

Transformation of Arabic Language Learning Process - After COVID-19 Pandemic

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ABSTRACT

This study aims to explore the process of learning Arabic, especially in the aspect of the use of learning media and its impact on students in learning *maharah kitabah* both before and after Covid-19 at PPB IAIN Sheikh Nurjati Cirebon, this research method uses qualitative descriptive with a case study approach. Data was collected by observation, interviews, and documentation. The data results were analyzed by qualitative data analysis techniques, using research procedures referenced from Miles and Huberman, namely data reduction, data presentation, and data display. The findings in the validity of data were tested with triangulation techniques. The results showed that the media used before the pandemic referred more to textbooks, stationery, and written assignments. Meanwhile, the form of post-pandemic media use refers more to the use of online learning platforms, such as Google Classroom and campus-owned Enggal. While the impact on students is greater accessibility and flexibility, enrichment of learning materials, rapid feedback, student engagement and motivation, and collaboration and sharing. This research makes an important contribution to the understanding of the use of learning media in the context of *maharah kitabah* learning after COVID-19. The results of this study can be a guide for educators and policymakers in designing effective learning strategies, as well as helping to improve the quality of student writing learning after the pandemic.

Keywords: Arabic Learning, Transformation, Learning Process, Covid-19

ABSTRAK

Penelitian ini bertujuan untuk mengetahui proses pembelajaran bahasa Arab khususnya pada aspek penggunaan media pembelajaran dan dampaknya terhadap siswa dalam pembelajaran *maharah kitabah* baik sebelum maupun sesudah Covid-19 di PPB IAIN Syeikh Nurjati Cirebon. Metode penelitian ini menggunakan deskriptif kualitatif dengan pendekatan studi kasus. Pengumpulan data dilakukan dengan observasi, wawancara, dan dokumentasi. Hasil data dianalisis dengan teknik analisis data kualitatif, menggunakan prosedur penelitian yang mengacu dari Miles dan Huberman, yaitu reduksi data, penyajian data, dan penyajian data. Temuan keabsahan data diuji dengan teknik triangulasi. Hasil penelitian menunjukkan bahwa media yang digunakan sebelum pandemi lebih banyak mengacu pada buku pelajaran, alat tulis, dan tugas tertulis. Sedangkan bentuk penggunaan media pasca pandemi lebih mengacu pada penggunaan platform pembelajaran online, seperti *Google Classroom* dan Enggal milik kampus. Sedangkan dampaknya terhadap siswa adalah

aksesibilitas dan fleksibilitas yang lebih besar, pengayaan materi pembelajaran, umpan balik yang cepat, keterlibatan dan motivasi siswa, serta kolaborasi dan berbagi. Penelitian ini memberikan kontribusi penting terhadap pemahaman penggunaan media pembelajaran dalam konteks pembelajaran *maharah kitabah* pasca COVID-19. Hasil penelitian ini dapat menjadi panduan bagi para pendidik dan pengambil kebijakan dalam merancang strategi pembelajaran yang efektif, serta membantu meningkatkan kualitas pembelajaran menulis siswa pasca pandemi.

Kata Kunci: Pembelajaran Bahasa Arab, Transformasi, Proses Pembelajaran, Covid-19

Introduction

COVID-19 has forced educational institutions to make decisions or policies about learning to be carried out online to avoid the spread of the virus (Asdari et al., 2022). This policy shift also changes the way educators teach from traditional methods to digital learning that can create an effective and enjoyable learning atmosphere in various fields of study including foreign languages such as Arabic (Effendi & Wahidy, 2019). So is the case with (PPB) Language Development Center located on the campus of the Institute of Islamic Religion (IAIN) Sheikh Nurjati Cirebon, this institutional unit is under the auspices of the campus which has a vision including to become a central institution of Language Development that has a high level of professionalism, creativity, and full of innovation and built based on commitment to make IAIN Sheikh Nurjati Cirebon towards Siber Islamic University Government Sheikh Nurjati Indonesia (UINSSC). All *stake holders* who are in the environment PPB IAIN Sheikh Nurjati Cirebon trying to develop the ability of students in responding to global challenges, and develop scientific fields on an ongoing basis both related to media, strategies, and learning materials. However, researchers will only examine an in-depth study of the learning process in the aspect of using learning media before and after the COVID-19 pandemic, including using the *Enggal* platform as an adaptive effort to the policy changes that have been determined by ESD IAIN Syekh Nurjati Cirebon (Anwar et al., 2023).

Previous research on this theme has basically been done a lot, so this research is a form of study that supports and complements the previous discussion so that the use of the *Enggal* platform is an adaptive effort to changes in the predetermined policy system. Among them is research on the form of innovation in online teaching and learning activities after covid-19 by Andi Putra, et al (Evolution & Migration, 2022). The study in the study is

quite complete and has similarities with one of the research variables being carried out by researchers, namely the same discussion related to learning media in the digital era, in the research method section it has also been explained in sufficient detail starting from the data collection stage to data analysis techniques, but it has not revealed how the data validity test was carried out by the researcher, considering that the data validity test is a very important technique to confirm the findings of the researcher to be accountable for the truth. In addition, this study has not revealed how the impact of this learning innovation on student responses can be used as a basis for the innovation to be said to be successful. Another previous study is a study of the analysis conducted by Afif, K.N. et al (Nashoih & Hidayah, 2021) related to *E-Learning* as a form of renewal in Arabic language learning that utilizes learning media after the co-19 pandemic. This study wants to analyze how the level of *platform* used by the school is able to build a good response to students. This study is certainly the same as one of the research variables being conducted by researchers who also want to examine and explore how the form of post-pandemic learning media innovation, but the place of research that distinguishes these two studies, because researchers will conduct a study review at PPB IAIN Sheikh Nurjati Cirebon. The research results in this study are quite clear and even more interestingly there are tables that reinforce the findings, so that readers are interested in understanding more about the results of this study. The next research has been reviewed by Untung Khoiruddin (Khoiruddin, 2022). There is one variable that has in common with the study to be carried out, namely the transformation of learning before and after covid-19. However, the place of research is different. However, the researcher tries to examine in depth about this aspect of the study, especially in the aspect of how the form of learning transformation has not been clearly revealed the part or aspect of learning that has transformed, even the study only explains during covid-19. So it is as if the study has not reached the transition period after the co-19 pandemic. For this reason, researchers will try to examine in depth the transformation of the learning process which is focused on aspects of using learning media and also only centers on the study of one skill, namely *Arabic writing skill*. *Arabic writing skill* is an important aspect of Arabic language learning which is closely related to writing skills (Suprayogi et al., 2021). *Arabic writing skill* includes understanding grammar, vocabulary, sentence structure, and the ability to compose clear and coherent texts. This is supported by other findings that *Arabic writing skill* is the student's ability to convey ideas

from easy writing to a comprehensive stage (Rathomi, 2020). So that students will be considered to have writing skills if they are able to: 1) Transfer words, sentences or texts that are listened to. 2) Writing the sound of words that have been listened to. 3) Answering in writing from oral questions. 4) forming words into phrases or sentences. 5) stringing sentences into paragraphs. 6) Creating free essays (Setiadi, 2017). The studies that will be discussed in this study are 1) how the transformation of the learning process after the co-19 pandemic, 2) What is the impact of the transformation of the learning process for students in writing skills.

Methods

This research uses qualitative research with a case study approach. The data collection methods used by researchers are observation, interviews, and documentation. The subject of the research is the students of ESD IAIN Syekh Nurjati Cirebon group 50 which amounted to 50 students taken randomly by *simple random sampling* method that refers to the method of *Isac and Michael* in determining the sample with an error rate of 5% so as to obtain 44 students who will be interviewed related to the use of learning media using the *Enggal* platform on the learning outcomes of ESD students IAIN Syekh Nurjati Cirebon. Researchers also limit that in this study only discusses how the impact on *Arabic writing skill* only, in order to be more focused and more specific in the process of extracting data and examine it more deeply. The data analysis used is descriptive data analysis. Descriptive data analysis is used to describe how the implementation of *the Arabic language learning process* focused on learning *Arabic writing skill* before and after the co-19 pandemic. In addition, this analysis technique is used to find student responses to digital-based learning media transformation that has been carried out in learning *Arabic writing skill*. Then the data validity technique is carried out by means of data triangulation, (Musthafa & Hermawan, 2018) to ensure that whether the findings produced by researchers about the transformation of the learning process which is focused only on *maharah kitabah* can be accounted for when confirmed back to the source of the data.

Result and Discussion

Profile of PPB IAIN Sheikh Nurjati Cirebon

IAIN Syekh Nurjati Cirebon Language Development Center (PPB IAIN Syekh Nurjati Cirebon) is an institution in Indonesia that focuses on language development. IAIN Syekh

Nurjati Cirebon is a State Islamic Institute located in Cirebon, West Java. PPB IAIN Syekh Nurjati Cirebon has an important role in improving language skills for students and the general public. The institute offers various programs and activities designed to improve language skills, both Indonesian and foreign languages such as Arabic, English, and Mandarin. However, this research only focuses on intensive learning of Arabic.

One of the programs organized by ESD IAIN Sheikh Nurjati Cirebon is an intensive program that takes place twice a week, on Saturday and Sunday. This program is specifically intended for first and second semester students from all majors. The program starts at 7:30 a.m. to 10:50 a.m., covering all the maharah in Arabic with a long duration of time. Initially, the Arabic intensive program was conducted offline, but after the pandemic, the learning system was changed to a hybrid with the following conditions: firstly, On Saturdays, the learning system is still implemented offline. Secondly, On Sundays, the Arabic intensive program is conducted online through the Enggal platform provided by the college.

Tutors are directed to teach with a media-based approach, in order to maintain the atmosphere of Arabic learning so as not to be boring with a long duration of time. This is in line with the vision of ESD as a professional, creative, and innovative Language Development Center, which is built based on a shared commitment in an effort to realize IAIN Sheikh Nurjati Cirebon's flagship program towards achieving the hope of becoming an Indonesian Sheikh Nurjati Cyber Islamic University (UINSSC) that maintains the identity of Islamic values through the mastery of foreign languages. In addition, ESD also seeks to equip students with language as a tool to explore, master, and develop Islamic sciences through mastery of Arabic and English, as well as develop students' abilities in the field of language to answer global challenges.

Principles And Objectives Of Using Learning Media

The main principle to consider in the use of learning media is to ensure that the media is used and directed to facilitate students' understanding of Arabic subject matter (Wulandari et al., 2023). Therefore, the use of learning media must be tailored to (*need assessment*) the needs of students. This media is used to improve the quality of the learning process. The following are the principles of using learning media that need to be

considered: (1) The use of learning media should be considered as an integral part of the learning system, not just as an additional tool, (2) The use of learning media must be organized systematically, not haphazardly, (3) Tutors must have an understanding of how to utilize fun learning media, (4) Learning media becomes a tool to find solutions to Arabic learning problems that arise, (5) Tutors should consider the benefits and disadvantages of using certain learning media, (6) Tutors can use more than one media if needed during class to provide stimulus to students.

In addition, there are several general requirements that must be met in the utilization of learning media in the teaching and learning process: (1) The suitability of the media with the material taught, (2) There is safety and comfort for students in learning, (3) There is a match between the ability of students and the media presented, (4) Learning media should be sufficiently available and accessible to all students, (5) Learning media should support active student interaction and engagement, (6) Learning media must be evaluated to assess its effectiveness in achieving learning objectives (Wulandari et al., 2023).

However, the principles of using post-pandemic learning media must also refer to the distance learning guidelines. Although in general, the purpose of using learning media is to make it easier for learners to avoid boredom and increase their involvement in the learning process (Hilaliyah et al., 2021). The references for distance learning programs are: (1) Systemic Planning: Distance learning programs should be based on integrated planning, learning materials, evaluation instruments, curriculum, learning process, and evaluation system, (2) Innovative and Creative: PJJ programs utilize innovative and creative learning delivery systems to create engaging and effective learning experiences. (3) Interactive Learning: The PJJ program organizes an ICT-based interactive learning process that allows opportunities for direct interaction between learners and facilitators, albeit remotely, (4) ICT-based: PJJ programs use information and communication technology (ICT) as the main basis for delivering learning materials, (5) Development of Independence and *Soft skills*: The PJJ program aims to develop and foster the level of independence and *soft skills of* students as an integral part of the learning process, (6) Quality Support Services: PJJ programs must provide high quality support services, such as learning assistance for

learners, efficient academic administration, learning resource units for administrative and learner services, and adequate access and infrastructure.

The use of learning media has similar goals, but with an emphasis that may be slightly different, if drawn in conclusion, the objectives of using learning media basically include the following: (1) Increase student engagement: The main purpose of using learning media is to increase student engagement in learning. Interesting and interactive learning media are used to make students more active and participate directly in the learning process in the classroom, (2) Improve concept understanding: Learning media is used to visualize difficult or abstract concepts so that they are easily understood by students. The use of images, graphics and multimedia helps students understand and remember learning concepts better, (3) Facilitate problem solving: Learning media is used to present situations or problems that require problem solving or decision making. Students are given the opportunity to think critically, analyze, and find the right solution through the use of interactive learning media, (4) Supporting distance learning (PJJ): to support distance learning or online-based learning as a means to deliver learning materials, interact with students, and facilitate independent learning from a distance, (5) Increase flexibility and adaptability: The use of learning media helps students and tutors to be more flexible in accessing and delivering learning materials. Learning media that can be tailored to individual needs allows students to learn at their own pace and preferences, while tutors can easily adapt and deliver materials online, (6) Encouraging technology skills: The use of media in online learning encourages the development of students' technological skills. Students learn to use learning platforms, digital writing tools, and communicate online, which are essential skills in the digital age (Evolution & Migration, 2022).

Transformation in the Use of Learning Media Post Covid-19 Pandemic

Before the COVID-19 pandemic, the use of Arabic learning media in the UN IAIN Sheikh Nurjati Cirebon implemented in the classroom was more dominated by traditional learning methods, and used several examples of the use of learning media commonly used in educational institutions such as: (1) Textbooks: Students use textbooks as the main source of information and materials for learning Arabic. They read and follow the instructions and texts presented in the books, (2) Print media: Tutors use print media such

as posters, pictures, or charts to visualize certain concepts or information. For example, a picture showing the names of fruits, which will then be asked to write the name of the fruit into Arabic translation, (3) Stationery: Students use stationery such as pencils or pens and notebooks to write notes, do exercises, or write responses to Arabic learning materials. (4) Projector and blackboard: Tutors use projectors or whiteboards in delivering Arabic learning materials to students. They may project images or writings on the blackboard, or write directly on the blackboard as an explanation, (5) Oral presentation: Tutors often give lectures or oral presentations to explain concepts or Arabic learning materials to students. They use words, examples, and verbal illustrations to make students understand the vocabulary in the Arabic form, (6) Group discussion: Students are invited to participate in group discussions with classmates or with the tutor. They can share ideas, debate or answer questions posed by the tutor around issues related to the Arabic learning theme, (7) Written assignments: Students are given written assignments such as essays, book reviews, or research reports to test their understanding of the learning material. (Furoidah, 2020).

Based on the results of the explanation above, it is actually not much different from the findings of other experts who state that learning media has an important role, according to their findings which state that using image media can develop learner abilities (Wulandari et al., 2023). Another opinion describes, media is anything that involves individuals, materials, or events that facilitate conditions that allow students to acquire knowledge, skills, and attitudes. In this sense, teachers, textbooks, and the school environment are considered media (Wulandari et al., 2023). even mentioned also media is a combination of *hardware (hardware)* and *software (software)*, in other words, media refers to hardware that has been filled with software (Wulandari et al., 2023). So even though before covid the use of learning media that used technological assistance already existed, but not as a whole, such as sound recordings stored on cassettes or DVDs and then teachers used them during the learning process. After the COVID-19 pandemic, the use of learning media has undergone a significant transformation. With physical restrictions and the need to maintain social distancing (Khoiruddin, 2022). Technology becomes the main means of carrying out learning. The transition in the use of learning media after COVID-19 appears as follows: (1) Online learning platform: the ESD unit of IAIN Sheikh Nurjati

Cirebon adopts online learning platforms, such as Google Classroom, Moodle, or a special platform developed by the institution itself, *Enggal*. Through these platforms, tutors can upload learning materials, assignments, and activities, and interact with students virtually, (2) Video conferencing: The use of video conferencing, such as google meet. Helps tutors and students to interact in real time. Tutors can give lectures related to the material that has been provided by IAIN Syekh Nurjati Cirebon's PPB institution, tutors explain the material and students are given a stimulus to be able to write what they hear from the tutor, (3) Digital learning materials: Tutors can present learning materials in digital form, such as presentation slides, learning videos, animations, or e-books. These materials can be accessed by students through the *Enggal* online learning platform, (4) Social media: Tutors and students also utilize social media, such as WhatsApp, to share information and deliver additional learning materials.

Based on the findings above, experts also agree that the use of online media is one of the efforts to adapt to global challenges (Jauh, 2021). In addition, the existence of era 5.0 has also resulted in changes in various educational sectors, including ESD institutions IAIN Sheikh Nurjati Cirebon. Of course, this event requires adequate mastery of technology and digital capabilities (Mustofa, 2020). Especially for all tutors, staff, and students who are in the environment of ESD IAIN Syekh Nurjati Cirebon.

The Impact of the Transformation of the Arabic Language Learning Process Before - After Covid-19 On Student Learning Outcomes

In the context of learning maharah kitabah (writing skills), the use of learning media after COVID-19 has a significant impact on Arabic learning outcomes at the UN IAIN Sheikh Nurjati Cirebon. The following are some of the impacts of the use of learning media on the learning of maharah kitabah for students: (1) Accessibility and flexibility: The use of Arabic learning media materials mentioned above can help ESD students of IAIN Sheikh Nurjati Cirebon to access learning materials anytime and anywhere. They can learn and practice writing through the *Enggal* online learning platform or app, without being limited by time and location. This provides greater flexibility in managing study time and increases accessibility for students who have physical or geographical limitations, (2) Enrichment of learning materials: Learning media can provide more interactive and interesting learning materials. For example, through learning videos, animations, or interactive multimedia,

students can gain a deeper understanding of various aspects of writing, such as writing techniques, grammar, or writing style. The use of media can also enrich the learning experience by presenting concrete examples and practical applications of the material studied, (3) Prompt feedback: In learning maharah kitabah, the feedback given to students is very important to develop their writing skills. Through learning media, tutors can provide feedback directly or through written comments. This allows students to immediately see and understand their mistakes, and improve their writing more effectively, (4) Engagement and motivation: The use of interactive teaching media and generate student engagement and interest in writing skills. Through learning videos that bring the material to life, interactive exercises, or interesting writing challenges, students become more motivated to practice and develop their writing skills, (5) Collaboration and sharing: Learning media also allow students to collaborate and share their writing with classmates or tutors. For example, through the *Enggal* online learning platform, students can submit their writing to be assessed by tutors and get feedback from classmates. This expands the opportunity to share ideas, collaborate on writing projects, and improve writing skills through interaction with others.

Although the use of learning media using the *Enggal* platform has many benefits in learning maharah kitabah, challenges such as the digital divide, lack of access to devices and internet connectivity, and the need for adaptation from teachers in utilizing the media effectively need to be considered (Mulyawan et al., n.d.). In an effort to achieve maximum learning outcomes, support is needed to overcome the difficulties in using learning media in learning maharah kitabah, here are some steps that can be taken: (1) Technology infrastructure: It is important to ensure adequate technology infrastructure is available in the learning environment. This includes stable access to computers or tablet devices, fast and reliable internet connection, and regular maintenance of devices and networks, (2) Provision of devices and internet access: Internet access assistance is provided to ESD students of IAIN, as an effort to overcome internet access difficulties, (3) Tutor training and support: Tutors are given adequate training in utilizing learning media effectively, (4) Continuous evaluation and improvement: the college has conducted regular evaluations of the use of learning media and collected feedback from students. Evaluation of the results of the learning process is usually done after the last

Conclusion

Overall, the use of learning media in *maharah kitabah* has a significant impact on learning outcomes. So that students can develop their writing skills optimally after COVID-19. However, the researcher feels that there are studies that have not been included in this discussion, namely how the transformation of the Arabic language learning process from the aspect of methods and evaluation, not even just looking at the impact of the *maharah kitabah* aspect, but changes to *maharah kalam* are also very important to be studied in the transformation of the Arabic language learning process from before and after COVID-19, because based on the process and results of this research, an in-depth study of how the form of methods and media is also considered to have a very close relationship in improving learning is not only limited to *maharah kitabah* but can also affect *maharah kalam*. However, given the limitations of this study, it is recommended that this study be conducted more comprehensively in the future. This aims to achieve the goals of Arabic language learning, especially in facing global challenges.

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