

THE USE OF DIGITAL INTERACTIVE FLAT PANEL (IFP)-BASED LEARNING MEDIA BY TEACHERS IN LEARNING TO WRITE NEWS TEXTS IN GRADE VIII AT SMP N 1 TANAH PUTIH FOR THE 2026 SCHOOL YEAR

Azka Febrianti^{1*}, Desi Sukenti²

¹² Islamic University of Riau

azkafabrianti@student.uir.ac.id

(*) Corresponding Author

azkafabrianti@student.uir.ac.id

ARTICLE HISTORY

Received : 10-05-2026

Revised : 20-05-2026

Accepted : 30-06-2026

KEYWORDS

*interactive flat panel,
learning media,
news text writing,
teacher*

ABSTRACT

This study is focused on the use of digital-based learning media interactive flat panel by teachers in teaching news text writing for class VIII at SMP Negeri 1 Tanah Putih. The approach used in this research is a qualitative approach with a descriptive method. The results show that the use of digital-based learning media helps teachers deliver material more effectively and creates a more engaging learning atmosphere. However, there are still obstacles in its use, such as internet network issues and teachers' limited mastery of technology. Therefore, teachers have made various efforts to overcome these obstacles, such as preparing learning media in advance and learning to use the Interactive Flat Panel independently.

This is an open access article under the CC-BY-SA license.



INTRODUCTION

Education is one of the important aspects in improving the quality of human resources. Through education, students are expected to be able to develop knowledge, skills, and attitudes that are useful in daily life. In the educational process, learning Indonesian language has an important role because it aims to improve students' ability to communicate, both orally and in writing. One of the language skills that students must master is writing skills. Writing is the process of conveying thoughts, wishful thinking, feelings in the form of meaningful symbols or signs (Dalman, 2011). In addition, writing is also a form of thinking, but thinking for a certain thing and time (Tarigan, 2008). Through writing activities, students can pour ideas, ideas, opinions, and information systematically and easily understood by others.

In learning Indonesian at the junior high school (SMP) level, there are various types of writing skills that students learn, one of which is writing news texts. News is a journalistic work that contains an event or events that occur in society, usually packaged briefly and concisely (Scott, 2013). Learning to write news texts aims to enable students to convey information based on facts and events that actually occur by paying attention to appropriate linguistic structures and rules. This trains students to think critically, thoroughly, and objectively in conveying information to readers. In writing news texts, students are required to understand the elements of news known as 5W+1H, including: What, Where, When, Who, Why, and How (Romli, 2014).

(Abdul Chaer, 2010) explaining, 5W + 1H is what what happened, who was involved in the incident, why why the incident occurred, where the scene of the incident occurred, when when it happened, and how it happened. So every news must contain these six elements with their facts.

However, in reality, learning to write news texts at school still faces various problems. Many students have difficulty understanding how to compose news texts properly and correctly. Students often have difficulty in determining

the main idea of the news, compiling the elements of the news completely, and developing information into a coherent and systematic news text. Problems in learning to write news texts do not only come from students, but are also influenced by the learning process that takes place in the classroom. In its implementation, learning still often uses conventional methods that are centered on teachers so that students tend to be passive in participating in learning. As a result, students easily feel bored, lack focus, and lack motivation to follow learning.

To overcome this, the use of innovative learning media is needed. Learning media is any form of tool or means used to channel learning messages or information to students so that they can stimulate students' thoughts, feelings, attention, and interest in the learning process (Arsyad, 2013). Next (Sudjana, 2014) stated that learning media has several important functions, namely to clarify the presentation of messages so that they are not too verbalistic, overcome the limitations of space, time, and senses, and increase student involvement in the learning process. Learning media can also help teachers create a more active, varied, and non-monotonous learning atmosphere, so that students can more easily understand the material being taught.

Learning media has a strategic role in increasing the effectiveness of the learning process (Sanjaya, 2016). Technological developments in the digital era require educators to adapt. Therefore, the use of digital-based learning media is one of the alternatives. Digital-based learning media is a media that uses computer technology and internet networks to present learning materials interactively so that they can improve the quality of learning (Munir, 2012). The use of digital media in learning is able to create a more active, collaborative, and fun learning atmosphere because students can be directly involved in the learning process (Rusman, 2017).

One of the digital-based learning media that has begun to be used in schools is the Interactive Flat Panel. The use of digital-based learning technology such as Interactive Flat Panel is part of the development of modern learning media that can increase the effectiveness of the learning process (Rusman, 2017). Interactive Flat Panel is an interactive digital screen device based on touch technology that can be used to support the learning process in the classroom. This media allows teachers to display learning materials in a more interesting and interactive way, such as displaying pictures, videos, presentations, the internet, and writing activities directly on the screen.

Although Interactive Flat Panels have various advantages in supporting the learning process, in reality the use of these media by teachers is not fully optimal. Teachers' ability to operate digital media, limited understanding of technology, and lack of training in the use of digital media are one of the obstacles in the implementation of digital-based learning media in schools. Based on this description, the use of digital-based learning media Interactive Flat Panel is important to research because this media can help improve the quality of the learning process, especially in learning to write news texts.

RESEARCH METHODS

This study uses a qualitative approach with a descriptive method. This approach was chosen because it aims to describe systematically, factually, and accurately and deeply understand the phenomena that occur naturally in the educational environment, especially regarding the use of digital-based learning media Interactive Flat Panel (IFP) by teachers. This research does not focus on statistical calculations or providing special treatments (experiments), but rather observes the processes that actually occur. The implementation of the research was carried out in the even semester of the 2026 Academic Year in grade VIII of SMP Negeri 1 Tanah Putih, because this school has utilized IFP in Indonesian subjects.

The data in this study is classified into two, namely primary and secondary data sources. The primary data sources were obtained directly from the main subjects in the field, namely Indonesian language teachers and grade VIII students who were involved in the learning process of writing news texts using IFP. Meanwhile, secondary data sources are collected from various learning support documents, such as syllabus, lesson plans, teaching materials, and documentation of classroom learning activities, coupled with references from relevant books and journals.

To collect such data, researchers act as the main instruments assisted by observation guidelines, interview guidelines, and documentation guidelines. Data collection techniques are carried out through observation to directly observe the activities and use of IFP in the classroom, Q&A interviews with teachers to dig up in-depth information about practices and constraints, and documentation to strengthen evidence of implementation in the field. After the data is collected, the data analysis technique is carried out using a qualitative analysis model (Miles, Matthew B. and Huberman, 2014) which includes three simultaneous interactive stages, namely data reduction (selecting and focusing relevant data), data presentation (arranging data into a matrix of tables and descriptive descriptions), and drawing conclusions or verification.

RESEARCH RESULTS

This research was carried out at SMP Negeri 1 Tanah Putih in grade VIII in learning Indonesian language for writing news texts. This study aims to find out the use of Interactive Flat Panel (IFP) digital-based learning media by teachers, the obstacles faced by teachers, and teachers' efforts in overcoming these obstacles during the learning process. Research data was obtained through observation, interviews, and documentation.

The Use of Interactive Flat Panel (IFP) in Learning to Write News Texts.

Based on the results of observations made by researchers, Indonesian language teachers use Interactive Flat Panel (IFP) as a learning medium in writing news texts. Before learning starts, teachers first prepare learning devices such as laptops, digital teaching materials, news videos, and presentation slides that will be displayed through the Interactive Flat Panel.

In the initial activity, the teacher opened the learning by displaying actual news videos using the Interactive Flat Panel while showing that the use of videos through the Interactive Flat Panel was able to attract students' attention and help them understand the news text material more concretely. provide real examples of news texts. This activity is illustrated in Figure 1 where students observe news video impressions.



Figure 1. Students observe the video

Furthermore, the teacher explained the material about the structure of the news text and the elements of the 5W+1H news with the help of visual displays in the form of PowerPoint, images, and learning videos displayed through the Interactive Flat Panel (IFP) as illustrated in Figure 2. At this stage, teachers take advantage of the various features available on the Interactive Flat Panel to support the learning process to make it more interesting and interactive. Teachers not only explain the material orally, but also display examples of actual news texts related to students' daily lives so that students can more easily understand the material being taught.

In the learning process, teachers use the touch screen feature on the Interactive Flat Panel to write directly examples of news elements such as *what, who, when, where, why, and how*. The teacher also explained the structure of the news text starting from the news title, news terrace, news body, to the tail of the news. The explanation is done in stages while showing an example of news text displayed through the Interactive Flat Panel screen. With this visual display, students seem to understand the material more easily than when the teacher only uses the usual lecture and whiteboard method.



Figure 2. The teacher explained

The learning atmosphere becomes more active and fun, where students' attention becomes more focused on the material delivered by the teacher. The interaction between teachers and students during learning also seemed more active when the teacher asked questions about the news elements of the videos that had been shown. Some students also engage directly through the touch screen feature (documented in Figure 3) showing that the Interactive Flat Panel is able to improve student interaction in learning so that learning becomes more active and not teacher-centered. Students seem interested in using the touch screen feature on the Interactive Flat Panel to write down their answers in front of the class.



Figure 3. Students use digital media

The teaching and learning process also went very well and was in accordance with the reference of the learning implementation plan (RPP) that had been prepared by the teacher before learning was carried out. During the learning process, teachers are able to carry out each stage of learning systematically starting from the preliminary activities, core activities, to the closing activities by utilizing the Interactive Flat Panel as a learning medium. A summary of the findings of teacher activities and student responses during class observation is presented in a structured manner in Table 1.

Table 1. Observation of the use of Interactive Flat Panels

No	Teacher Activities	Observational Findings
1.	Teacher shows news video	Students observe the video being played by the teacher
2.	The teacher presented a powerpoint through the IFP and explained the core content of the news	The material is clearly visible and students pay attention to the screen
3.	Teacher uses touch screen to write	Students pay attention
4.	The teacher asks the students to come forward to write on the screen	Students come forward to write on the touch screen

The results of interviews with teachers show that the use of Interactive Flat Panels has a positive influence on the learning process in the classroom. The teacher stated that digital-based learning media helps increase students' attention and interest in learning to write news texts. The teacher revealed:

"The response of students is very good, since using the Interactive Flat Panel, students are more active and more focused than usual learning. They prefer the learning process to use videos and visual displays."

The teacher also explained that the use of Interactive Flat Panel simplifies the process of delivering material because teachers can display various learning resources directly through one device. To validate the data, researchers conducted exploratory interviews with five representatives of grade VIII students on Wednesday, June 3, 2026. The results of the essence of the student interview answers are presented comprehensively in Table 2.

Table 2. Results of Presentation of Interview Data for Grade VIII Students

Table 2. Student Response

No	Name	Student Response
1.	Danda Kurniawan	Learning becomes more exciting and the class feels more lively because teachers can immediately show examples of videos and pictures, so students don't feel bored.

2.	Gina Ghaisani	The use of IFP makes it easier to understand the material, especially when the example of real news text is displayed directly on the big screen.
3.	Wankayla	Likes the visuals of the material that are large and clear so that it improves focus, and likes short video observation-based tasks.
4.	Mr. Aidil	Consider learning much more interesting and not monotonous because teachers are not only fixated on explaining the contents of package books, thus triggering the spirit of asking questions.
5.	Anastasya	Feeling happy learning with IFP because the learning is interesting makes you more focused on listening, plus there is an opportunity to participate directly in writing on the touch screen panel.

Based on the above data reduction and presentation, the qualitative analysis of the Miles and Huberman model empirically proves that the use of Interactive Flat Panels has a very significant impact. The use of this media has proven to be effective in transforming the conventional classroom climate into an interactive digital learning environment, raising students' cognitive concentration levels, and making it easier to visually internalize the structure of news texts.

Obstacles to Using Interactive Flat Panels (IFP)

Based on the results of interviews and observations, several obstacles were found in the use of Interactive Flat Panel (IFP) during the learning process. The first obstacle is technical problems, such as an unstable internet connection so that the process of displaying learning videos sometimes experience interruptions. In addition, the Interactive Flat Panel (IFP) screen is also sometimes slow to respond to touch, thus hindering the course of learning. The second obstacle is the limited ability of teachers to operate all the features available on the Interactive Flat Panel (IFP). Teachers admitted that they were still using basic features and did not fully understand the use of learning applications available on the device.

"The most frequent problems I have are usually internet network interruptions and sometimes the screen is a little slow when used, so it takes a lot of time just to wait for the network and the response from the touchscreen." (Mrs. Annisa Indonesian Language teacher)

From the quote above, the process of displaying videos, accessing online learning resources, and using certain features in IFP is less than optimal. In addition, slow touchscreen responses can hinder smooth interaction between teachers and students during learning. This condition shows that the success of the use of digital-based learning media does not only depend on the competence of teachers, but also on the readiness of supporting facilities and infrastructure available in schools.

Teachers' Efforts in Overcoming Obstacles

Based on the results of interviews and observations, three forms of efforts were found by teachers, namely preparing teaching materials and learning media before learning activities begin, providing alternative learning in case of disruption to IFP devices, and improving competence in the use of technology through independent learning and training.

The data was obtained from the following interview results:

"I usually prepare backup materials in the form of writing, if the media cannot be used at all at that time, then I will carry out the learning process using the old learning method, namely lectures and blackboards." (Mrs. Annisa Indonesian Language teacher)

In addition, the teacher also stated:

"I try to learn the features of IFP independently because it is still in the adjustment stage in its use. In addition, I also took training from the school to better understand how to operate and utilize IFP to the fullest in the learning process." (Mrs. Annisa Indonesian Language teacher)

The results of the study show that teachers make various efforts to overcome obstacles to the use of IFP so that the learning process continues to take place effectively. The first effort is made through careful learning preparation before learning activities begin. Teachers prepare learning materials, videos, presentations, and other teaching materials in advance so that the risk of technical interruptions during learning can be minimized.

The second effort is made by providing alternative learning media in case of problems with IFP devices. Under certain conditions, teachers again use whiteboards and package books as learning media. This strategy shows that teachers are able to adapt to various learning situations so that learning goals can still be achieved even if digital devices are disrupted.

The third effort is to improve teachers' competence in the use of technology. Teachers take the initiative to learn the features of IFP independently and take part in training organized by the school. The results of the observation show that these efforts help teachers to better understand the functions of the devices so that the use of IFP in learning becomes more optimal.

Based on the results of the data analysis, it can be concluded that teachers have made various efforts to overcome the obstacles to using Interactive Flat Panels in learning to write news texts. These efforts include the preparation of media and teaching materials before learning, the provision of alternative media when technical problems occur, and the improvement of technology use competence through independent learning and training. These efforts have proven to help maintain a smooth learning process and allow the use of IFP to continue to run optimally even though there are still some technical obstacles. These findings show that teachers' readiness and ability to adapt to technology have an important role in the successful implementation of digital-based learning media.

DISCUSSION

The results of the study show that the use of digital-based learning media Interactive Flat Panel (IFP) has a positive impact on the learning process of writing news texts in grade VIII students of SMP Negeri 1 Tanah Putih. This positive impact can be seen from the increased attention of students during learning, active involvement of students in learning activities, and increased student motivation when participating in learning to write news texts. The use of Interactive Flat Panels allows teachers to present learning materials in a more engaging way through a combination of text, images, videos, animations, and interactive features that can be operated directly by students. This condition makes the learning process more lively than conventional learning which only relies on lecture methods and the use of textbooks.

The findings of this study support the theory put forward by Arsyad (2013) that learning media functions as a tool that is able to channel learning messages so that it can stimulate students' attention, interests, thoughts, and feelings. In learning to write news texts, the use of Interactive Flat Panels not only serves as a tool to present information, but also as a means that helps students understand concepts more concretely. Through the display of news videos, images of actual events, and examples of news texts presented visually, students gain a more real learning experience so that it is easier to understand the structure of the news, elements of news, and the use of journalistic language.

The results of this study are also in line with the opinion of Miftah (2013) who states that learning media has the function of clarifying the delivery of messages, overcoming the limitations of space and time, increasing learning motivation, and increasing the effectiveness of the learning process. Learning media that is creatively designed and utilizes multimedia elements can increase students' chances of understanding the material better than learning that only uses the lecture method. Therefore, the use of Interactive Flat Panels in learning to write news texts is able to help students understand the material more deeply because information is presented through various forms of visual and audiovisual representation.

Theoretically, the success of the use of Interactive Flat Panels in this study can also be explained through multimedia learning theory. This theory explains that students will find it easier to understand information if the material is presented through a combination of text, images, audio, and video rather than through just one form of information presentation. Interactive Flat Panel allows the integration of various learning media in one device so that the learning process becomes more interesting and not monotonous. When students view a news video as well as read an example of the news text displayed on the screen, the process of processing information takes place through more than one cognitive channel. This condition helps students build a stronger understanding of the material being studied.

The findings of this study also support the view of constructivism which emphasizes that knowledge is actively constructed by learners through learning experiences. In this study, students not only listened to the teacher's explanation, but were also directly involved in various learning activities such as identifying elements of 5W+1H, analyzing news content, observing videos of actual events, and compiling news frameworks based on the results of their observations. This activity shows that Interactive Flat Panel is able to facilitate student-centered learning. Thus, students gain a wider opportunity to build knowledge through direct interaction with learning materials.

The results of this study are also in line with the research of Tafonao (2018) which explains that learning media has an important role in increasing students' interest in learning. Engaging media can reduce boredom during the learning process and create a more enjoyable learning atmosphere. In this study, it was seen that students showed high enthusiasm when teachers used Interactive Flat Panels to display news videos and presentation materials. This enthusiasm is an indicator that the use of digital media is able to increase students' motivation to learn. When learning motivation increases, students tend to be more active in participating in learning and more easily understand the material being delivered.

Furthermore, the results of this study support the opinion of Rusman (2017) who states that information and communication technology-based learning is able to create an active, creative, effective, and fun learning environment. The use of the touch screen feature on the Interactive Flat Panel allows students to interact directly with the learning material. The interaction was seen when students were asked to mark news elements on the displayed text, identify facts and opinions, and present the results of the group discussion using an interactive screen. These activities show that learning technology can improve the quality of interaction between teachers and students while increasing student participation in the learning process.

The results of this study are also supported by the research of Setyaedhi (2021) who explains that learning media has a very important role in the implementation of the 2013 Curriculum because the learning process emphasizes the activities of observing, questioning, collecting information, reasoning, and communicating learning results. Interactive Flat Panels are very suitable for these characteristics because they are able to facilitate various learning activities in an integrated manner in one device. The use of videos, images, presentations, and interactive applications allows students to carry out observation and analysis activities more effectively.

The findings of this study are also strengthened by the results of a study by Setiawan (2025) which shows that the use of Interactive Flat Panels is able to increase student involvement, support collaborative learning, and strengthen the effectiveness of the use of digital technology in language learning. The study explained that Interactive Flat Panels can help teachers present material more attractively while facilitating more active interaction between teachers and students. The same condition was also found in this study, where students seemed more active when learning was carried out using digital technology than when learning took place conventionally.

Another study conducted by Nuraini (2025) regarding the effectiveness of the use of Interactive Flat Panels shows that the use of IFP is able to increase learning interaction, student involvement, and concept understanding more optimally. These results reinforce the study's finding that the use of Interactive Flat Panels not only increases learning motivation, but also helps students understand the learning material more deeply through interactive learning experiences.

In the context of writing skills, the findings of this study support the opinion of Tarigan (2008) who states that writing is a complex language skill and requires adequate practice and learning experience. One of the main difficulties students in writing news texts is finding ideas and developing information systematically. The presence of the Interactive Flat Panel helps overcome these difficulties through the presentation of various sources of actual and interesting information. The news video displayed provides a real picture of an event so that students can more easily get ideas and compile information into a complete news text.

However, this study also found several obstacles in the use of Interactive Flat Panels. The obstacles found include the instability of the internet network, the limited ability of teachers to operate learning technology, and the limited support facilities in schools. This finding is in line with the opinion of Munir (2012) who states that the success of the implementation of educational technology is greatly influenced by the readiness of facilities, infrastructure, and user competence. Without adequate infrastructure support and good teacher skills, the use of learning technology will not run optimally.

To overcome these obstacles, teachers make various efforts such as preparing materials before learning starts, providing alternative media when technical problems occur, and improving digital competence through training and independent learning. These efforts show that teacher competence is an important factor in the successful implementation of learning technology. The higher the teacher's ability to utilize technology, the greater the opportunity to create effective and meaningful learning for students.

Based on the overall findings of the study, it can be concluded that the use of Interactive Flat Panel makes a positive contribution to learning to write news texts. This media is able to increase students' attention, motivation, participation, and understanding of learning materials. In addition, the Interactive Flat Panel also supports the application of 21st century learning that emphasizes the use of technology, critical thinking skills, collaboration, communication, and creativity. Therefore, the Interactive Flat Panel deserves to be used as an alternative digital learning media that can be used to improve the quality of Indonesian language learning at the junior high school level.

CONCLUSION

Based on the results of the research, it can be concluded that the use of Interactive Flat Panel (IFP) digital-based learning media by teachers in learning to write news texts in grade VIII at SMP Negeri 1 Tanah Putih has a positive impact on the learning process. The use of Interactive Flat Panel (IFP) helps teachers convey material in a more interesting way through the use of videos, images, presentations, and touch screen features so that it can increase students' attention,

activeness, and enthusiasm in participating in learning. The use of this media also makes it easier for students to understand the structure of news texts and elements of 5W+1H in a more concrete way.

In its implementation, the use of Interactive Flat Panel (IFP) still faces several obstacles, namely the instability of the internet network, the sometimes slow response of the touch screen, and the limitation of mastery of technology by teachers in utilizing all available features. These obstacles show that the success of the use of digital-based learning media is not only influenced by the availability of devices, but also by the readiness of facilities and user competence.

To overcome these various obstacles, teachers make several efforts, including preparing teaching materials and learning media before learning activities begin, providing alternative media in case of technical problems, and improving the ability to use technology through independent learning and training organized by schools. Thus, the Interactive Flat Panel (IFP) can be used as an alternative digital-based learning media that supports the creation of more effective, interactive, and interesting Indonesian language learning, especially in news text writing materials in junior high school.

REFERENSI

- Arsyad, A. (2013). *Media pembelajaran*. Rajawali Pers.
- Chaer, A. (2010). *Bahasa jurnalistik*. Rineka Cipta.
- Dalman. (2011). *Keterampilan menulis*. Rajawali Pers.
- Latifah, A., Fauziah, R., Adenisa, R., Sulistiani, A., Nuraeni, L., & Luthfiyatunnisa, A. (2025). Optimalisasi Interactive Flat Panel (IFP) sebagai media pembelajaran audiovisual interaktif untuk anak usia dini. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 11(2). <https://doi.org/10.23969/jp.v11i02.45481>
- Mailani, P. A., & Ismawati, D. (2025). Penggunaan media Interactive Flat Panel (IFP) untuk menciptakan pembelajaran interaktif anak usia dini di KB Al Kholili, 2(2), 42–55.
- Miftah, M. (2013). Fungsi dan peran media pembelajaran sebagai upaya peningkatan kemampuan belajar siswa. *Kwangsan: Jurnal Teknologi Pendidikan*, 1(2), 95–105. <https://doi.org/10.31800/jtp.kw.v1n2.p95-105>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Sage Publications.
- Munir. (2012). *Multimedia: Konsep dan aplikasi dalam pendidikan*. Alfabeta.
- Panggabean, W. E. (2013). *Jurnalistik kontemporer*. STISIP Pers.
- Rahadian, R. B., & Budiningsih, C. A. (2018). What are the suitable instructional strategy and media for student learning styles in middle schools? *International Journal of Information and Education Technology*. <https://arxiv.org/abs/1801.05024>
- Romli, A. S. M. (2014). *Pengantar jurnalistik*. Nuansa Cendekia.
- Rusman. (2017). *Belajar dan pembelajaran berbasis komputer*. Alfabeta.
- Sanjaya, W. (2016). *Media pembelajaran*. Kencana.
- Setiawan, A. (2025). Interactive flat panels in primary English as a foreign language classrooms: A thematic review for Indonesian educators and policymakers. *Aplinesia: Journal of Applied Linguistics Indonesia*. <https://doi.org/10.30595/aplinesia.v9i2.29837>
- Setyaedhi, H. S. (2021). The role of learning media in Curriculum 2013. *Educational Technology Journal*, 1(1), 19–30. <https://doi.org/10.26740/etj.v1n1.p19-30>
- Soepriyanto, Y., Lestari, D., Surahman, E., Ariska, E. D., Kesuma, D. W., & Nahri, M. H. A. (2026). Pelatihan pengembangan bahan ajar interaktif dengan mengoptimalkan fitur Interactive Flat Panel. *Abdimas Pedagogi: Jurnal Ilmiah Pengabdian kepada Masyarakat*. <https://doi.org/10.17977/um050v9i12026p1-5>
- Sudjana, N. (2014). *Media pembelajaran*. Sinar Baru Algensindo.
- Tafonao, T. (2018). Peranan media pembelajaran dalam meningkatkan minat belajar mahasiswa. *Jurnal Komunikasi Pendidikan*, 2(2), 103–114. <https://doi.org/10.32585/jkp.v2i2.113>
- Tarigan, H. G. (2008). *Menulis sebagai suatu keterampilan berbahasa*. Angkasa.