Kipin School Digital Learning Application at Tarbiyatul Islamiyah Jagakarsa Elementary Madrasah School

Muhammad Azizi Ramadhan[1], Noviawan Rasyid Ohorella[2], Dyah Anggraini[3], Reza Praditya Yudha[4]

[1,2,4] Faculty of Communication Science, Gunadarma University, Depok, Indonesia

[3] Computer Systems Study Program, Gunadarma University, Depok, Indonesia

noviawanrasyid@gmail.com

ARTICLE INFO	ABSTRACT
	This study aims to analyze how the use and utilization of the Kipin School application supports the learning process at Madrasah Ibtidaiyah Tarbiyatul Islamiyah. This application provides various educational features that can help students and teachers improve the quality of learning, as well as support access to more interactive and easily accessible teaching materials. In this study, the theory used is the theory of technological determination, which emphasizes that technological developments have a dominant influence in shaping social change, including in the world of education. This study uses a qualitative method with a descriptive approach. The paradigm used in this study is the constructivist paradigm. Data collection techniques include in-depth interviews, observations, documentation, and literature studies. The results of the study indicate that the use and utilization of the Kipin School application plays an important role in supporting the learning process at Madrasah Ibtidaiyah Tarbiyatul Islamiyah. This application helps improve access to teaching materials, enriches learning methods, and encourages more active interaction between teachers and students in teaching and learning activities.

1. Introduction

Communication is an instrument used by humans to interact with each other, both in everyday life and in organizational life (Asriadi, 2020). Communication, as one of the basic human abilities, is the process of exchanging information, ideas, and emotions between individuals or groups. Initially, communication emerged naturally to meet basic needs, such as survival, cooperation, and creating social relationships. As civilization developed, communication began to adapt to various contexts of life, including in the world of education.

Talking about communication that has penetrated all human life actions, the function of education finally has a very important role in supporting this process. Education and communication finally have a mutually influencing relationship. Education in this case has a role in building a person's mindset and way of communicating in everyday life (Syubhan, 2022).

The role of communication in educational development emphasizes that communication has a strategic role in achieving educational development goals (Irma, 2024). Educational communication arises from the need to create productive relationships between educators and learners. Educational communication is the process of conveying information, ideas, values, and knowledge in a learning context to create understanding and engagement between educators and learners. This process involves various forms of communication, both verbal and nonverbal, which are designed to support educational goals.

Online-based learning emerged as an innovative solution to support this communication. Digital technology allows teachers and students to interact flexibly without the limitations of space and time. The teaching and learning process has generally been carried out conventionally, namely through direct face-to-face meetings in the classroom. This is due to the view that online learning cannot provide optimal results due to the lack of direct interaction between educators and students. The effectiveness of online learning really needs to be considered so that students understand when learning takes place (Hendra, 2020).

Miko (2023), said that the use of Information and Communication Technology (ICT) in the learning process has provided encouragement for the emergence of various new learning methods and models for teachers. In addition, internet technology and other technologies have facilitated and accelerated communication between teachers, students, and related stakeholders. In today's digital era, the use of ICT is increasing, especially among teenagers who are the largest users of technology. The ease of accessibility of information and technology media has become affordable for various age groups, both young and old.

The use of digital applications such as Kipin School is one solution that can support this need. This application provides various learning resources, such as e-books, learning videos, practice questions, and interactive materials, which can be easily accessed by teachers and students. Kipin School helps create a learning experience that is more efficient, flexible, and in accordance with the needs of the 21st century. Currently, school education also requires ICT as much as the world of work. Therefore, easy access to information and knowledge is very important.

The development of various learning media, including learning applications that continue to develop, encourages the presence of Kipin School 4.0 as a new, innovative and creative product. Kipin school is the latest and most complete application that contains K13 learning materials and the latest curriculum. Starting from school textbooks, school lesson videos, tryout exercises and literacy comics. This application is for PAUD, SD/MI, SMP/MTS, SMA/MA and SMK levels. In addition, this application is equipped with an Online Examination System (Kipin.id).

Fig 1. Website Main Page *(kipin.id)*

Kipin School is a mobile application that provides learning needs in schools, starting from complete learning content of various types, school digital libraries, to digital assessments (kipinschool.id). All of these facilities support schools to be more effective, achieving maximum

results with minimal cost and effort. Kipin School is here as a digitalization solution for schools in Indonesia.

This study focuses on the Technological Determination approach, because the development of changes that occur lead humans to continuously adapt to changes in daily life patterns. Titis (2022), said that technological determination is a major change that occurs in rural and urban communities. Due to the development of communication technology that is moving very quickly and dynamically. In the context of the use and utilization of the Kipin School application, this theory can be seen from how digital technology changes the way students and teachers access and deliver learning materials. Kipin School provides various features such as e-books, learning videos, practice questions, and other learning resources that allow students to learn independently without relying entirely on printed books or the presence of teachers in class. However, the implementation of Kipin School still faces challenges, such as limited infrastructure, internet access, and digital literacy in students and parents. The use and utilization of the Kipin School application at Madrasah Ibtidaiyah Tarbiyatul Islamiyah is an innovative solution in improving the quality of digital learning, although there are still shortcomings in infrastructure. Kipin School helps provide opportunities for students to learn independently. Infrastructure such as internet networks and technological devices are still challenges in supporting inclusive and modern learning. Therefore, further support is needed in improving facilities so that the use of Kipin School can be maximized and provide a wider positive impact on education in madrasah.

Previous research conducted by Switta (2019), entitled "Utilization of Google Classroom as an Online Learning Media at Dian Nuswantoro University" aims to see the results of its completion requires a blended learning program in good communication in the digital era. This study uses an interpretive paradigm, with a qualitative approach and case study method to find the use of Google Classroom by lecturers at Dian Nuswantoro University, especially in the Communication Science Department. The comparison of previous research with this research is that both journals have different themes related to the use of technology in education, with a focus on different platforms and different levels of education. Google Classroom is more oriented towards higher education and internet literacy, while Kipin School focuses on basic education and student character development.

Educational Communication

Educational communication is the process of conveying information, knowledge, and educational values between educators and students to achieve learning goals. This process involves verbal and nonverbal interactions that aim to create understanding, build harmonious relationships, and encourage active participation in learning. Educational communication also includes the use of appropriate media, methods, and strategies to explain educational concepts effectively. Through positive and supportive social interactions, it can develop social skills, communication skills, and cooperation skills that are essential in their lives (Erik, 2024).

Good interaction makes the learning process more interactive, enjoyable, and student-centered, thus supporting their intellectual, emotional, and social development. In the current era of technological development, it is necessary for teachers to also upgrade their knowledge, so that communication between teachers and students is still manual and conventional in nature that occurs in the real world can shift to learning innovation in the digital world (Faisal, 2020).

Kipin School application

KIPIN School (Kios Pintar Sekolah) is a digital learning platform designed to support the education process in schools by providing easy access to various learning materials. This platform presents a variety of educational content, such as textbooks, videos, practice questions, and literacy materials that are in accordance with the national curriculum. By using the latest technology, KIPIN School aims to improve the quality of learning through fast, efficient, and flexible access to information. The Kipin School application was chosen as a learning aid because it can provide an interactive learning experience (Desi, 2023).

KIPIN School supports digital transformation in the teaching and learning process. This application not only provides learning materials but also offers interactive features that allow students to learn in a more fun and in-depth way. With easy access via devices such as tablets, laptops, or smartphones, KIPIN School is a modern solution to bridge the educational gap, especially in the

ever-growing digital era. These modern educational theories continue to develop and adapt to meet the increasingly complex educational needs in this modern era (Nadia, 2023).

Technological Determinism Theory

I Wayan (2021), stated that the determination of communication technology or applied technology is present in the midst of society and influences human perspectives and behavior in everyday life. The theory of technological determination is an approach to the study of the relationship between technology and society which argues that technological development is the main factor determining social, cultural, and behavioral change in humans. In this theory, technology is seen as a force that drives historical and societal change, often independently of other factors such as cultural, political, or economic values.

This theory was first proposed by Marshall McLuhan in the 1960s, but has continued to evolve over time with adjustments to changing social and technological conditions. In the early 2000s, various theories and concepts of technological determination emerged that were closely related to the internet, reflecting the major impact of digital technology on modern life. Technology provides convenience and ease for society, especially in accessing information.

The main concept in technological determination involves technology as the main trigger for social change, where technology has a major impact on the economy, social structure, and culture. Technology has a central role in shaping the structure of society, modifying the way humans live their lives, and fundamentally changing social and economic patterns. This theory explains how technology and society relate, where the way people communicate, interact, and even the way they live are closely related to technological developments (Rio, 2022).

The theory of technological determination explains that technological development is not only a tool, but as an active force that influences individual changes both socially, economically, and culturally. The development of modern electronic media technology, for example, has united individuals in a more instant network called the global village, especially today's millennial generation who are never separated from their smartphones every day (Galang et al., 2023).

The application of technological determination theory can be seen in the development of the internet and social media, which significantly affect the way humans communicate, interact, and build identities. This technology not only facilitates change, but also forms new patterns in social, work, and cultural structures. Technology is designed to support human work towards practical and appropriate efficiency.

2. Method

The subjects of this study were the elementary madrasah school consisting of the principal and the Kipin School admin. As with qualitative research, the subject is an element that must be observed, because it provides information related to ongoing research (Sugiyono & Lestari, 2021). While in this study, the object of research is the utilization and use of digital learning applications with the Kipin School application. As explained, objects are attributes or properties in the research process (Sugiyono, 2017). This study uses a descriptive qualitative approach where research must be carried out in depth in order to answer problems and produce in-depth and detailed research (Sugiyono, 2019). The paradigm of this research is constructivist, where problems are constructed through direct observation and in-depth interviews. This research was conducted through observation, in-depth interviews and literature review, using source triangulation to balance the answers from informants.

3. Results and Discussion

Profile Kipin School

Kipin School is a mobile platform that provides all learning needs in schools, including varied learning content, school digital libraries, and digital assessment facilities. This application provides various learning content that includes books, videos, practice questions, and educational literacy comics. With thousands of materials that are always updated according to the National Curriculum, Kipin School aims to make it easier for students and teachers to access information and learning materials.

Kipin School offers digital learning solutions through the "Kipin Classroom" device. Kipin Classroom is one of the applications that is often used in Madrasah Ibtidaiyah Tarbiyatul Islmiyah. Kipin Classroom is a Smart IoT (Internet of Things) Innovation packaged in hardware with a small and lightweight design, a learning access point in the form of software and complete data. Where students and teachers can download learning content and access it without the need for an internet connection. Where the content only needs to be downloaded once from Kipin Classroom, after which it can be accessed again anytime and anywhere without limitations.

Kipin Classroom is designed to support up to 30 simultaneous connections from students or teachers. Although technical specifications regarding the Wi-Fi coverage radius are not explicitly stated in available sources, generally similar Wi-Fi devices have an effective range of around 30 meters in an open area. However, factors such as physical obstacles, signal interference, and environmental conditions can affect this range.

The Kipin School application is an innovative solution in the world of Indonesian education, especially in the current digital era. This application supports the teaching and learning process while providing access to extensive and up-to-date educational resources. Support from the government and educational institutions makes Kipin School have great potential as an important tool to improve the quality of education in Indonesia.

Application of Technology in Learning

The application of learning technology in madrasas plays an important role in shaping students' learning experiences. The use of technology in learning in madrasas provides a new experience in helping students understand the material more effectively and interactively. As stated by Nurhadi, the Principal of Madrasah Ibtidaiyah Tarbiyatul Islamiyah. The first question the researcher asked was, What do you think about the application of technology in learning at Madrasah Ibtidaiyah Tarbiyatul Islamiyah? The informant answered

"In my opinion, the existence of madrasas in the digital world is very important, especially in the modern era that is all digital like today. By utilizing technology, madrasas can adapt more easily and provide a more effective and interactive learning experience for students. Therefore, the involvement of madrasas in the digital world is not just an option, but a necessity".

Nurhadi explained that the digital world for education is very important, madrasahs can provide a new learning experience. By utilizing technology, education can be more effective and interactive.This is also in accordance with what was expressed by Siti Hanifah as the Admin of the Kipin School Application at Madrasah Ibtdaiyah Tarbyatul Islmaiyah.

"*Very good, because the Kipin School application not only broadens students' horizons about digitalization, but also supports a more modern and effective learning process".*

Hanifah explained that the Kipin School application not only broadens students' horizons about digitalization, but also supports more modern and effective learning. This is also in accordance with what was expressed by Nining Yuningsih, a Mathematics Teacher at Madrasah Ibtidaiyah Tarbiyatul Islamiyah.

"The application of technology in learning is very good, especially in supporting the Merdeka Curriculum. This curriculum requires teachers to be more creative and innovative in teaching, so that technology can be an effective tool to create learning that is more interesting, interactive, and in accordance with student needs.".

Benefits and Features of the Kipin School Application

The benefits and features of the Kipin School application are very significant in improving the quality of learning in madrasahs. This application offers a more effective and interactive learning experience, by providing access to various materials that can be repeated and studied at any time. Kipin School also encourages independent and adaptive learning, so that students can learn according to their own pace and learning style. As stated by Nurhadi, a Principal at Madrasah Ibtidaiyah Tarbiyatul Islamiyah. The question that the researcher asked was, How does the Kipin School application help students understand the lesson material more easily? Then the informant answered.

"In my opinion, it is very helpful with the many features of the Kipin School application. The use of this application is not completely released directly to the students, but from the teachers who teach to accompany them in using the Kipin School application, so there is still assistance".

Nurhadi explained that he was greatly helped by the many features available in the Kipin School application. The various features provided make the teaching and learning process easier and provide wider access to learning materials. However, the use of this application is not entirely handed over directly to students, but remains under the guidance of the teaching teacher. This is also in accordance with what was expressed by Siti Hanifah, an Admin of the Kipin School application at Madrasah Ibtidaiyah Tarbiyatul Islamiyah.

"To help students understand the material more easily, we often invite students to practice using this application. So that they are more frequent and familiar with the Kipin School application ".

Hanifah explained that with regular practice, students can become more accustomed and familiar with the various features available in this application. Repeated use not only increases their comfort in accessing learning materials, but also helps them be more independent in learning. Thus, the Kipin School application can be utilized optimally as an interactive learning tool. This was also expressed by Nining Yuningsih, a Mathematics Teacher at Madrasah Ibtidaiyah Tarbiyatul Islamiyah.

"The Kipin School application helps students understand learning materials more easily through various interactive features provided. Students can access digital books, learning videos, practice questions, and digital literacy that are designed attractively and in accordance with the curriculum".

Implementation Strategy and Effectiveness of Using Kipin School

The implementation of the Kipin School application at Madrasah Ibtidaiyah Tarbiyatul Islamiyah is carried out through teacher training and integration with the madrasah curriculum. The blended learning method is applied to improve learning interactions, while periodic monitoring and evaluation ensure its effectiveness. As stated by Nurhadi, a Principal of Madrasah Ibtidaiyah Tarbiyatul Islamiyah. The question that the researcher asked was, What is the strategy to ensure the use of the Kipin School application runs effectively? The informant answered.

"To ensure the use of Kipin School runs effectively, we make a schedule in the library, every week it takes turns from class one to class six. So the teachers who teach can control students to use Kipin School effectively".

Nurhadi explained that to ensure the effective use of Kipin School. Madrasah implements a rotating schedule system in the library, where every week one class, from grade one to grade six, gets a turn to use the application. With this system, each student has a structured opportunity to access learning materials digitally in a conducive environment. This is also in accordance with the answer of Siti Hanifah, an Admin of the Kipin School application at Madrasah Ibtidaiyah Tarbiyatul Islamiyah.

"The strategy can be carried out by improving facilities and infrastructure, such as adding computers or laptops, so that students have more optimal access to using Kipin School to support their learning".

Hanifah explained that as an effort to increase the effectiveness of the use of Kipin School at Madrasah Ibtidaiyah Tarbiyatul Islamiyah, the strategy that can be applied is to strengthen learning facilities and infrastructure, such as adding computers or laptops. With the availability of adequate devices, each student can access learning materials more optimally, so that the use of technology in the teaching and learning process becomes more optimal. Summarizing the answers from the two informants above, this is also in accordance with the answer of Nining Yuningsih, a Mathematics Teacher at Madrasah Ibtidaiyah Tarbiyatul Islamiyah.

"To ensure that the use of the Kipin School application runs effectively at the Madrasah, of course strategic steps can be taken, such as increasing the availability of supporting facilities, for example technological devices and adequate internet access".

Changes in Student and Teacher Behavior

Kipin School brings significant changes in the behavior of students and teachers. Students become more independent and proactive in the learning process because this application allows them to access materials flexibly and repeatedly according to their needs. In addition, the Kipin School application encourages students to be more focused and improve critical thinking skills through the existing interactive features. For teachers, the use of Kipin School also changes the way they manage learning. Teachers become more creative in designing interesting learning materials that are in accordance with student needs. As stated by Nurhadi, a Principal at Madrasah Ibtidaiyah Tarbiyatul Islamiyah. The question that the researcher asked was, What is your view on changes in student and teacher behavior after using the Kipin School application? Then the informant answered.

"The use of the Kipin School application has brought many positive changes to the behavior of students and teachers. For students, there is a significant increase in their interest in learning and digital literacy, because this application facilitates more interactive and accessible learning. Meanwhile, for teachers, this application has enriched learning methods with more varied approaches and facilitated more efficient classroom management. This not only improves the quality of learning, but also supports the development of digital skills for both students and teachers.".

Nurhadi explained that overall, the use of the Kipin School application has had a significant positive impact on the behavior of students and teachers. Students show an increase in interest in learning and digital literacy thanks to more interactive and accessible learning, while teachers can develop more varied learning methods and manage classes more efficiently. This is also in accordance with what was expressed by Siti Hanifah, an Admin of the Kipin School application at Madrasah Ibtidaiyah Tarbiyatul Islamiyah.

"Many students are interested in exploring the Kipin School application, curious about how it works and the various features offered, although there are also some who are less interested and do not pay much attention to this application. On the other hand, for teachers, the use of this application makes it easier to deliver material, making the learning process more effective and structured ".

Hanifah explained that overall, the use of the Kipin School application showed different responses among students, where most showed interest and curiosity about the application's features, although some were less interested. For teachers, this application makes it easier to deliver material, making learning more structured and effective. This was also expressed by Nining Yuningsih, a Mathematics Teacher at the Tarbiyatul Islamiyah Elementary School.

"After using the Kipin School application at the Madrasah, I saw quite significant changes, especially in terms of student learning behavior and teacher teaching methods. Students became more enthusiastic in learning because the subject matter was presented in an interesting way. Changes in terms of teachers also seemed that if previously most teachers tended to use conventional teaching methods, with Kipin School they were more creative and flexible in delivering material".

The Role of Madrasah Schools in Supporting Learning Technology

Madrasah have an important role in supporting learning technology, such as the Kipin School application. To ensure its effective implementation, madrasah must overcome infrastructure challenges, such as internet access and device availability. In addition, madrasah need to facilitate training and mentoring to help teachers and students adapt to technology. Socialization to students, teachers, and parents is also important so that all parties understand how to use this application and utilize it to improve the quality of learning. As stated by Nurhadi, a Principal at Madrasah Ibtidaiyah Tarbiyatul Islamiyah. The question that the researcher asked was, What steps are taken by the madrasah to ensure that this technology has a positive impact on all students? Then the informant answered.

"I realize how important the role of technology is in supporting the learning process. To ensure that technology provides maximum benefits for students, we take strategic steps, such as integrating technology effectively into learning activities, helping students improve their digital literacy, and encouraging them to use technology wisely and responsibly".

Nurhadi explained that the role of technology in learning is very important, and to ensure maximum benefits for students, we integrate technology into learning activities, improve students' digital literacy, and encourage them to use technology wisely and responsibly. This is also in

accordance with what was expressed by Siti Hanifah, an Admin of the Kipin School application at Madrasah Ibtidaiyah Tarbiyatul Islamiyah.

"We routinely provide socialization to students, teachers and parents about the Kipin School application. As well as routine practice using the Kipin School application so that students are accustomed to and do not have difficulty with technology. In addition, we also try to provide more adequate facilities and infrastructure to support an effective learning process".

Hanifah emphasized that the madrasah routinely socializes the use of the Kipin School application to students, teachers, and parents, and provides training so that students are more familiar with technology. This was also expressed by Nining Yuningsih, a Mathematics Teacher at the Tarbiyatul Islamiyah Elementary Madrasah.

"The madrasah socializes the Kipin School application to students by providing a structured usage schedule. In addition, the madrasah introduces this application to students in stages and provides direction on how to use it".

4. Conclusion

The use and utilization of the KIPIN School application at Madrasah Ibtidaiyah Tarbiyatul Islamiyah has run smoothly and very well in supporting the learning process, creating a more flexible, interactive, and effective learning environment for students and teachers. However, the main obstacle that is still faced is the limited infrastructure that hinders the optimization of technology utilization in learning. Therefore, schools are expected to be able to increase the utilization of this application by finding solutions to infrastructure constraints, such as providing more adequate technology facilities and training for teachers. Students also need to be more active and independent in using this application, while parents play a role in supporting their children by ensuring adequate device and internet access. The government is expected to provide further support in providing infrastructure, such as stable internet access and assistance with technological facilities for madrasas that are still experiencing limitations. In addition, future research can further explore solutions to infrastructure constraints and explore the development of KIPIN School application features to better suit the needs of students and teachers in increasing the effectiveness of digital-based learning.

5. References

Asriadi, A. (2020). *Komunikasi Efektif Dalam Organisasi.* RETORIKA : Jurnal Kajian Komunikasi Dan Penyiaran Islam, *2*(1), 36–50. https://doi.org/10.47435/retorika.v2i1.358

Desi, A., Ifani., & Vera Sriwahyuningsih. (2023*). Pelatihan Meningkatkan Kualitas Guru Paud dengan Menggunakan Aplikasi Kipin School*. ABDI UNISAP: Jurnal Pengabdian Kepada Masyarakat Vol 1 No 1. https://doi.org/10.59632/abdiunisap.v1i1.60.

Erik, W., & Farah, N. (2024). *Pentingnya Interaksi Sosial dalam Pendidikan Anak Usia Dini.* TIFLUN : JURNAL PENDIDIKAN ANAK USIA DINI, 1(1).

Faisal, F. (2020). *Model Komunikasi Pendidikan di Sosial Media Pada Era Perkembangan Teknologi.* Islam Universalia International Journal of Islamic Studies and Social Sciences, 1(3). https://doi.org/10.56613/islam-universalia.v1i3.140

Galang, S., Arvian, B., & Jaya, S. (2023). *Perubahan Perilaku Remaja Akibat Determinasi Teknologi Di Indonesia*. Prosiding Seminar Nasional Ilmu Ilmi Sosial Vol 2.

Hendra, T., & Siti, S. (2020). *Korelasi Antara Komunikasi dan Pendidikan*. Ishlah: Jurnal Ilmu Ushuluddin, Adab Dan Dakwah, *2*(1), 51–63. https://doi.org/10.32939/ishlah.v2i1.21

https://kipin.id/

https://www.kipinschool.id/

Surahman, S (2016). *DETERMINISME TEKNOLOGI KOMUNIKASI DAN GLOBALISASI MEDIA TERHADAP SENI BUDAYA INDONESIA.* Rekam Jurnal Fotografi Televisi Animasi, 12(1). https://doi.org/10.24821/rekam.v12i1.1385

Irma, Y. S., Nurul, A. J., & Yoga, B. P. (2024). *Revitalisasi Pembangunan dalam Pendidikan melalui Komunikasi Efektif.* Jurnal Pendidikan Tambusai, 8(1), 4921–4927. https://doi.org/10.31004/jptam.v8i1.13148.

Miko, T. H., Masduki, A., Iqbal, I., & Ahmad, H. H. F. (2023). *Urgensi Aplikasi Teknologi dalam*

Pendidikan di Indonesia. Journal of Information System and Management (Jisma), *2*(6). https://doi.org/10.4444/jisma.v2i6.785

Nadia, L. M., & Syadad, N. M. (2023). *PSIKOLOGI PENDIDIKAN: TEORI, PERKEMBANGAN, KONSEP, DAN PENERAPANNYA DALAM KONTEKS PENDIDIKAN MODERN.* Seroja : Jurnal Pendidikan, *2*(2). https://doi.org/10.572349/seroja.v3i1.371

Rio, F. R. (2022). *Optimalisasi Teknologi Informasi & Komunikasi dalam Inovasi Surabaya Single Window.* Khazanah Intelektual , *6*(2). https://doi.org/10.37250/newkiki.v6i2.161

Syubhan, A., & Arsenius, W. (2022). *Peran Komunikasi Dalam Dunia Pendidikan.* Jurnal Pendidikan Dan Konseling (JPDK), vol. 4(no. 4). https://doi.org/10.31004/jpdk.v4i4.6368

Sugiyono, & Lestari, P. (2021). *Metode Penelitian Komunikasi (Kuantitafi, Kualitatif, dan Cara Mudah Menulis Artikel pada Jurnal Internasional).* Bandung: Alfabeta CV.

Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif,* R&D. Bandung: CV Alfabeta

Switta, A & Heri, P. (2019). *Pemanfaatan Google Classroom sebagai Media Pembelajaran Online di Universitas Dian Nuswantoro.* Wacana Jurnal Ilmiah Ilmu KomunikasiVol 18 No 2. https://doi.org/10.32509/wacana.v18i2.924

Titis, K. W. P., Yoga, P. W., & Ruslan, W. (2022). *Efektivitas pembelajaran bahasa Indonesia berbasis media Youtube pada masa pembelajaran online.* Caraka Jurnal Ilmu Kebahasaan Kesastraan Dan Pembelajarannya, 9(1), 1–12. https://doi.org/10.30738/caraka.v9i1.13514