeri Walisongo Semarang
[3]Universitas Diponegoro
Email: mshoelahuddin12@gmail.com

ABSTRACT

The primary objective of this research is to assess the reading comprehension material needs of both students and teachers, with a specific focus on multimodal descriptive text and product design explanations. Additionally, the study aims to create a reading comprehension material model using Google Site as a platform and evaluate its effectiveness in improving students' comprehension of descriptive text. Following the research and development (R&D) method, which emphasizes creating novel products or refining existing ones, the chosen R&D model is the ADDIE development model comprising five stages: Analysis, Design, Development, Implementation, and Evaluation. The research involved 10th-grade students from SMA N 8 Semarang. Key findings include: 1.) Students emphasize the importance of interactive and enjoyable material models for effective learning, while teachers recognize the need for diverse material options in schools. 2.) The model of reading comprehension materials, centered on multimodal descriptive text using Google Site, is tailored for Senior High School students. 3.) The efficacy test conducted on the developed products yielded positive outcomes, indicating their suitability as instructional models and their potential to enhance students' reading comprehension skills. Consequently, the multimodal descriptive text-based reading comprehension material model through Google Site is recommended to bolster students' reading comprehension abilities in the classroom.

Keywords: descriptive text, Google Site, multimodal, reading comprehension,

1. INTRODUCTION

The significance of educational resources cannot be underestimated in igniting students' interest and involvement in their studies. Uninspiring teaching materials can lead to

learning disinterest; hence, the careful selection of resources is crucial to enhance students' enthusiasm and engagement in the learning journey (PERANAN MEDIA PEMBELAJARAN DALAM MENINGKATKAN MINAT BELAJAR MAHASISWA | Tafonao | Jurnal Komunikasi Pendidikan, n.d.). Students may face various challenges during their academic pursuits, including feelings of laziness and boredom. Moreover, specific obstacles can hinder reading comprehension, such as personal internal struggles, difficulties in understanding texts, and a lack of motivation to actively participate in the learning process (Dewi & Rakhmawati, 2021).

In response to these challenges, computer-based learning emerges as a promising solution, aligning perfectly with technological advancements and the demands brought about by the post-Covid-19 era that has significantly impacted the global landscape in recent years. Consequently, a shift towards online learning methods has become a necessity, encompassing various platforms. Over time, teaching materials have evolved to suit smartphone platforms, enabling students to independently fulfill their learning needs with flexibility in terms of time and study locations (View of PENGEMBANGAN MEDIA PEMBELAJARAN BERBASIS TEKNOLOGI INFORMASI DAN KOMUNIKASI PADA MATERI POKOK JURNAL KHUSUS UNTUK KELAS XI AKUNTANSI SMK NEGERI 1 JEMBER, n.d.). Multimodal learning represents a paradigm shift towards a more contemporary approach to education by incorporating a diverse range of modes or media in the learning process. These modes complement each other, resulting in mutual benefits for students as they improve their understanding and mastery of concepts (Firmansyah, 2019). The multitude of diverse learning modes encourages students to explore and develop their abilities, fostering a profound sense of empowerment and curiosity throughout their educational journey.

The study by Palaigeorgiou, G., & Papadopoulou, A. highlights that interactive independent learning within the classroom, employing the self-paced learning method, brings about significant improvements in students' self-control, self-discipline, and autonomy in their learning journey. Consequently, students become adept at managing their own progress and taking ownership of their academic endeavors (Palaigeorgiou &

Papadopoulou, 2019). These positive outcomes are facilitated by the integration of interactive technology-based learning materials in the educational process. Platforms such as Google Site enable teachers to embrace innovation and creativity, thereby enhancing the effectiveness and appeal of student learning activities. This dynamic combination of interactive technology and innovative teaching approaches creates a more engaging and captivating learning environment for students. As a result, students are actively involved in their learning, leading to a deeper understanding and retention of knowledge (Kurniadi, 2021).

Absolutely, Google Site is indeed a versatile platform that can serve as a virtual classroom in education. Its features offer educators the flexibility to create interactive virtual classes, making it ideal for both remote and blended learning environments. By incorporating various multimedia elements and interactive tools, Google Site enhances the learning experience and encourages active engagement among students in the virtual classroom (Roodt & De Villiers, 2012). Exactly, Google Site provides a user-friendly interface that allows educators to seamlessly integrate different learning modes within one platform. Teachers can easily include multimedia elements such as images, presentations, videos, websites, and attachments. Additionally, they can access and link information from other Google applications, such as Google Docs, Google Calendar, YouTube, and Picasa. This integration of diverse resources enriches the learning experience, creating a dynamic and interactive virtual classroom environment. Students benefit from a comprehensive learning experience that caters to their unique preferences and enables them to engage with the content in various ways, leading to a deeper understanding and retention of the material (GOOGLE SITES, n.d.).

Indeed, Google Site's flexibility and versatility make it an excellent choice for researchers to create more interactive learning materials. By incorporating various modes and media into the learning process, Google Site can have a positive impact on both teachers and students.

For teachers, the platform's interactive features and multimedia integration serve as a source of motivation to innovate and create engaging learning materials. It opens

up opportunities for them to design dynamic and interactive lessons that cater to different learning styles, ultimately enhancing the overall learning experience for their students.

Similarly, for students, the diverse range of modes and media available on Google Site encourages independent learning and exploration. Students can engage with the material in ways that resonate with their preferences and interests, making the learning process more enjoyable and meaningful. The interactive nature of the platform also promotes active participation, critical thinking, and a deeper understanding of the subject matter.

As a result, the adoption of Google Site as a medium for displaying learning materials fosters a more dynamic and interactive learning environment, benefiting both teachers and students and contributing to a more effective and enjoyable learning experience.

2. METHODS

In this study, the research and development (R&D) method is employed with the aim of creating new educational products or improving existing ones. By utilizing the R&D approach, researchers can systematically design and develop innovative learning materials, such as the interactive Google Site-based model for reading comprehension materials on multimodal descriptive text. The study's results will be thoroughly documented and analyzed to assess the effectiveness and impact of the developed product on students' reading comprehension skills. This data can provide valuable insights for future improvements and inform educational practices to enhance learning outcomes effectively (Teori Dan Praktik Penelitian Kuantitatif Kualitatif : Penelitian Tindakan Kelas (PTK) Reserch And Devel Development (R&D) / Endang Widi Winarni | Perpustakaan Daerah Kabupaten Tasikmalaya, n.d.). The approach used in this study is longitudinal, involving the research conducted in multiple phases. Each phase may employ different techniques to gather data and achieve specific objectives (Metode

Penelitian Kuantitatif, Kualitatif Dan R & D / Sugiyono | OPAC Perpustakaan Nasional RI., n.d.).

The research utilized a mixed methods approach, incorporating both qualitative and quantitative methodologies to gain comprehensive insights into the study's objectives. Moreover, the selected R&D model for this research is the ADDIE development model, originally formulated by Dick and Carry (Metode Penelitian Kuantitatif, Kualitatif Dan R & D / Sugiyono | OPAC Perpustakaan Nasional RI., n.d.). The study follows a systematic five-stage structure, comprising Analysis, Design, Development, Implementation, and Evaluation, in alignment with the ADDIE framework proposed by Dick and Carry. These stages serve as the foundation for the research process, guiding the development and assessment of the interactive Google Site-based model for reading comprehension materials on multimodal descriptive text (Cahyadi, 2019).

A. Analyze

In this stage, the researcher thoroughly analyzed the needs and requirements of 10th-grade students and teachers at SMAN 8 Semarang. The objective was to understand the significance and effectiveness of the instructional material model developed for English learning within the school environment.

B. Design

Currently, the researcher is working on designing an assessment instrument that will be based on the learning outcomes derived from the activities conducted using the developed product.

C. Development

The researcher initiated the development process of the English learning material product, using the prototype prepared in the previous stage as a foundation.

D. Implementation

Following the development stage, the researcher implemented the English learning material model into an experimental study. The students' learning outcomes were automatically recorded after they completed the material assessment.

E. Evaluation

In this final stage, the model's feasibility was evaluated based on the students' assessment results from the previous stage. The assessment aimed to determine the viability and effectiveness of the developed English learning material model.

3. RESULTS AND DISCUSSION

A. Result

Need Analysis

During the analysis stage, an extensive investigation was carried out on learning materials and processes, which included interviews with teachers and students from class X9, with a specific focus on English reading comprehension. The data collection occurred at SMA N 8 Semarang on October 20, 2022.

The primary objective of this needs analysis was to identify suitable materials and learning methods while understanding the requirements of both teachers and students in class X9 at SMA N 8 Semarang regarding reading comprehension. The analysis revealed that the current reading comprehension instruction utilized internet-based reading materials and English textbooks for SMA/MA/SMK/MAK Class X Semester 1. However, according to Mr. Mochammad Johari, the English teacher of the class, these resources were limited and failed to captivate students' attention during lessons.

Furthermore, Mr. Johari pointed out that the conventional teaching method employed for reading comprehension was time-consuming and did not encourage active student participation. This finding indicated the necessity for a more interactive and engaging learning approach.

Upon interviewing the students of class X9 at SMA N 8 Semarang, it was discovered that they had not experienced reading comprehension lessons using website-based multimodal materials. As a result, they expressed a desire to engage with such materials

during English classes, as they found it enjoyable to learn independently using electronic devices.

Based on the insights obtained from the analysis, the researcher proceeded to develop a Google Site-based reading comprehension learning platform incorporating diverse material models. This website was designed to address the issues pertaining to learning materials and methods, while also catering to the needs and preferences of both students and teachers. Through this platform, students can now experience a more enjoyable approach to learning reading comprehension, while teachers can easily innovate and create learning media using Google Site with ease.

Product Design

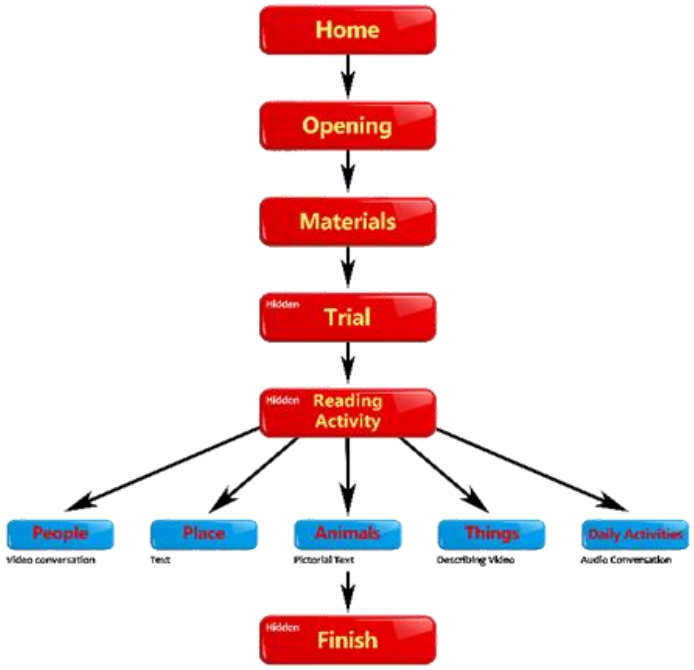
The researcher has successfully developed an innovative learning website called EzRead, utilizing Google Site as its foundation. EzRead is dedicated to providing reading comprehension material, with a special focus on descriptive text content enriched with multimodal material models. The primary goal of EzRead is to facilitate and enhance students' learning experience in reading comprehension, creating an enjoyable and engaging process.

To access this cutting-edge platform, you can find the link at the following address: [https://Sites.Google.com/student.walisongo.ac.id/ezread/home]. Through EzRead, students can explore a wide range of descriptive texts with interactive elements, enabling them to grasp the content more effectively and develop their comprehension skills dynamically.

Prototype

The algorithm implemented in the EzRead website follows a well-structured and systematic learning process, as outlined in the prototype. The opening activities involve starting with a prayer or opening remarks to create a positive learning environment. Next, the core activities focus on delivering the learning material through enjoyable and interactive experiences, using game media related to descriptive text to motivate students. The reading activity allows students to choose topics of interest, each

accompanied by a unique material model. The material models remain hidden to maintain the structured learning approach. Finally, the closing activities conclude the lesson on the finish page, with the option for students to revisit topics they haven't explored before. This systematic approach ensures an engaging and effective learning experience for students on the EzRead website.



Menu List of Website

The EzRead website consists of 6 main menus and 3 additional content sections in the footer:

Home: The EzRead website offers a concise overview of its purpose and features to students. It includes details about basic and core competencies, as well as learning objectives. Additionally, the website provides user-friendly navigation buttons to access other pages seamlessly.

Opening: Offers students new questions and instructions to commence the lesson with a prayer. Additionally, the page includes a button that leads students to the descriptive text materials.

Materials: Provides a concise overview of the descriptive text materials utilized in the learning process.

Trial: Integrates descriptive text-related games to boost student motivation and enhance the enjoyment of the learning process.

Reading Activity: Provides students with the option to select from 5 topics: people, places, daily activities, animals, and things. Each topic encompasses vocabulary, reading materials, and comprehension questions. Upon finishing the reading activity, students can proceed to the final page by clicking the 'Finish' button.

Finish: Concludes the lesson or serves as the closing activity. Additionally, students have the option to explore other topics that were not selected previously.

Footer Content

About: Consists of sources and references utilized on the EzRead website, supporting students in further enhancing their reading comprehension skills through additional exploration.

Profile: Furnishes the biodata of the website's developer and relevant institutions involved in the development of EzRead.

Contact: Provides contact information for students to contact the website's developer or support team if required.

The EzRead website aims to support students' learning journey, promoting the enhancement of their reading comprehension skills through an interactive and organized approach.

Device Requirement and User manual

Device Requirement

Software

Required software:

1. Internet network
2. Operating system as windows, android, or the like
3. Google chrome (recommended) or or the like.

Hardware

Required hardware:

1. Computer/laptop/smartphone or the like.
2. Mouse for smooth interface

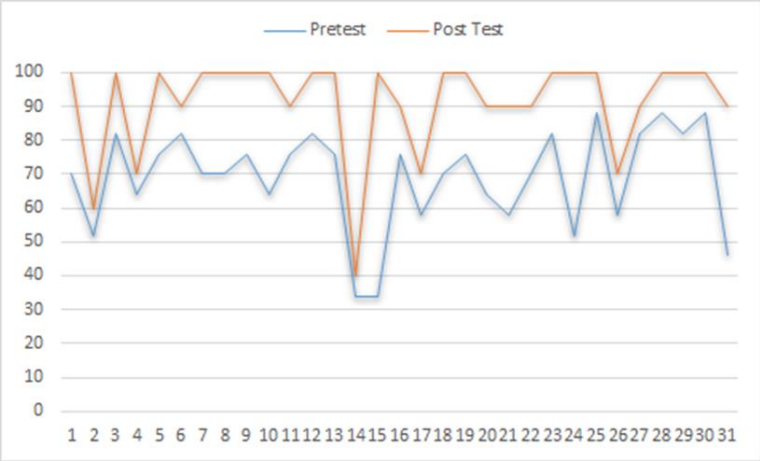
User Manual

1. Ensure your hardware is ready and connected to the internet.
2. (For smartphones) Activate desktop mode in Google Chrome and enable rotation for a laptop-like display.
3. Open Google Chrome and enter this link: (https://sites.google.com/student.walisongo.ac.id/ezread/home) in the search or URL field.
4. Press enter or search to access the website.
5. The Home menu will display EzRead website details and lesson descriptions.
6. Click 'Get Started' on the Home menu to proceed to the Opening menu.
7. Begin the lesson with a prayer on the Opening menu.
8. After praying, click 'Materials' to access the materials menu.
9. Explore Descriptive Text materials in the Materials menu.
10. Click 'Let's Try!!' to enter the Trial menu.
11. Engage in descriptive text games for 3-5 minutes in the Trial menu.
12. Once the time is up, click 'Reading Activity.'
13. Choose a topic and material model you like in the reading activity menu.
14. Study the topic on the left side and work on it on the right side. Use 'Vocabularies' for difficult words.
15. After completion, click 'Finish.'
16. At the finish menu, you can pray again or explore other unfinished topics.

Effectiveness

The researcher evaluated the effectiveness of the EzRead website by conducting Pre Test and Post Test evaluations on X9 grade students at SMA N 8 Semarang, which consisted of 31 children. The Pre Test was administered by distributing question sheets to each student on Friday, October 14, 2022, while the Post Test, evaluating the product, was conducted on Friday, October 21, 2022. The data from both tests are now ready for analysis.

NAMA	KKM	PRETEST	POST TEST		N - Gain	Uji Efektivitas (%)
			Score	Topic		
AGAPE CITRA HONANADEAR BR.S	75	70	100	things	1	100
AHMED RIZKY	75	52	60	animals	0.17	16.67
ALIVIA KEISHA PRANANDHITA	75	82	100	animals	1	100
ARDIAN BAKTI PRATAMA	75	64	70	animals	-1.5	-150
ARPEGGIO SHALOM	75	76	100	animals	1	100
CHALWA HIDAYATUL UMAH	75	82	90	daily activities	0.44	44.44
CHRISTIAN DAVIDSON	75	70	100	animals	1	100
DESTA PUTRI MAHARANI	75	70	100	animals	1	100
DIAZANDRO PUTRA WILLIANSYAH	75	76	100	things	1	100
DWI ALYA NUR AZIZAH	75	64	100	animals	1	100
FAIZAL MAULANA SETYATMOKO	75	76	90	animals	0.58	58.33
FARREL NAUFAL FERDINANTA	75	82	100	animals	1	100
FATIH MUHAMMAD DZIKRI	75	76	100	animals	1	100
ILHAM RAKA RAMADHANI	75	34	40	things	0.81	81.48
INTAN ANGGUN SEPTIANI	75	34	100	people	1	100
JANU MUJI EKA PERKASA	75	76	90	place	0.58	58.33
KHARINA FITRI AMALIA	75	58	70	animals	0	0
LILA ANJANI	75	70	100	place	1	100
MIFTAKHUL JANNAH	75	76	100	animals	1	100
MUCHAMMAD ARKA ZOUFISHAN	75	64	90	place	0.72	72.22
MUHAMMAD DAFFA AFRIZAL	75	58	90	animals	0.76	76.19
MUHAMMAD SYAMSUL ARIFIN	75	70	90	place	0.67	66.67
NADHIN CITRA SANTIKA	75	82	100	animals	1	100
NASHWA ALMIRA MAIDA	75	52	100	animals	1	100
NASWA NANA AZALIA	75	88	100	animals	1	100
NURUL AULIA ASMI	75	58	70	daily activities	0.52	52.38
RINJANI RATIH ANGGRAINI	75	82	90	animals	0.44	44.44
RIZQI RAMADHAN ADI CAHYONO	75	88	100	animals	1	100
SELFIANA LUTHFI RAHMA	75	82	100	animals	1	100
SRIWARDANI CYNTIA DEWI	75	88	100	animals	1	100
TISHERLY CAHYA MECCA	75	46	90	place	0.81	81.48
Mean						77.4737



Based on the data provided, it is evident that in the Pre Test, 16 students scored below the Minimum Mastery Criteria (KKM), while 15 students scored above the KKM. The lowest Pre Test score recorded was 34, and the highest was 88. On the other hand, in the Post Test, 5 students scored below the KKM, and 26 students scored above the KKM. The lowest Post Test score was 40, and the highest was 100.

To assess the effectiveness of the learning product, the researcher employed the N-Gain Score formula. This formula measures the overall improvement in students' learning outcomes from the Pre Test to the Post Test. A higher N-Gain Score indicates a more significant enhancement in learning outcomes, demonstrating the effectiveness of the product in improving reading comprehension skills.

$$N\ Gain = \frac{Skor\ Posttest - Skor\ Pretest}{Skor\ Ideal - Skor\ Pretest}$$

Based on the N-Gain Score converted into percentage form, the average percentage obtained from the data is 77.4737. This average value falls within the High effectiveness category, indicating a substantial improvement in students' reading comprehension skills. The EzRead website, utilizing Google Site-based learning media with multimodal material, has proven to be an effective tool for teaching reading comprehension material, particularly for the English-language descriptive text genre. These positive outcomes demonstrate its potential as a valuable resource for classroom use, fostering an engaging and structured learning experience that enhances students' reading comprehension abilities effectively. This is the N-Gain effectiveness interpretation categories:

Kategori Tafsiran Efektivitas N-Gain	
Persentase (%)	**Tafsiran**
< 40	Tidak Efektif
40 – 55	Kurang Efektif
56 – 75	Cukup Efektif
> 76	Efektif

Source: Hake, R.R. 1999

The data presented in the study indicates that the average value of the EzRead website's effectiveness test shows its efficacy as a learning tool. Utilizing Google Site-based learning media with multimodal material has proven to be successful in teaching reading comprehension material, specifically for English-language descriptive text content. The positive outcomes from the evaluation highlight the website's potential as a valuable and efficient resource for classroom use, effectively enhancing students' reading comprehension skills.

B. Discussion

In the modern era, technology-based learning has become essential for teachers as students are highly adept in using technology. With students' proficiency in technology,

there is a growing need for educational tools that integrate technology to support their learning. WE Meidyanti's research corroborates this, highlighting the shift towards technology-based learning media that aligns with the preferences of contemporary learners. By incorporating technology in education, it fosters increased student engagement and more effective learning outcomes in today's tech-savvy educational environments (*View of PENGEMBANGAN MEDIA PEMBELAJARAN BERBASIS TEKNOLOGI INFORMASI DAN KOMUNIKASI PADA MATERI POKOK JURNAL KHUSUS UNTUK KELAS XI AKUNTANSI SMK NEGERI 1 JEMBER*, n.d.).

The researcher's creation presents numerous advantages, as it falls into the category of technology-based learning media with enriched multimodal content, significantly enhancing the overall learning experience. This Google Site-based product is accessible across various devices, including computers, laptops, tablets, and smartphones, which are highly familiar to students, thereby boosting their enthusiasm for learning. Its interactive nature further heightens student engagement, aligning well with the research findings of Siti Mariam and Catur Kepirianto, who stress the importance of interactive learning media in reducing student anxiety. By adopting this innovative and interactive approach, the product strives to establish an effective and conducive learning environment that contributes positively to students' overall learning outcomes (*ARTS & ENTREPRENEURSHIP IN LANGUAGE STUDIES by Ekawati Marhaenny Dukut - Books on Google Play*, n.d.). Absolutely, the product developed by the researcher empowers students to take charge of their learning journey, particularly in enhancing their reading comprehension skills. Student autonomy plays a pivotal role in their overall improvement in comprehending texts. The research conducted by WE Meidyanti supports this notion, emphasizing that technology-based learning media, like the Google Site-based product, caters effectively to the needs of today's students. This technology offers flexibility and independence, enabling students to access the learning materials at their convenience, anytime and anywhere. Embracing technology-based and independent learning allows students to engage in self-directed learning experiences, fostering a deeper understanding of the subject matter and encouraging continuous learning and growth in reading comprehension skills.

While the researcher's product offers various advantages, it also comes with certain limitations. One drawback is the limited number of topics used as learning materials, which resulted from time constraints during the study. Nevertheless, these shortcomings present opportunities for improvement, allowing other researchers or the researcher at the master's level to further develop the product.

However, the study's findings underscore the importance of technology-based learning media for both students and teachers. The use of Google Site's features simplifies the design process, while the product's effectiveness as an English language learning media is evident from the testing results. Consequently, this product serves as a commendable recommendation for interactive and technology-based English learning media, addressing the needs of modern learners and educators effectively.

4. CONCLUSION

Based on the researcher's needs analysis, a significant portion of the students (17 out of 31) expressed a keen interest in interactive English learning materials accessible through their smartphones, while the remaining students (14 out of 31) also displayed interest in such materials. The English teacher at the school emphasized the importance of incorporating more interactive learning resources to enhance students' motivation in learning reading comprehension.

The product's design, particularly its interface appearance, plays a pivotal role in enhancing students' reading comprehension. The positive impact of the product is evident from the students' feedback, with 16 out of 31 students showing strong interest in the product's interface, while the rest (15 students) also found it captivating.

During the evaluation on 10th-grade students at SMA N 8 Semarang, the product demonstrated promising results. The N-Gain score of 77.4737 indicates its effectiveness, making it a recommended material model for learning reading comprehension of descriptive text. The students' achievements in reading comprehension of descriptive text also improved, as evidenced by the increase in their pretest and posttest scores. These favorable outcomes underscore the product's potential and effectiveness in enhancing students' learning experience and comprehension skills.

REFERENCES

ARTS & ENTREPRENEURSHIP IN LANGUAGE STUDIES by Ekawati Marhaenny Dukut - Books on Google Play. (n.d.). Retrieved November 28, 2022, from https://play.google.com/store/books/details?id=GLNREAAAQBAJ

Cahyadi, R. A. H. (2019). Pengembangan Bahan Ajar Berbasis Addie Model. *Halaqa: Islamic Education Journal*, *3*(1), 35–42. https://doi.org/10.21070/halaqa.v3i1.2124

Dewi, V. C., & Rakhmawati, I. (2021). An Analysis of Students' Achievement in Reading Comprehension at the Tenth Grade of SMKN 1 Rejotangan. *Brigtht : A Journal of English Language Teaching, Linguistics and Literature*, *4*(1), 48–55.

Firmansyah, M. B. (2019). LITERASI MULTIMODAL BERMUATAN KEARIFAN LOKAL SERTA IMPLEMENTASINYA DALAM PEMBELAJARAN. *Jurnal Ilmiah Edukasi & Sosial*, *10*(1), 60–68.

GOOGLE SITES. (n.d.). Retrieved October 10, 2022, from http://p2k.unkris.ac.id/id3/1-3065-2962/Sites-Jotspot_127265_p2k-unkris.html

Kurniadi, W. (2021). The implementation of Google site as e-learning platform for teaching EFL during covid-19 pandemic. *English Review: Journal of English Education*, *10*(1), 129–138. https://journal.uniku.ac.id/index.php/ERJEE

Metode Penelitian kuantitatif, kualitatif dan R & D / Sugiyono | OPAC Perpustakaan Nasional RI. (n.d.). Retrieved May 18, 2022, from https://opac.perpusnas.go.id/DetailOpac.aspx?id=911046

Palaigeorgiou, G., & Papadopoulou, A. (2019). Promoting self-paced learning in the elementary classroom with interactive video, an online course platform and tablets. *Education and Information Technologies*, *24*(1), 805–823. https://doi.org/10.1007/s10639-018-9804-5

PERANAN MEDIA PEMBELAJARAN DALAM MENINGKATKAN MINAT BELAJAR MAHASISWA | Tafonao | Jurnal Komunikasi Pendidikan. (n.d.). Retrieved April 3, 2022, from http://journal.univetbantara.ac.id/index.php/komdik/article/view/113

Roodt, S., & De Villiers, C. (2012). Using google sites© as an innovative learning tool at undergraduate level in higher education. *ECIS 2012 - Proceedings of the 20th European Conference on Information Systems*.

Teori dan Praktik Penelitian Kuantitatif Kualitatif : Penelitian Tindakan Kelas (PTK) Reserch And Devel Development (R&D) / Endang Widi Winarni | Perpustakaan Daerah Kabupaten Tasikmalaya. (n.d.). Retrieved May 18, 2022, from http://perpus.tasikmalayakab.go.id/opac/detail-opac?id=11357

View of PENGEMBANGAN MEDIA PEMBELAJARAN BERBASIS TEKNOLOGI INFORMASI DAN KOMUNIKASI PADA MATERI POKOK JURNAL KHUSUS UNTUK KELAS XI AKUNTANSI SMK NEGERI 1 JEMBER. (n.d.). Retrieved April 4, 2022, from https://jurnal.unej.ac.id/index.php/JPE/article/view/20273/9501