

Proceeding International Conference on Islamic Education
“Strengthening Educational Institutions in Advancing The Moderate, Inclusive, and Disability-
Friendly Islamic Education”
Faculty of Tarbiyah and Teaching Training
Universitas Islam Negeri (UIN) Maulana Malik Ibrahim Malang
November 10th, 2023
P-ISSN 2477-3638 / E-ISSN 2613-9804
Volume: 8 Year 2023

**DEVELOPMENT OF ICT-BASED LEARNING MEDIA ON FIQH MATERIAL
CHAPTER TAYAMUM for 1st GRADE MADRASAH IBTIDAIYAH**

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Abstract. Learning media is one of the main factors supporting the achievement of learning goals. Information and Communication Technology-based learning Media is relevant to the current education era, making it easier for educators to create and develop various learning media that attract students. The author used Canva Presentation as an ICT-based learning media for the Tayamum chapter of Fiqh material for 1st grade Madrasah Ibtidaiyah. This paper uses a research and development approach using the ASSURE model with development steps: (1) Analyze the learner, (2) state standards and objectives, (3) select the strategic, technology, media, and materials, (4) utilize technology, media and materials, (5) require learner participation, (6) evaluate and revise. The results obtained are ICT-based learning media created using Canva and developed with the ASSURE model, suitable to be implemented on Fiqh material, especially in the Tayamum chapter for 1st grade Madrasah Ibtidaiyah.

Keywords: *ASSURE; ICT-Based Learning Media; Canva*

A. INTRODUCTION

21st-century students, often called digital students, feel bored with the lecture-teaching method without using exciting media. Technological advances have required teachers to develop their creativity to create a more effective learning atmosphere. Effective learning will be created by utilizing the latest media, resources, and infrastructure to continue to follow educational developments (Iskandar & F., 2020, p. 1061). As a component in the learning process, the teacher plays a very important role. The teacher assumes a pivotal role in the learning process as a critical component. To encourage and excite students to study the subject matter, teachers should present the material in an eye-catching manner. Being a teacher encompasses more than just the ability to transfer knowledge; it also involves creating an engaging and conducive classroom environment. Educators are also expected to exhibit creativity and ingenuity while developing learning materials (Sa'diyah et al., 2023, p. 2). This needs to be done because learning is not only oriented toward mastery the knowledge but also oriented towards the learning process its self (Winarni et al., 2020, p. 214).

The learning media chosen should be adjusted and appropriate to the selection principles. It is also necessary to pay attention to the following factors: 1) objectivity, the method is chosen not based on the pleasure or needs of the teacher but rather on the needs of the learners; 2) the teaching material that will be delivered to students must follow the applicable curriculum, both regarding content and structure; 3) the media used must be seen to be appropriate to the level of student's development, both in terms of language, symbols used, method, speed of presentation and time of

use; 4) the situation and conditions or place and room that will be used, including the size, equipment and ventilation, and also condition of the students; 5) technical quality, related to checking the condition of the media before use (Purwanti, 2015, pp. 42–43).

Hamalik stated that using instructional media in the teaching and learning process can generate new desires and interests, motivate and stimulate learning activities, and even psychologically influence students (Nunuk, 2015, p. 2). In education, using Information and Communication Technology (ICT) for learning purposes supports the learning process. Using ICT-based learning media can make it easier for teachers to convey the material being taught. The use of ICT-based learning media can also provide new experiences for students who are too bored with the conventional learning models used by teachers (Hanannika & Sukartono, 2022, p. 6380). For example, using video as a learning media is more likely to remember and understand lessons easily because they do not use one type of sense. Mell Silberman's research results show that visual learning can increase memory by 14% to 38%. This research also shows up to 200% improvement in vocabulary when taught with visuals (Purwanti, 2015, p. 43).

One model used to design learning systematically and comprehensively oriented towards the use of media and technology in creating effective, efficient, and exciting learning is designed using the ASSURE model. The ASSURE model contains procedural instructions for planning and learning, including the learning media and technology used (Darllis et al., 2020, p. 337). The ASSURE model is an abbreviation for the essential components or steps contained in it. The ASSURE model was chosen in developing learning design because by using the ASSURE model, teachers can assess the characteristics of students before learning, then determine the learning objectives to be achieved, select the media, models, and materials that will be used in the learning process and carry out evaluations and revisions that are appropriate to the learning activity (Iskandar & F., 2020, p. 1054).

The research aims to analyze the implementation of the development of the ASSURE model of teaching media for 1st grade of Madrasah Ibtidaiyah on Fiqh material, chapter Tayamum and its procedures. By designing learning media using the ASSURE model, the learning process can run effectively and meaningfully in accordance with the curriculum demands. Apart from that, students also become more active and enthusiastic when the learning process takes place.

B. METHODS

This research uses an R&D (research and development) approach with the descriptive analysis. The field of instructional design encompasses the systematic examination of design, development, and evaluation processes. Its primary objective is to build an empirical foundation for creating instructional and non-instructional products and tools. Additionally, it seeks to produce new or improved models that control their development process (Sugiyono, 2021, p. 753). This research was conducted at Madrasah Ibtidaiyah International Sabilillah in Sampang, East Java. ICT-based learning media was then implemented on 1st grade Tahfiz students when the researchers provided teaching assistance, precisely in the second semester of the 2022/2023 academic year. Data was collected through observation, interviews and questionnaires. The research followed the ASSURE model's steps to create engaging, enjoyable, and effective learning media.

ASSURE is a model with guide procedures for designing planning and guidance learning that combines strategy, technology, media, and materials. ASSURE model is intended to help teachers plan courses effectively, combining technology and media in the classroom (Wahyuni & Solfema, 2020, p. 221). ASSURE is an acronym for each development step. The first step is “A” for analyze learners. Analyze the characteristics of students in terms of age and background. Second is “S” for State standards and objective, determine what students must achieve. Third is “S” for select the strategic, technology, media, and materials. Fourth is “U” for utilize technology, media and materials; this is the

implementation stage of the media that has been developed. Fifth is “R” for require learner participation, utilization of learning materials and media used as a means of engagement students in learning activities. And the last is “E” for evaluate and revise, this stage functions to assess the eligibility of the products that have been developed using the ASSURE model (Bajracharya, 2019, p. 4).

C. RESULT & DISCUSSION

1. Development with the ASSURE Model

This model was developed by Sharon E. Smaldino, James D Russell, Robert Heinich, and Michael Molenda (Abdullah, 2022, p. 62). The ASSURE model is a procedure for designing learning plans that combine materials, methods, and media. Every time educators carry out teaching and learning activities, in addition to providing material, educators must also include the methods and media needed. This model makes students more active and learning activities more effective (Abdullah, 2022, p. 62). In this model, learning must be carried out effectively to maximize the results. This model is the result of a combination of technology and media in the classroom (Syamsudin, 2021, p. 250).

The selection of the ASSURE model in the development of learning designs because by using the ASSURE model, the teacher can assess the characteristics of students before learning, then set learning objectives to be achieved, select media, models, and materials to be used in the learning process and carry out evaluations and revisions according to learning activities which have been done (Zahran, 2023, p. 942). Using the ASSURE model, the teacher can identify the characteristics of students who will carry out learning activities and can assist students in achieving learning goals (Iskandar & F., 2020, p. 1054).

In using the ASSURE model, several components must be considered. The following are the components of the ASSURE model (Syamsudin, 2021, p. 251):

- a. Analysis of the learner characteristics includes: first, general characteristics such as age, level, geographical background, religion, ethnicity and race. The second is knowledge, the student's abilities and skills before lessons. Third, learning styles, students' learning methods or habits. This learning style is essential in interacting and responding emotionally in learning.
- b. State standards and objectives, determining learning goals and standards, namely the basis for choosing strategies, methods and media, is everything students should do after learning. The basis for conducting an assessment is the proper assessment of learning outcomes. The basis for student learning expectations refers to learning goals.
- c. Select the strategic, technology, media, and materials. Choosing strategies and sources, namely determining strategies and learning resources, to make learning more active and exciting.
- d. Utilize technology, media and materials. Utilizing sources, namely media, technology and teaching materials, facilitates learning.
- e. Require learner participation, involving student participation to create active and exciting learning.
- f. Evaluate and revise to determine student responses and media eligibility.

2. ICT-Based Learning Media

Learning media has several meanings. According to Newby, Stepich, Lehman and Russel, learning media is everything that can deliver the messages to achieve goals. The use of learning media is to facilitate communication and improve learning outcomes. Gagne &

Reiser state, "instructional media are the physical means by which an instructional message is communication," (Kristanto, 2016, p. 4).

Gagne & Briggs say that learning media includes tools that are physically used to convey the content of learning material, which consists of books, tape recorders, cassettes, videos, video recorders, films, slides, photos, pictures, graphics, television and computers. In other words, media is a component of learning resources or physical vehicles that contain instructional material in the student's environment that can stimulate students to learn (Kristanto, 2016, p. 5).

Definition of learning media according to Winkel, each learning media is a means used to achieve learning objectives. It contains information that may be obtained from the internet, books, films, television, etc., which can be communicated to other people/students. The concept of learning media has two aspects, one with the other supporting each other, namely software and hardware.

For example, if the teacher makes the material in PowerPoint, then it is projected through an LCD projector, then the material is named software, while the LCD projector is a tool/hardware used to project subject matter on screen. At first, learning media only functioned as a teacher's tool for teaching (Kristanto, 2016, p. 5).

With the development of Information, Communication, and Technology (ICT) today, there has been a change in the types of learning media. Where there are additional types of learning media (Fikri & Madona, 2018, pp. 18–19):

- a. Audio media relies on sound capabilities such as radio, cassette tapes, recorders, and MP3.
- b. Visual media relies on the sense of sight, such as photos, pictures, graphics, and posters.
- c. Audio-visual media has sound and image elements, such as television, video cassettes, and video compact disks (VCDs).
- d. Animated media, namely moving images/graphics created by recording still images, then the recorded images are played back sequentially so that they are no longer seen as separate individual images but as a whole, producing the illusion of uninterrupted movement. While the characters in animation are in the form of people, animals and other real objects outlined in the form of two-dimensional (2D) and three-dimensional (3D) images. So, animated characters can be interpreted as images that contain objects that appear alive, caused by the collection of images changing regularly and alternately being displayed. Objects in images can be text, shapes, colours and special effects.
- e. Multimedia, multimedia is media that combines many elements such as audio, visual, audio-visual and animation consisting of text, graphics, images, photos, audio, video and animation in an integrated manner.

Some research on the implementation of ICT-based learning media also has a significant impact on the teaching and learning process (Joseph Agbo et al., 2021, p. 19).

3. Canva Presentation

Canva is one of the many applications that can be used in designing instructional media. The available features can be developed as creatively as possible, making learning activities in class more communicative, eye-catching, more accessible, and fun. In the Canva application, there are lots of templates that can be used easily: templates for posters, flyers, logos, documents, posts on Instagram, wallpapers, reports, photo collages, newspapers, magazine covers, announcements, videos, book covers, business cards, brochures, infographics, storyboards, templates for posting photos or videos on social media,

invitations and others, which can be accessed together and sent to other people.

Besides various templates that can be used easily, the Canva application also contains the following features: (1) millions of images, photos, vectors, or illustrations. Users can even upload photos from their own devices. (2) image filters, (3) various icons and shapes, (4) hundreds of font styles, (5) backgrounds, and (6) audio, all searchable and easy to use. As a result of the design, the Canva application has six download forms for the finished design: PNG, JPG, PDF standard or Print, Video (MP4), and animation (MP4/GIF). Flexibility for users to create various types of designs (Wulandari & Mudinillah, 2022, pp. 110–111).

Android users can download the Canva application for free on the Play Store. Canva can also be accessed via the website on a PC. Apart from that, Canva has several advantages, including: 1. Having a variety of attractive designs 2. Being able to increase the creativity of teachers and students in designing learning media because of the many features that have been provided. 3. Saving the time in practical learning media. 4. In designing, do not have to use a laptop but can do it through a smartphone (Resmini et al., 2021, p. 337).

4. Fiqh Material

One of the essential skills required in the 21st century includes the 4C framework, which encompasses critical thinking, creativity, collaboration, and communication. Additionally, the effective utilization of information and communication technologies is crucial for fostering an innovative, engaging, and dynamic learning environment (Roemintoyo et al., 2022, p. 106).

Fiqh is one of the subjects in Madrasah Ibtidaiyah that needs more attention because Fiqh can prepare students to use the legal basis and procedures for carrying out worship in daily life. Learning various knowledge needs to be given to all students, starting from the MI level, to equip students with the ability to think logically, analytically, systematically, critically, and creatively. These competencies are needed so that students can have the ability to acquire, manage, and utilize information to survive in conditions that are constantly changing, uncertain, and competitive (Mustakoratun, 2023, p. 1850).

Fiqh material does not only contain subject matter to be memorized but understanding Fiqh at the age of 1st grade students in MI starts with rote memorization first. One effort to realize the objectives of learning Fiqh is to develop an effective, creative and innovative Fiqh learning model so that Fiqh is not impressed as a rigid and formal subject. Therefore, the appropriate learning media for delivering tayamum material is visual-based in the form of audio-visual slides/PPT to make learning memorable for students. (Mustakoratun, 2023, pp. 1850–1851).

5. Implementation of ICT Based Learning Media

The development of learning media with the ASSURE model stands for the development stages, which consist of (1) Analyze Learners; (2) State Standards and Objectives; (3) Select Methods, Media, and Materials; (4) Utilize Media and Materials; (5) Require Learner Participation; and (6) Evaluate and Revise.

a. Analyze Learners

The first step in this process is that the teacher must analyze the student's character. The first analysis is about the character of students in general. Learning media will be applied to 1st grade students of Madrasah Ibtidaiyah with an age range of 6-7 years. There are 11 male and 15 female students in the class studied. 1st grade students generally already have cognitive abilities C1-C3 according to Bloom's

Taxonomy.

1st grade MI students must have received ablution material before receiving Tayamum material. Thus, the understanding of 1st grade students becomes coherent and follows the flow of learning objectives. Children usually like lessons that are presented in a new style, full of colour, have character, and have an exciting look.

b. State Standards and Objectives

The learning objectives used by the author are the ABCD format, which is as follows:

- 1) Audience, audio-visual based learning media with Fiqh material in the Tayamum chapter is suitable for students in 1st grade Madrasah Ibtidaiyah.
- 2) Behaviour, in this case, the teacher will make a presentation using Canva presentation if the class is held face-to-face in the classroom, but if the class is conducted online then the teacher can share the link to the learning media with students.
- 3) Condition, the expected class conditions are students paying attention to the teacher's explanation and being active is also conducive.
- 4) Degree, students' knowledge level is expected to follow the lesson plan (RPP) that has been prepared.

Learning outcomes for Phase A or 1st grade MI in Chapter 6 (Tayamum and its Procedures) are "Students can get used to doing tayamum and its procedures." By using the concept of cognitive abilities in the revised edition of Bloom's Taxonomy, the learning objectives to be achieved are "Students can write, explain, demonstrate the procedures for tayamum so that they always maintain the purity of words, thoughts and deeds and also as a prerequisite for performing prayer services."

c. Select Methods, Media, and Materials

Learning strategies or methods relevant to this media are lectures, memorization, and questions and answers in the form of quizzes so that the class atmosphere comes alive. 1st grade MI students are not divided into groups because dividing students into groups will only make the class not conducive.

The selected media is ICT-based audio-visual media. In this case, the author uses Canva Presentation, which can be displayed in the classroom using a projector and accessed by students via the shared link. So that students who do not go to the class can also study the material from home. Tayamum material for 1st grade MI has been presented as learning media, summarized in the following link: "[Please Click Here!](#)"

d. Utilize Media and Materials

The following are the stages of the process of using ICT-based learning media:

- 1) Preview the Technology
Try first the performance of the product being developed in a limited circle before actually using it. Make sure that all the features run smoothly.
- 2) Prepare the Technology, Media, and Materials
Gather everything we need to properly carry out the entire learning process as expected. Each of the features provided must be complete and work properly. The materials used are also fully available. If there are other prerequisites needed, they must also be appropriately provided, for example,

internet network, electricity, etc.

3) Prepare the Environment

There is some minimal preparation required to set up a learning environment. Simple things like ensuring we have enough desks, room lighting, temperature, noise levels, etc.

4) Prepare the Learners

First, the teacher needs to tell students the learning objectives. This will help students build a picture of what they need to understand. Next, letting students know how they will be graded is essential. The teacher must also tell them what assignments the teacher will give and what the assessment system is. Also, the teacher must explain to students the benefits of studying the material.

5) Provide the Learning Experience

Next is to carry out the learning. This is where all the planning is carried out.

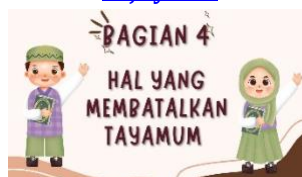
Here the author attaches an audio-visual learning media that is implemented in the classroom and can also be re-accessed by students at home so that students never lose the opportunity to learn. The author provides QR code instead of the link cannot be accessed.

Table 1. Audio-visual Media Fiqh Tayamum for 1st Grade MI

Meeting	Video Title	Youtube Link	QR Code
1 st	Tayamum 1 Fiqh MI Kelas 1 Pengertian dan Lafal Niat Tayamum	https://youtu.be/pT1bPGzYiVA	
2 nd	Tayamum 2 Fiqh MI Kelas 1 Rukun dan Sunah Tayamum	https://youtu.be/21D3c-cLKUE	
3 rd	Tayamum 3 Fiqh MI Kelas 1 Yuk Kita Praktik Tayamum	https://youtu.be/zku0cBK_xnk	

4th Tayamum 4 & 5 || Fiqh
MI Kelas 1 || Hal yang
Membatalkan
Tayamum dan Hikmah
Tayamum

<https://youtu.be/iudyWj3yrvw>



Source: author's original document

e. Require Learner Participation

This step is integrated with the previous step, which requires a plan for how students will be actively engaged in learning material is being taught. As previously explained, 1st grade MI students are more interested if the subject matter is presented in a new style, full of colour, character, and with an exciting look. Therefore, the writer uses audio-visual media, which is short in time.

f. Evaluate and Revise

The final step in the ASSURE model in the learning media development model is to evaluate the impact of our products on student learning. This includes evaluating teaching strategies, technology, media, material used, and other features developed. The teacher can find out the achievement of students' cognitive abilities by using an understanding test in quiz form or student worksheets, which are given after the material is conveyed through the media. If the results are not satisfactory, it is necessary to improve the learning media or teaching methods used by the teacher.

The final step in evaluation focuses on feedback from students. Students experience a pleasant learning experience after implementing ICT-based learning media. Students become interested in paying attention to the material, this improves classroom atmosphere and learning. The ICT-based learning media implemented in 1st grade of Madrasah Ibtidaiyah received a satisfying response from students. They can write, explain, and demonstrate tayamum and its procedures properly. Student learning outcomes are summarized in the following table:

Table 2. Student Assessment

No.	Criteria for Achieving Learning Goals	achieved	not yet achieved
1.	Students can read and write tayamum intentions properly and correctly.	✓	
2.	Students can explain the meaning of the tayamum intentions accurately.	✓	
3.	Students can demonstrate the procedures for performing tayamum coherently.	✓	
4.	Students can explain the reasons for tayamum.	✓	
5.	Students can differentiate between the pillars and sunnah of Tayamum.	✓	
6.	Students can state the wisdom of carrying out tayamum.	✓	

According to Widoyoko on Dwi Elvina's research, media eligibility score was obtained with the following categories (Elvina & Dewi, 2020, p. 21):

Table 3. Media Eligibility Score

Eligibility Score	Category
$X > 8,39$	Very worthy
$6,78 < X \leq 8,34$	worthy
$5,22 < X \leq 6,78$	Decent enough
$3,66 < X \leq 5,22$	Not worth it
$X \leq 3,66$	Very inadequate

To determine what extent this media is suitable for use, the researchers presented assessments from validator-1 from the religious team and validator-2 from the IT team at the school. The results are obtained as shown in the following table:

Table 4. Validators assessment

No.	Assessment Aspects	1 st Validator	2 nd Validator
1.	Analysis of student characteristics	9,3	8,5
2.	Appropriateness of the material to the learning objectives	9,8	9,0
3.	Suitability of learning media	9,6	9,0
4.	Utilization of teaching materials	9,8	8,7
5.	Student involvement	9,7	8,0
6.	Systematics order of presentation	9,8	9,0
7.	Part-by-part continuity	9,8	9,0
8.	Suitability of visualization with the content of the message presented	9,6	8,8
9.	Clarity of content/material	9,8	9,0
10.	Content attractiveness	9,6	8,5

Average Score	9,68	8,75
$X = \frac{\sum x}{n}$	$\frac{\sum x}{n} = \frac{18,43}{2} = 9.215$	

Based on the media eligibility score interval in this table, the audio-visual media that has been developed can be categorized as very worthy of being implemented in 1st grade of Madrasah Ibtidaiyah. However, every learning media developed needs advice from material and ICT experts. Several criticisms of the media developed by researchers, such as minimalism of animation, too fast delivery of material, and several other suggestions, are presented in the table. Criticism or offers become evaluation material for the sustainability of media development.

Table 5. Validator Suggestions

No.	1 st Validator	2 nd Validator
1.	The animated images in the tayamum practice section are too short and fast.	Animation movements still need to be more prominent.
2.	Animated videos are to be enlarged and used as a point of view for viewers.	Creators should include quizzes explicitly in the media.
3.	Because the media creator has provided audio support, the writing is manageable and packaged with full animation.	The video would be more enjoyable with transition sound effects or music.

D. CONCLUSION

The use of ICT-based learning media is very suitable to be applied in the current era of globalization. One is audio-visual media, which can attract students' interest in learning in 1st grade MI students, especially in the Tayamum chapter of Fiqh material. The learning process in the classroom becomes more fun, and students can focus on paying attention to the material presented. The development of ICT-based learning media with the ASSURE model on fiqh material chapter Tayamum for 1st grade Madrasah Ibtidaiyah can be further evaluated by an expert team.

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