Cendikia : Media Jurnal Ilmiah Pendidikan, 13 (1) (2022) pp. 34-42

Published by: IOCSCIENCE

Cendikia : Media Jurnal Ilmiah Pendidikan

Journal homepage: www.iocscience.org/ejournal/index.php/Cendikia

Multimedia Development for Learning Materials for Jepin Gresik Pantai Dance for Junior High School Students

Agisna Niswatana[1], Aunurrahman[2], Usman Radiana[3], Indri Astuti[4]
FKIP UNTAN, Masters Program in Educational Technology, Pontianak, Indonesian

ARTICLE INFO

Article history:

Received 20 Jun, 2022
Revised 19 Jul, 2022
Accepted 25 Aug, 2022

Keywords:

Multimedia Development
Learning
Traditional

ABSTRACT

This study uses the ADDIE Robert Maribe Branch paradigm. This research develops Flash CS multimedia. Followed by 42 students of SMP N 18 North Pontianak even semester 2021/2022. Pre-study to the stage, students participate. Pre and post tests, interviews, validation questionnaires, observations, and documentation were used in this study. Qualitative and quantitative data. The average assessment of media experts is 4.45 with 89% in the "Very Valid" category, while the assessment of learning media design is 4.5 with 90%. "Applicable" category. the average expert rating is 3.47 with 87.4% in the very decent category. The teacher's reaction to the product trial averaged 4.51 with 90.2% in the very appropriate category, while the student trial on the individual trial averaged 4.32 with 86.4 percent in the accepted criteria. The small group experiment averaged 4.71 with 9.42% strongly agree. The large-scale test averaged 4.62 with 9.24% strongly agree. The GAIN N-efficacy test reached 0.64, "very effective." Interesting learning videos.

Corresponding Author:

Agisna Niswatan
Megister Teknologi Pendidikan, FKIP UNTAN
Universitas Tanjungpura
Jl. Prof.Dr.H.Hadari Nawawi, Pontianak, 78124, Indonesia
Email: gniswatana@gmail.com

INTRODUCTION

Today, the level of progress of Science and Technology (IPTEK) is increasing. This growth is the result of the widespread desire and desire of the community in several areas (Idwan Suhardi et al., 2013: h, 42). Information and communication technology (ICT) as a component of science and technology is a highly developed technology in modern civilization. This is indicated by the development of electronic gadgets and software that make it easier for people to search, analyze, and store data (Christina Ismaniati, 2013: h, 6). The rapid growth of information and communication technology has the potential to improve Indonesian education standards.

The country's education system seeks to cultivate the ability of students to cultivate their spiritual strength in religion, self-control, and moral character while also providing them with the academic information and skills they need to contribute to their society and country. In line with

educational goals, students use educational pathways to communicate their identification skills during educational process activities (Salamah, 2018).

To build a conducive environment for learning, it is necessary to use instruments to convey messages; This tool is called media. Selected software because it combines several selected media in learning, such as text, images, video, and sound, into a single application or program that allows users to browse, engage, create, and communicate, selected. need to be considered (Baehaqi et al., 2018).

Adobe Flash CS 6 merupakan salah satu software yang memudahkan penggunaan media pembelajaran. Karena fitur dan keunggulan software *Adobe Flash CS 6*, animasi, grafik, dan suara dapat digunakan secara bersamaan. *Adobe Flash CS 6* adalah program aplikasi alat authoring profesional standar yang dibuat oleh *Adobe*. Digabungkan ke dalam situs web interaktif dan dinamis untuk pembuatan animasi dan bitmap yang memukau secara visual. Banyak situs web dan presentasi multimedia menggunakan Flash karena mudah digunakan dan menyediakan efek animasi 2D yang dapat diandalkan, serta dukungan untuk animasi langsung, termasuk musik dan grafik (Rudy, 2013: 14-15).

Video file created with flash that contains animation. Videos can be textual or visual. Because the photos in this post are vector based, they load faster and look smoother when viewed on the internet. Music files, videos, and other application images can also be imported into Flash (Momang, 2015: h, 15). Learning materials using Adobe Flash Professional CS 6 can include a variety of animations, sound effects, and interactive animations. This means that users can watch animated graphics or read text explanations while listening to the explanations.

Based on the results of basic observations and interviews with a cultural arts teacher who is in charge of Class VIII SMP N 18 North Pontianak revealed that the characteristics of class VIII students tend to be difficult to understand the material and need more guidance because the Jepin Step Gresik Pantai Dance is usually accompanied by several simple musical instruments such as , segmented, selodang, accordion, and violin to complete the musical accompaniment of the Jepin Step Gresik Beach Dance.

This is because in explaining the material for the Jepin Gresik Pantai Dance which should be explained along with the pictures and videos, it is not shown due to the limitations of the media used by the teacher, thus students do not understand the form of the Jepin Gresik Pantai Dance that they learn without displaying the element of motion. Based on the findings of an investigation conducted at SMP N 18 North Pontianak, the learning media used by the teacher to present the content of the Gresik Pantai Jepin Dance is a medium known as Power Point. Class VIII students at SMP N 18 North Pontianak are still less focused on the material presented due to the use of this media. This is because the power point media used by the teacher is still dominated by writing and it looks unattractive. Based on the findings of the initial documentation, educational attainment has not been satisfactory because it has not reached the Minimum Completeness Standard (KKM) determined by the institution, which is 75 percent.

Infrastructure, such as learning media, is an element that can affect learning outcomes (Zainal Arifin, 2013: 290-291). Motivating students to learn through the use of engaging media, such as Adobe Flash CS 6 software, will improve their learning outcomes. Because the educational material for Jepin Gresik Pantai Dance is difficult to understand, an interesting and communicative learning media is needed. Therefore, one of the innovations is the creation of learning tools, especially learning media.

The reason for this researcher was taken from the needs analysis that had been carried out, namely starting from the problems of learning dance art at SMP N 18 Pontianak Utara by identifying the problems experienced by students and the difficulties experienced by the teacher in delivering the material. The analysis is carried out by selecting the material taught with learning media, as well as analyzing the core competencies, basic competencies and indicators that students must achieve after studying the subject in accordance with the student's characteristics. Analysis of student

characteristics in the use of the product is obtained through the distribution of student needs questionnaires to determine the nature or characteristics of students in participating in learning. This is the basis for making learning media. The purpose of this research is to design the Multimedia Development Design of the Jepin Gresik Pantai Dance Material for Junior High School Students, to design the display of the Multimedia Development of the Jepin Gresik Pantai Dance Material for Junior High School Students, and to determine the effectiveness of the product of the Multimedia Development of the Jepin Gresik Pantai Dance Material for Junior High School Students.

RESEARCH METHODOLOGY

This research resulted in a new product to be evaluated; it is often referred to as Research and Development (R&D) using the ADDIE development methodology created by Robert Maribe Branch, because it is very applicable in making Adobe Flash CS multimedia at SMP N 18 North Pontianak. Researchers hope that using Adobe Flash CS multimedia will be able to evaluate the feasibility of the media produced, as well as student reactions and the efficacy of learning outcomes. Here is a chart showing the ADDIE model development model (Robert Maribe Branch, Instructional Design: The ADDIE Approach. h.3) :

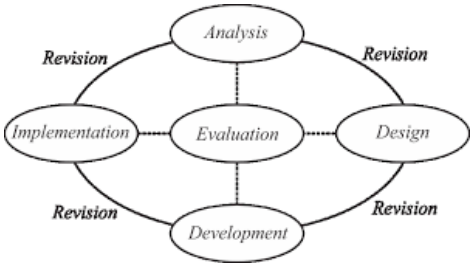

Figure 1. Stages of the ADDIE Model

The research location is SMP N 18 Pontianak Utara which is located at Jl. 28 October, North Pontianak District, Pontianak City, West Kalimantan Province, 78241. Researchers chose SMP N 18 North Pontianak as the research site because it has a large number of students for research purposes and because the materials used are in accordance with the development of multimedia learning of dance, which is a student's need in learning.

Students participate during the pre-study, initial trial (readability test), small group trial (feasibility test), and large group trial phase (field trial). This study aims to develop an interactive multimedia learning platform based on Adobe Flash CS 6.

Table 1.
Research Subject

Trial type	Number of subjects
Initial trial	3 subjects
Small group trial	9 subjects
Field trial	32 subjects

To collect research data, the researcher used a test sheet that included pre-test and post-test questions, as well as interview questions, validation questionnaires, observations, and documentation. Information collected, which includes both qualitative and quantitative details.

RESULTS AND DISCUSSION

Results

Through interviews with Cultural Arts instructors, a needs analysis was conducted to identify problems related to learning. The results of the interview show that the application of cultural arts learning media is still limited, only using PowerPoint, and students are not actively involved in various learning activities. In addition, teaching and learning activities for Cultural Arts in schools rarely use interactive learning tools.

The researchers created the basic structure (layout) of educational media at this point in the process. The stage known as "design" has the task of designing the final product, namely the resulting media. Adobe Flash CS 6 will be used in the creation of content that will become educational media.

The development stage is the stage that is made after designing the media content. This stage consists of making media based on the findings of analysis and design, which allows learning media to be validated by media experts and subject matter experts, thus establishing that learning media are effective.

The learning materials that have been created so far are referred to as part 1 (beginning), and will be displayed as follows:

Figure 2. Learning Media Intro Display

The following is the result of validation by a material expert.

Table 2.
Material expert validation results

Aspects of assessment	Validation average I	Validation average II
Content Eligibility	4,40	4,60
Learning Content	4,20	4,40
Material Presentation	4,20	4,40
Material Quality	4,20	4,60
Mean	4,25	4,5
Overall average	4,37	
Mean %	87,4%	
Criteria	Valid	Valid

According to the findings shown in the table above, both validators gave an average rating of 4.37 out of a possible 5 stars, with a proportion of 87.4 percent falling into the "Very Valid" category. With that, it can be said that educational video media is appropriate for use in the implementation process in schools.

Table 3.
Media Expert Validation Results

Aspects of assessment	Mean validasi I	Mean validasi II
Media Content	4,60	4,60
Convenience	4,40	4,80
Appearance	4,20	4,40
Software engineering	4,20	4,40
Mean	4,35	4,55
Overall average	4,45	
Mean%	89%	
Criteria	Valid	Valid

The first stage of the validator test on the validity of the learning video media based on Adobe Flash CS 6 resulted in an average score of 4.35 which included valid criteria and corrective comments from the validator. The second round of evaluation of the collected media validity contained an average of 4.55 as a valid criterion. Therefore, it can be said that the learning video media is very valid for use in classroom implementation. To get a total score of 4.45 which is included in the Very Eligible requirements.

Table 4.
Learning Design Expert Assessment Results

Aspects of assessment	Mean validasi I	Mean validasi II
Cover Design	4,33	4,50
Content Design	4,40	4,60
Content/Material Design	4,50	4,67
Mean	4,41	4,59
Overall average	4,5	
Mean%	90%	
Criteria	Valid	Valid

From the acquisition of expert validation, the learning video material provided by Adobe Flash CS 6 was accepted as suitable for use in learning activities. The findings of validator I's assessment yielded a percentage of 4.41 percent, while the findings of validator II's validation resulted in a percentage of 4.59 percent. The overall average value obtained from the validation of Adobe Flash CS 6 media is 4.5 with very valid criteria; Therefore, this Adobe Flash CS 6-based learning video media is considered very suitable for use in the Japin Gresik Pantai dance material.

The validator assessed the learning media as worthy of evaluation, after that the researchers conducted experiments with art teachers at SMP N 18 North Pontianak. This research was conducted by filling out the teacher's response form to collect evaluations, comments, and ideas about the resulting learning media. The researcher then activated the learning materials in the eighth grade, which consisted of thirty students, in April 2022, according to the school's art class schedule.

Animated video media learning developed with Adobe Flash Professional CS 6 by teachers is another example of a practical reaction to the use of Adobe Flash Professional CS 6 for learning. This response can be seen from both sides of the equation.

Table 5.
Teacher's Response

Aspects of assessment	Mean
Theory	4,43
Usefulness	4,5
Media	4,6
Skors	13,53
Mean	4,51
Mean%	90,2%
Criteria	Strongly agree

With a total percentage of 90.2 percent, the teacher's response to learning media based on Adobe Flash CS 6 is shown in Table 6. Therefore, it can be said that teachers strongly agree and feel that they are practically able to provide students with material using learning media based on Adobe Flash CS 6 material. Jepin Step Dance. Gresik Beach Class VIII.

The media were evaluated by media experts, material experts, and teachers before being tested on eighth grade students of SMP N 18 North Pontianak. For this small group experiment, the resulting learning material was put through the steps.

Students in the one-on-one product trial were given a questionnaire to evaluate the attractiveness of the learning video at the end of the product trial involving three students who were heterogeneously selected based on class ability, with one low-ability student paired with another low-ability student, one extraordinary student, and two students with moderate ability. The results of the assessment of the use of Adobe Flash CS 6-based learning media can be seen in the table which can be seen further on this page:

Table 6.
Small Group Trial Results

Skors	12,95
Mean	4,32
Mean%	86,4%
Criteria	Strongly agree

The mean score of 4.32 was obtained from students' responses to the Cultural Arts media created in Adobe Flash CS 6, with an overall percentage of 86.4 percent meeting the interpretation criteria, namely "very interesting". This means that the learning media based on Adobe Flash CS 6 researchers have very interesting criteria to be used in teaching and learning activities for the Jepin Gresik Pantai Dance mat.

Class VIII students of SMP N 18 North Pontianak participated in a trial of learning media based on Adobe Flash CS 6 which was conducted on a medium scale. The purpose of the trial is to determine whether the product is attractive or not. Students participate in learning activities based on Adobe Flash CS 6 and participate in this pilot project because it is carried out on a smaller scale. During this experimental stage, there was the participation of art professors as well as researchers.

Table 7.
Small Group Trial Results

Skors	42,35
Mean	4,71
Mean%	94,2%
Criteria	Strongly agree

Based on the findings of students' answers to Adobe Flash CS 6 learning media, an average score of 4.71 was obtained with a success rate of 94.2 percent, which indicates that the learning media used is very interesting. Jepin Gresik Pantai Dance material for class VIII SMP N 18 North Pontianak designed by researchers has very interesting requirements to be used as a learning aid tool.

For the field trial, the media was evaluated first after the small group trial. Confirming the data and finding the attractiveness of the product is the main goal of this field test. Using a questionnaire, 30 grade VIII junior high school students completed this large group test to see how they responded to the attractiveness of learning media. SMP N 18 North Pontianak became the location of this field experiment. Based on the following table, the results of large-scale product testing are obtained.

Table 8.
Large Group Trial Results

Skors	138,45
Mean	4,62
Mean%	92,3%
Criteria	Strongly agree

The learning product of Adobe Flash CS 6 in Japin's fresik dance content is considered very feasible, with an average score of 3.49 and a high percentage of 93% of 30 students meeting the interpretation requirements. In other words, "strongly agree" means that the media produced by researchers has very interesting criteria to be used in teaching and learning activities for the Jepin Gresik Pantai Dance material for class VIII SMP N 18 North Pontianak in Indonesia.

Students are required to complete assignments in Adobe Flash CS 6 Gresik Beach dance material to assess the value of cognitive learning outcomes in small classes, which will be used for material improvement, especially if there are deficiencies, and in classroom use. The efficacy findings are summarized in the following table.

Table 9.
Pre-Test and Post-Test Results of Students

Code	Pretest	Postest	*N-Gain*	Criteria	Code	Pretest	Postest	*N-Gain*	Criteria
RA1	53	90	0,631	Medium	S-17	60	90	0,75	High
S-1	60	87	0,50	Medium	S-18	50	88	0,76	High
S-2	46	86	0,631	Medium	S-19	66	93	0,794	High
S-3	60	90	0,384	Low	S-20	50	90	0,8	High
S-4	50	90	0,357	Low	S-21	60	90	0,75	High
S-5	60	90	0,769	High	S-22	50	90	0,8	High

S-6	43	86	0,582	Medium	S-23	60	93	0,825	High
S-7	60	83	0,333	Low	S-24	50	85	0,7	High
S-8	50	90	0,50	Medium	S-25	56	80	0,545	Medium
S-9	56	88	0,362	Low	S-26	66	86	0,588	Medium
S-10	60	86	0,443	Medium	S-27	60	85	0,625	Medium
S-11	56	90	0,773	High	S-28	50	90	0,8	High
S-12	53	86	0,702	High	S-29	60	86	0,65	Medium
S-13	60	83	0,575	Medium	S-30	60	93	0,825	High
S-14	50	90	0,8	High	S-31	50	85	0,7	High
S-15	53	90	0,787	High	S-32	1658	2637	19,24	
S-16	50	86	0,72	High					
Mean	55,27	87,90	0,64	Medium					

classified as moderate, from the overall N-Gain obtained is 0.64, therefore it can be said that making learning media based on Adobe Flash CS 6 such as Greek beach dance content is very useful in improving learning. student results.

Students' reactions to the attractiveness of the media were studied, and efforts were made to arouse their interest in learning about the findings of the Jepin Gresik Pantai dance media experiment. These criteria are checked in the evaluation. If learning videos can inspire students at SMP No. 18 North Pontianak, Indonesia, in order to study harder, this research was conducted.

Discussion

Scripts for videos are provided as a result of material expert reviews, which include ratings, comments, and recommendations. When creating videos, this is done to reduce the chance of making mistakes. The results of the material expert's feasibility test have an overall score of 3.47 which is included in the Eligible criteria. The material offered is consistent with other educational resources. According to research, learning objectives can be achieved more effectively if the content used in learning activities has the right quality (Pane & Darwis Dasopang, 2017). With this, it can be concluded that the content provided is adequate and appropriate. Then followed up with comments and ideas for improvement after testing by a materials specialist to finalize the content in the document. After retesting, the video script is considered valid and can be used as a learning tool.

Evaluation findings Video presentations, development techniques, administration and script writing are some of the areas where instructional media specialists provide their opinions and recommendations. As a result, the test findings of media professionals have a score of 4.45 and an accuracy rate of 98%, which is considered very reliable. Based on these findings, it can be concluded that the use of video media in teaching art disciplines is eligible. As a teaching tool, the exam uses a visually appealing and educational video design. Multimedia learning is supported by the premise that it must be independent, meaning that users must be able to use it on their own, without assistance (Saadah, 2018).

The learning design specialist's assessment of learning films is quite accurate, with an average score of 4.5 and an accuracy rate of 90%. Based on the learning and learning objectives, an assessment is carried out. Research shows that the formation of an innovative learning system with fresh concepts can help students achieve their educational goals (Mulyatiningsih, 2016).

After the Gresik Pantai Jepin Dance video tutorial was developed, the last step was to package it in the form of a learning media program with a Gresik Pantai Jepin Dance tutorial video in order to increase students' understanding of the Gresik Pantai Jepin Dance. competencies and learning objectives. To take advantage of this learning softfile, users do not need to install any particular application on their computer, or in other words, they can open the software on any computer.

Small-scale testing to determine the perspective of students as users and to measure the practicality of the media in terms of users resulted in an average score of 4.32, with 86.4 percent belonging to the agreed criteria. The findings of the small group experiment have an average score of 4.71 and a percentage of 9.42 percent belonging to the criteria for strongly agree. According to a larger study, the average score was 4.62 with an agreement rate of 92.4 percent, placing it in the "strongly agree" category.

It can be said, based on student feedback and overall percentage, that the educational film about the japin gresik beach subject matter that has been made is really interesting. Interesting learning resources for students greatly affect the desire to learn (Silaban, 2021). The narrator introduces the content and provides many sample possible questions, all in an effort to keep students interested. To increase students' involvement and understanding of the subject matter, it is very useful to include relevant animations and graphics in the learning media (Prawiro & Irawan, 2012).

From these findings, it can be concluded that the use of instructional video media in the fine arts discipline can be used as part of the learning process. This shows that educational media created with Adobe Flash CS 6 has been widely offered to students in terms of video content and presentation.

The fine arts teacher at SMP N 18 Pontianak Utara gave the project an average score of 4.51, which was included in the "very beautiful" category. So that the learning video media that the researchers made has several interesting features that can be used for learning and learning the Jepin Gresik Pantai Dance material.

Based on what we have talked about so far, it can be said that the resulting learning video media is a very good and acceptable way of teaching. Learning activities are very dependent on how interested and involved students are, and their level of interest and commitment to the subject matter affects how interested and involved they are (Putrayasa et al., 2014). When students who want to learn a lot take part, they do so with a lot of heart. So that students at SMP N 18 Pontianak Utara are interested in learning, a learning film is made.

During the research time, the students were very excited to watch the art teacher's instructional film. Students record some of what is on the video. With the help of learning media, students can fulfill their educational goals (Maimunah, 2016). In terms of making students interested in learning and helping them achieve their educational goals, one type of learning media is learning films.

As a result of the field test, students were more interested in using learning films as a way to learn. The average number of students who are interested in learning before using learning videos is 55.27 percent. Lack of student motivation to learn makes it difficult for instructors to motivate them to complete their homework. Students' interest in learning increased by an average of 87.90 percent after watching the learning videos, which indicates that the requirements are high. As a result, students' enthusiasm in learning can be triggered by the use of educational films.

N-Gain Adobe Flash CS 6 of 0.64 is moderate, so it can be concluded that the manufacture of software-based learning media is very successful in improving student learning outcomes. Consequently, it supports the idea that educational films are media or instruments that convey information and encourage students to learn more about it (Sanaky, 2013). With this information, it can be concluded that studying videos can also help students learn Cultural Arts who have a high level of interest.

CONCLUSION

The following conclusions can be drawn from the research that has been done: 89 percent of the media assessment results have an average assessment score of 4.45, while the learning media assessment results have an average assessment score of 4.5 with an assessment of 90 percent "Very Valid". Under the umbrella of the "Applicable" classification. Overall, Adobe Flash CS 6-based video learning media got an average score of 3.47 from material experts, included in the category according

to the success rate of 87.4%. The learning video has been proven valid based on the validation findings and can now be used and tested.

Both teacher and student responses in the product trial received an overall score of 4.51 and a 'very decent' classification of 90.2 percent. The findings of the small group experiment have an average score of 4.71 and a percentage of 9.42 percent belonging to the criteria for strongly agree. In contrast, the findings of the large-scale test showed an average of 4.62 and an agreement rate of 9.24 percent.

N-GAIN was shown to be "highly effective" in its efficacy trials. with the aim of making informative and entertaining instructional videos.

References

Baehaqi, I., et al. (2018). Pengembangan Cd Interaktif Pada Mata Pelajaran Matematika Materi Kekongruenan Dan Kesebangunan Bangun Datar Kelas IX SMP/MTs. Journal of Education Technology and Inovation, 1(2), 22–35. https://doi.org/10.31537/jeti.v1i2.173

Christina Ismaniati. (2013). Penggunaan Teknologi Informasi dan Komunikasi dalam Peningkatan Kualitas Pembelajaran. Jurnal Penelitian Universitas Negeri Yogyakarta. Hlm 6

Idwan Suhardi, et al. (2013). Penguasaan, Pemanfaatan dan Pemajuan Teknologi Informasi dan Komunikasi (TIK) Guna Kejayaan Bangsa dalam Rangka Ketahanan Nasional. Jurnal Kajian Lemhannas RI Edisi 16. Hlm. 42.

Salamah, C. &. (2018). Pendidikan dan pengajaran strategi pembelejaran sekolah (1st ed.). PT Grasindo.

Mulyatiningsih, E. (2016). Pengembangan model pembelajaran. *academia*, *4*(1).

Maimunah. (2016). Metode penggunaan media pembelajaran. Al-Afkar : Jurnal Keislaman & Peradaban, 5(1), 1–24. https://doi.org/10.28944/afkar.v5i1.107

Momang, Y. 2015. Pengembangan media pembelajaran berbasis Adobe Flash untuk mata kuliah fisika modern materi radiasi benda hitam. Diambil dari: http://download.Portal garuda.org/jurnal.php

Pane, A., & Darwis Dasopang, M. (2017). Belajar dan pembelajaran. *Kajian Ilmu-Ilmu Keislaman*, *3*(2), 333–352. https://doi.org/10.24952/fitrah.v3i2.945

Putrayasa, M., Syahruddin, & Margunayasa, G. (2014). Pengaruh model pembelajaran discovery learning dan minat belajar terhadap hasil belajar IPA siswa. Mimbar PGSD Universitas Pendidikan Ganesha, 2(1). https://doi.org/10.23887/jjpgsd.v2i1.3087

Prawiro, S. A., & Irawan, A. H. (2012). Perancangan media pembelajaran interaktif ilmu pengetahuan alam untuk siswa kelas 4 SD dengan metode learning the actual object. *Sains dan Seni ITS*, *1*(1). https://doi.org/10.12962/j23373520.v1i1.533

Rudy. (2013). pengembangan media animasi Adobe Flash. Diambil dari: https:// journal.unesa. ac.id/index.php/jpfa/view/192.

Robert Maribe Branch, (2009). Instructional Design: The ADDIE Approach. London : Springer Science+Business Media.

Sanaky, H. A. (2013). Media pembelajaran interaktif-inovatif. Kaukaba Dipantra.

Saadah, I. D. (2018). *Pengembangan media pembelajaran matematika berbasis video animasi dengan menggunakan adobe after effect* [Skripsi]. Universitas Islam Negeri Sunan Ampel Surabaya.

Silaban, S. (2021). *Pengembangan program pengajaran*. Yayasan Kita Menulis

Zainal Arifin. (2013). Evaluasi Pembelajaran. Bandung: Remaja Rosdakarya.