



**DEVELOPMENT OF FEATURE BASED LEARNING MEDIA INSTAGRAM IN
LEARNING WRITING PROCEDURE TEXT AT
SMP NEGERI 2 IMOIRI YOGYAKARTA**

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Abstract

The objectives of this research: (1) to determine the development of learning media based on Instagram features with the 4-D model (Define, Design, Develop, Disseminate) in learning procedural text writing skills for class VII junior high school students; (2) describe the feasibility of learning media based on Instagram features in learning text writing skills in class VII junior high school learning procedural texts; and (3) describe the practicality of learning media based on Instagram features in learning procedural text writing skills in class VII junior high school. This research developed with 4D model and carried out at SMP Negeri 2 Imogiri in 2023/2024. The subjects of this research were students in class VII F with a sample of 15 students. The development procedure was carried out in four stages, namely define, design, develop, disseminate. Data collection techniques used student response questionnaires, media expert validation sheets, material expert validation sheets, pretest and posttest. The results of this research show: (1) the Instagram feature-based learning media developed for learning procedural text writing skills for class VII students at SMP Negeri 2 Imogiri has been carried out in accordance with the stages of the 4-D Model, namely Define, Design, Develop, Disseminate, (2) the process of developing learning media based on Instagram features is carried out in stages, namely (1) definition, (2) design, (3) development and (4) implementation. (2) Instagram feature-based learning media developed for learning procedure text writing skills for class VII students of SMP Negeri 2 Wonogiri with the 4-D model (Define, Design, Develop, Disseminate) is suitable as a learning media. The results of the assessment from experts on the media being developed obtained a score of 3.4, including in the good category, and the assessment from material experts was 3, including in the good category. (3) Instagram feature-based learning media developed for class VII students at SMP Negeri 2 Imogiri in learning procedural text writing skills using the 4-D model was declared practical for use in learning. the percentage of student learning completeness from 20% to 73.3% was declared valid.

Keywords: Development of Learning Media, Instagram Features, Learning to Write
Procedural Texts

**PENGEMBANGAN MEDIA PEMBELAJARAN BERBASIS FITUR INSTAGRAM
DALAM PEMBELAJARAN MENULIS TEKS PROSEDUR
DI SMP NEGERI 2 IMOGIRI YOGYAKARTA**

Abstrak

Tujuan penelitian ini: (1) mengetahui pengembangan media pembelajaran berbasis fitur instagram dengan model 4-D (Define, Design, Develop, Disseminate) pada pembelajaran keterampilan menulis teks prosedur untuk siswa SMP kelas VII; (2) mendeskripsikan kelayakan media pembelajaran berbasis fitur instagram dalam pembelajaran keterampilan menulis teks di SMP kelas VII pembelajaran teks prosedur; dan (3) mendeskripsikan kepraktisan media pembelajaran berbasis fitur instagram dalam pembelajaran keterampilan menulis teks prosedur di SMP kelas VII. Penelitian ini merupakan *research and development* dengan model 4D. Penelitian ini dilaksanakan di SMP Negeri 2 Imogiri pada tahun 2023/2024. Subjek penelitian ini adalah siswa kelas VII F dengan sampel 15 siswa. Prosedur pengembangan dilakukan dengan empat tahap, yaitu define, design, develop, disseminate. Teknik pengumpulan data menggunakan angket respons siswa, lembar validasi ahli media, lembar validasi ahli materi, pretest dan posttest. Hasil penelitian ini menunjukkan: (1) media pembelajaran berbasis fitur instagram yang dikembangkan pada pembelajaran keterampilan menulis teks prosedur untuk siswa kelas VII SMP Negeri 2 Imogiri ini telah dilakukan sesuai dengan tahap-tahap Model 4-D, yaitu Define, Design, Develop, Disseminate, (2) proses pengembangan media pembelajaran berbasis fitur instagram dilakukan dengan tahapan, yaitu (1) pendefinisian, (2) perancangan, (3) pengembangan dan (4) implementasi. (2) media pembelajaran berbasis fitur instagram yang dikembangkan pada pembelajaran keterampilan menulis teks prosedur untuk siswa kelas VII SMP Negeri 2 Wonogiri dengan model 4-D (Define, Design, Develop, Disseminate) layak dijadikan sebagai media pembelajaran. Hasil penilaian dari ahli media yang dikembangkan memperoleh skor sebesar 3,4 termasuk pada kategori baik dan penilaian dari ahli materi sebesar 3 termasuk dalam kategori baik. (3) media pembelajaran berbasis fitur instagram yang dikembangkan pada siswa kelas VII SMP Negeri 2 Imogiri dalam pembelajaran keterampilan menulis teks prosedur dengan model 4-D (Define, Design, Develop, Disseminate) dinyatakan praktis untuk digunakan dalam pembelajaran. persentase ketuntasan belajar siswa dari 20% menjadi 73,3% dinyatakan valid.

Kata kunci: Pengembangan Media Pembelajaran, Fitur Instagram, Pembelajaran Menulis Teks Prosedur

INTRODUCTION

The development of technology and the internet nowadays is really needed in any field, whether in education, business, transactions, communication, both from near and long distance and makes it easier for anyone to develop their passions and talents so that everything becomes easier and more efficient. With the development of technology and the internet, it makes it easier for teachers to give assignments and students to do assignments. One way is to use social media as a learning medium. In this case, teachers must be able to develop these skills by using interesting, unique and effective learning media that are adapted to developments in technology and the internet and it is hoped that the media used will be able to improve student learning outcomes in the material discussed.

It is hoped that learning media can make it easier for teachers, especially Indonesian language teachers, to master technology so that they can deliver material in accordance with current technological developments and can present interesting and effective learning media in learning. Learning media must have the following characteristics, namely learning media (1) can be touched, seen and heard and can

be observed by the five senses, (2) objects or things that can be seen and heard, (3) can be used to communication between teachers and students, (4) can be used as a tool in the teaching and learning process, (5) is an intermediary in the learning process, (6) and can be used as tools and techniques related to learning methods (Ambarsari, 2020: 82).

Current developments in technology and the internet influence learning, where it is not enough to just use media such as books and trusted teaching materials, but it is very necessary to use media that suits the character of today's students. The use of learning media in the teaching and learning process can generate new desires and interests, generate motivation and stimulation for learning and have a psychological influence on students (Rembulan, 2020: 205). Internet-based learning media that are generally used by the public or students including Facebook, Twitter, Line, Telegram, WhatsApp, Instagram. Learning media, especially media based on the Instagram feature, is rarely used, if at all it is possible to only use one of the features contained in the Instagram feature.

The learning media used at SMP Negeri 2 Imogiri still uses monotonous media, making students less interested in the learning material presented. Therefore, researchers want to develop learning media based on Instagram features because the Instagram feature has many features, including feeds, reels, live IG, and IG story features which will later be used by researchers as a medium for delivering material and in delivering it it is made uniquely with displays videos or images that can improve student learning outcomes and the material used here is procedural text writing material.

Tarigan (1986: 15) explains that writing is an activity of expressing ideas or concepts using written language as a medium of delivery. Writing is an activity of conveying messages using writing as a medium (Akbayar in Kusumaningsih, et al., 2013: 66). Procedure text material is text that contains the steps to carry out something according to the instructions or directions given. Procedure texts are built to provide information on how something can be done according to existing systematics (Gerot and Wignel, 2015). Procedure texts have linguistic rules including, (1) imperative verbs, (2) persuasive statements, (3) technical words, (4) conjunctions, and (5) tool descriptions (Sari, 2021: 25-33).

The aims of this research are (1) to determine the development of learning media based on Instagram features with the 4-D model (Define, Design, Develop, Disseminate) in learning procedural text writing skills for class VII middle school students (2) to describe the feasibility of learning media based on Instagram features in Indonesian language learning procedural text material as a medium resulting from student interaction as a medium for Indonesian language learning in grade VII middle school learning procedural texts. (3) describe the practicality of learning media based on Instagram features in learning procedural text writing skills in class VII junior high school.

There are many benefits obtained from this research, namely: (1) increasing knowledge in developing Instagram Feature-Based Learning Media in Learning Procedure Texts in Middle Schools using the 4-D Model, namely Define, Design, Develop, and Disseminate, (2) contributing to education by developing a learning media based on Instagram features, (3) it can become a relevant resource for similar researchers in the future, (4) it can become an alternative media that can be used to

convey material on writing procedural texts, (5) it makes it easier for teachers in the activity process teaching and learning, (6) makes it easier for students to understand the material and attracts students' interest in learning to write procedural texts, (7) can be used as evaluation material as well as innovation in preparing learning programs, (8) can be used as a library reference in the field of education, especially in learning writing procedure texts in grade VII junior high school, and (9) can be used as direct insight and experience regarding the development of learning media.

METHOD

This research using quantitative research methods with a research & development model. The development model used in this research is the 4D model. This 4D development model is a development model that is widely used in several types of learning media development. This model has been developed by Sivasailam Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel (Arkadiantika et al., 2020: 31). In this 4D development model there are 4 stages, namely (1) Define, (2) Design or design stage, (3) Develop or development stage, and (4) Disseminate or spread, but in the Disseminate stage the researcher only carries out until the implementation stage.

This research was carried out at SMP Negeri 2 Imogiri, precisely in class VII F and the procedures for developing learning media were carried out, namely stage (1) Define stage which is useful for determining and defining the conditions needed in a learning process, (2) The design stage aims to determine what designs will be created, (3) The development stage aims at this stage the learning media product must go through several stages of revision from validators or media experts, and have been tested on students as users. . This trial testing stage can be carried out if the creation of learning media products based on Instagram features in this procedural text material is ready and complete and ready to be tested for validity by media experts, material experts, Indonesian language teachers and responses from students. to carry out validation with media experts, material experts and Indonesian language teachers and product testing stages. (4) Dissemination or implementation stage. This stage implements learning media that has been developed and socialized to a wide audience. The research used the Thiagarajan 4D model which should have reached the dissemination stage, but considering the limitations of facilities, time and costs, this research only reached the implementation stage. Even though it has only reached the implementation stage of learning media development, this research has met the requirements and is in accordance with the principles of development research.

RESEARCH RESULTS

The product resulting from this research is learning media based on Instagram features based on research and development steps for 4D models and testing the feasibility of the media and the practicality of the media. The following are the results and discussion of research regarding the development of learning media based on Instagram features in learning procedural text writing skills at SMP Negeri 2 Imogiri Yogyakarta.

1. Development Process

The process of developing learning media uses the development model used in this research, the 4D model. In this 4D development model there are 4 stages, namely:

define, design or design stage, develop or development stage, and disseminate only up to the implementation stage. The four stages carried out are as follows.

At the Definition Stage

At the definition stage, the researcher carried out (a) needs analysis, (b) student analysis, (c) media analysis and (d) task analysis. The results of the needs analysis show that students need interesting media in the learning process in class, especially in procedural text learning material. Teachers have not been able to develop media in class because there is limited time so teachers in developing learning media used in class only rely on WhatsApp group media, Google classroom and print media which are familiar and very monotonous for students so they tend to make students get bored easily.

In the student analysis, results were obtained regarding the age of class VII students, especially VII F at SMP Negeri 2 Imogiri, namely between the ages of 11-13 years. This age is the transition period from childhood to early adolescence and at this age students are able to think about the possibilities of something systematically to solve various problems. In media analysis, several features were found that can be used to help develop learning media based on Instagram features by making it a social media application that is easy for students to use with an attractive and unique appearance. Then the task analysis includes the independent curriculum at SMP Negeri 2 Imogiri. Task analysis includes Learning Achievements (CP) and Learning Objectives. Independent curriculum analysis was carried out based on the Learning Objectives Flow (ATP) implemented at Imogiri 2 Public Middle School. Concept analysis here explains the concept map of material from procedural texts which aims to sort the subchapters of procedural text material and create questions from procedural text material.

The Design

The stage of design contains product preparation and assessment tools. Product preparation is necessary so that the steps in preparing Instagram Feature-Based Learning Media and selecting materials are taken. Next, prepare media expert assessment instruments, material expert instruments, teacher response questionnaires, student response questionnaires, and pre-test and post-test assessment instruments. The following are several views of the Instagram feature-based learning media designs created and their descriptions.



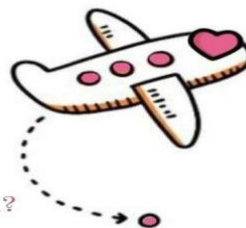
Figure 1. Display of the Account Used by Instagram Feature-Based Learning Media



Figure 2. Initial View of Video Reels from Learning Media

2. Perhatikan kalimat di bawah ini!
a) Berisi langkah-langkah yang terdiri dari tiga atau empat tahapan
b) Terdiri dari banyak langkah
c) Teks yang pada setiap langkahnya bisa diubah tidak harus runtut, walaupun berubah, tetapi hasil akhirnya tetap sama

Kalimat di atas yang termasuk ke dalam teks prosedur sederhana yaitu?
Jawab :



Jawab

Ketikkan sesuatu...

Figure 3. Display of One of the Questions in the Learning Media

Development

Development is a stage consisting of instrument development, development of Instagram feature-based learning media, validation and revision. The instruments that have been created are then consulted with the validator to determine the feasibility of the instruments created. Then in the development of Instagram feature-based learning media, Instagram media is used based on Instagram features and researchers already have a media product. The media developed is submitted to media experts, material experts, teacher validation, and also teacher response questionnaires and student responses for assessment. The assessment stages are as follows.

2. Media Eligibility

Media suitability results are carried out using media expert validation tests. The trial was carried out by media experts by filling out a questionnaire to determine the suitability of the learning media being developed as well as filling in suggestions and improvements to the Instagram feature-based learning media and filling in conclusions about the suitability of the media being developed. The assessment results from media experts, namely 3.4, are included in the good category. Validation by media experts from the aspect of media suitability is supported by research (Dwiningsih, et al. 2018) which describes validation assessments with good categories obtained from media experts, material experts, teachers and students after using the developed Chemistry Learning Media. The feasibility aspect based on the National Education Standards Agency (BSNP) generally contains the feasibility of the media being developed in terms of material and the correctness of the concepts that are realized and adjusted to learning outcomes and adjusted to learning objectives and adjusted to learning indicators and the material presented.

3. Media Practicality

The Instagram feature-based learning media that has been developed is stated to be practical for use in learning procedural text writing skills. This Instagram feature-based learning media is said to be practical because it has been tested after being validated by material experts and validation by media experts. The practicality test was carried out on one Indonesian language teacher and 15 students as Indonesian language learners, especially material on procedural text writing skills. The results of the practicality trial of learning media based on Instagram features carried out by teachers in learning procedural text writing skills were 100%, included in the very feasible category. The results of students' responses to the practicality test, especially the procedural text writing skills material to see the practicality, were 100%, including being categorized as very feasible. A practicality test was also carried out for the pretest, 3 people completed it and 11 people completed the posttest. Student learning outcomes in learning to write student procedural texts using learning media based on Instagram features have increased, namely from the pretest score of 20%, the posttest score increased to 73.3%. The calculation was carried out using Microsoft Excel 2016. The results of media practicality can be seen in table 4 below.

Table 1. Media Practicality Test Results

No.	Student Completeness	Amount		Minimum Completeness Score
		Pre Test	Post Test	
1	Completed students	3	11	70
2	Students who did not complete	12	4	
Percentage of Learning Completeness		$(3/15) \times 100\% = 20,0\%$	$(4/15) \times 100\% = 73,3\%$	

DISCUSSION

Technology has become a major necessity in modern education. The use of technology in the classroom can increase interaction between teachers and students and facilitate more interactive and engaged learning. With easier access to information and online learning resources, technology allows students to expand their knowledge beyond the traditional confines of textbooks. In addition, technology also prepares students to face the challenges of this digital era, by developing skills that are relevant and critical for their future. Therefore, technology integration has become a necessity in today's education to ensure students are ready to face the ever-changing world (Campos-González & Balcombe, 2024; Haleem, Javaid, Qadri, & Suman, 2022; Putranto, Heriyanto, Kenny, Achmad, & Kurniawan, 2022; Sezaki dkk., 2023; Stolpe & Hallström, 2024).

Technology also plays a crucial role in preparing students for an increasingly connected and technology-based global economy. By learning information and communication technology (ICT) skills from an early age, students can develop the capabilities needed to contribute to the knowledge-based society of today and the future. Additionally, the integration of technology in the curriculum can help explore complex concepts in a more visual and interactive way, allowing for deeper and more applicable understanding (Alyoussef, 2023; Ambe dkk., 2024; He, Chen, & Mo, 2024; Mei, Feng, & Cavallaro, 2023; Pumptow & Brahm, 2023; Tayan, Hassan, Khankan, & Askool, 2024).

This is what drives researchers to develop learning media, so that the resulting learning media is of high quality, so in the development process the researchers carry out expert validation. In this stage aims to determine the quality of the learning media developed in terms of appearance and assessment results. The results of the media expert's validation of the display aspect produced a score of 3. So, it can be concluded that the learning media developed is in the good category, but there are slight improvements in the writing and background color or in the results section. The presentation of learning media features based on Instagram features is supported by research from (Yumini & Rakhmawati, 2015) which received good responses from validation from media experts, material experts and student and teacher responses after using digital-based learning media.

The validation stages. The validation stage of the material expert explains in more depth the assessment of learning aspects which are adjusted to the results of material testing. The results of the material expert's validation of the learning aspects

based on the results of the material expert's validation resulted in the conclusion that the learning media was good and the total score obtained from the material expert's assessment was 3.3, or in the good category. Assessment of the learning aspect is supported by research (Dwiningsih, et al. 2018) which explains that good validation assessments can be obtained from media experts, material experts, teachers and students after using the chemistry learning media developed.

This validation stage for Indonesian Language Teachers was created to determine aspects of the correctness and appropriateness of the media for Indonesian language teachers as users of learning media. The results of the assessment carried out by the Indonesian Language Teacher on the aspects as well as the appearance and material of the product are good with a total score from the validation results, namely 21 with an average of 3.5, which is included in the good criteria. The assessment of the truth and appropriateness aspects of the media is supported by research (Dwiningsih, et al. 2018) which describes teacher validation assessments with results in the good category obtained from media experts, material experts, teachers and students after using the developed Chemistry Learning Media.

In the student response stage, this questionnaire was created to find out material and practical aspects. The results of students' responses to aspects of the material and helping students in using learning media based on Instagram features regarding the assessment and media criteria were very good with a percentage of 100%. The assessment of the material and practical aspects is supported by research (Dwiningsih, et al. 2018) which describes good validation assessments obtained from media experts, material experts, teachers and students after using the developed chemistry learning media. A learning media is said to be of good quality if it meets three criteria, namely (a) validity, (b) practicality, and (c) effectiveness (Sari and Siswono 2020). The media developed meets these 3 criteria so it can be concluded that the media developed is of good quality.

The assessment results from media experts, material experts as well as teacher responses and student responses can be seen in tables 2 and 3 below.

Table 2. Media and Material Expert Validation Results

No	Aspects assessed as	Average	Criteria
1.	Media design aspects	3	Good
2.	Material suitability aspect	3,4	Good

Table 3. Results of Teacher and Student Responses

No	Aspects assessed as	Average	Criteria
1.	Material and practical aspects	3,5	Very Good
2.	Usability aspect	3,5	Very Good

At the dissemination stage, researchers only reached implementation as the final stage in the 4D model. This implementation stage was only carried out at the Imogiri 2 Middle School level and was tested in class VII, especially class VII F, so it was not carried out until it was widely disseminated or implemented considering time

and cost limitations. Dwiningsih et al. (2018) revealed that learning media must have a clear focus on learning objectives. Learning objectives include the abilities that students are expected to master after the learning process is complete. Apart from being able to accommodate the learning indicators to be achieved, the material presented must also contain accurate data so that it can broaden students' insight and not give rise to misconceptions (Dwiningsih, et al. 2018).

Based on the results of validation tests carried out by material experts, it concluded that an assessment will determine the suitability of the material in the learning media. It consists of some setp likes filling in suggestions and improvements for the procedural text writing skills material as well as filling in conclusions about the suitability of the learning media that being developed. Material expert validation of the assessment results obtained an average score of 3 in the good category. The validation results from material experts are supported by research (Dwiningsih, et al. 2018) which explains the validation assessment with good categories obtained from media experts, material experts, teachers and students after using the developed Chemistry Learning Media.

The feasibility of validation results from media experts and material experts can be seen in table 4 below.

Table 4. Results of Media and Material Expert Eligibility Validation

No	Aspects assessed as	Average	Criteria
1.	Aspects of media design	3	Good
2.	Aspects of material suitability	3,4	Good

Dwiningsih et al. (2018) revealed that learning media must have a clear focus on learning objectives. Learning objectives include the abilities that students are expected to master after the learning process is complete. Apart from being able to accommodate the learning indicators to be achieved, the material presented must also contain accurate data so that it can broaden students' insight and not give rise to misconceptions (Dwiningsih, et al. 2018).

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Table 5. Results of Media and Material Expert Eligibility Validation

No	Aspects assessed as	Average	Criteria
1.	Aspects of media design	3	Good
2.	Aspects of material suitability	3,4	Good

Based on the results of the validation and implementation carried out, it can be concluded that the learning media that has been developed is suitable and effective for use in the learning context. The implementation of this learning media has also succeeded in showing that its use can increase student engagement and facilitate better understanding of complex concepts. These results confirm that the systematic and evidence-based development of learning media can make a significant positive contribution to the effectiveness of learning in educational institutions.

CONCLUSION

The Instagram feature-based learning media developed for learning procedural text writing skills for students of SMP Negeri 2 Imogiri class VII has been carried out in accordance with the stages of the 4-D Model. The process of developing learning media based on Instagram features was carried out in 4 stages, namely (1) definition, (2) design, (3) development and (4) implementation. Stage 1, namely definition, is carried out by collecting information from interviews with teachers and students at SMP Negeri 2 Imogiri. Stage 2, namely creating a media design which is carried out by selecting material that will be assembled into a learning video which will be uploaded on the Instagram application, Stage 3, namely developing media and instruments which is carried out by asking for assessments from media experts and material expert assessments, while the instruments assessed by the teacher as well as student responses to the test instruments. Then the researcher carried out the final stage, namely the implementation stage 4, which is the final stage in the media development process by implementing learning media for teachers and students at SMP Negeri 2 Imogiri.

Instagram feature-based learning media developed for learning procedural text writing skills for class VII junior high school students with the 4-D model (Define, Design, Develop, Disseminate) is suitable as a learning media. The results of the assessment from experts on the developed media obtained a score of 3.4, including in the good category and the assessment from material experts was 3, including in the good category. The Indonesian language teacher's assessment score was 7 with a percentage of 100% and in the very good category.

Instagram feature-based learning media developed for class VII students at SMP Negeri 2 Imogiri in learning procedural text writing skills using the 4-D model (Define, Design, Develop, Disseminate) was declared practical for use in learning. This can be proven after validated by media experts and material experts and are declared valid. From the pretest and posttest data, the results of students' learning to write procedural texts using Instagram feature-based learning media have increased, from score of 20 to 73.3%. The pretest results showed that 20% of the students completed it and 12 students did not complete it. The posttest results showed that 73.3% of students completed 11 students and 4 students did not complete it. The percentage calculation is processed using Microsoft Excel 2016 application.

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