



Geography science strategy to increase students' interest in learning with the help of digital-based learning media

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Article Info :

Received :
August, 28th 2022
Revised :
September, 28th 2022
Accepted :
October, 25th 2022

ABSTRACT

Today's education mostly uses digital-based media, without exception. The use of information and communication technology media makes it easy for teachers to convey messages to students. This study aims to provide input to Geography subject teachers in designing learning strategies to increase students' interest in learning with the help of digital-based learning media. This study uses the SLR method used to identify, review, evaluate, and interpret all available research with topic areas of interest to phenomena, with certain relevant research questions. By using the SLR method, a systematic review and identification of journals can be carried out. To complete this research, researchers collected journal articles from Google Scholar, Research Gate, SINTA, DOAJ, and Scopus. Based on some of the research that has been described, it can be concluded that digital-based learning media has an influence on students' learning interest, with the development of learning media it is hoped that teachers can innovate and be creative in the process of delivering messages to students with fun digital-based learning.

Keywords: Interest in Learning, Strategy of Geography, Learning Media



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INTRODUCTION

Interest, according to Slameto (2015), is a persistent tendency to pay attention and remember some activities. Interest greatly affects student learning, because if the subject matter studied is not in accordance with the interests of students, they will not learn as well as possible. He was reluctant to learn, and he did not get satisfaction from the lesson. Learning materials that attract students' interest are easier to learn because interest adds to learning activities (Meyzilia et al., 2019). Geography is a science that studies the branch of science that discusses the spatial aspect that is used as a place of human activity. Human geography is divided into population geography, economic geography, political geography, settlement geography, and social geography. Science is used as a forum for human activities.

As stated by Mansfield (2014), studying geography helps us understand the world and the condition of our country. The project of the Gilbert M. Grosvenor Center adds that our daily lives relate to interactions with the environment around us. Geography knowledge and skills are very important to understand so that we understand the activities and patterns of our lives and the lives of other living things. Several well-known countries have long realized the importance of studying geography. In fact, they have established learning geography as a compulsory subject at various levels of education. In contrast to Indonesia, geography is only taught in high school, while in elementary and junior high schools it is still integrated with social studies subjects. Sumaatmadja (1996) explains that geography teachers are obliged to develop the ability of students to learn so that they are able to develop their potential for further learning, to think freely, directedly, and critically-creatively, to love their homeland and the world in general through creative work, and finally to live in accordance with environmental conditions and problems faced in this life. Teaching geography to students must use varied learning methods (Meyzilia et al., 2019).

With the development of science, geography has difficulty in the delivery process to students. According to the results of interviews conducted by teachers with students at SMAN 5 Bandar Lampung, the decline in interest in learning geography is influenced by the lack of modern media that

accommodates geography learning, which tends to be educators only. provide conventional media such as map paper images, globe shapes, printed books, worksheets, and many more conventional media that are no longer in accordance with the times.

The role of geography subjects in education is to be able to develop students' understanding of spatial organization, society, places, and the environment on the face of the earth (Sumaatmadja, 1996: 32). Through geography lessons, students are encouraged to be able to understand the physical processes that shape the patterns of the earth's surface and the characteristics and spatial distribution of ecology on the earth, so that students are expected to understand that humans create regions (regions) to simplify the complexities of the earth's surface. Thus, students are expected to be proud of their cultural heritage by having a concern for social justice, democratic processes, and ecological sustainability, which in turn can encourage students to have character values (values towards God, towards themselves, towards others, and towards the environment). -national values). In addition, through learning geography, it is hoped that it can improve the quality of life in its environment, both now and in the future. (Siskawati Maya, Pargiti, 2016).

The swift current of globalization certainly has implications for the method of learning geography as a subject that has a close relationship with the life of the earth and the development of the "Industrial Revolution 4.0," or better known as the sophistication of information and communication technology (ICT). In fact, educators, as facilitators in the teaching and learning process of geography, are less able to keep pace with and apply these advances in information and communication technology. Another known factor in the problem of decreasing student interest in learning at SMAN 5 Bandar Lampung is that teachers do not understand the continuous use of ICT, such as using laptops only to the extent of typing. The relative age factor is out of date, as is the teacher's interest in developing learning methods and the teacher's desire to use digital-based learning media.

The development of information and communication technology has penetrated all lines, including the world of education. In an effort to improve the quality of education, one step can be taken by utilizing technological sophistication, especially in the learning process and delivery of material (Nurdiansyah et al., 2018). The development of technology changes the teacher's task from being a teacher who is in charge of delivering subject matter to a facilitator who provides convenience in learning (Awalia et al., 2019). SMA Negeri 5 Bandar Lampung is a public school that has the potential to apply learning methods using digital-based media. Supporting facilities and infrastructure can certainly have an influence on teachers, especially geography teachers, to be able to develop digital-based media-based learning methods that aim to support and facilitate students as learners. For this reason, the researcher aims to develop learning media as a facilitator of geography learning at SMAN 5 Bandar Lampung by using digital-based media as a learning tool so that students' interest again increases, especially in geography subjects.

Today's education mostly uses digital-based media, without exception. The use of information and communication technologies makes it easy for teachers to convey messages to students. Learning media is actually used so that teachers, as facilitators, can continue to innovate and be creative in developing learning methods that are in accordance with the times. The selection of learning methods is an alternative to the implementation of a fun learning and teaching process. One of the learning methods that can improve the learning process is the selection of learning media. Media cannot be separated from the learning process. The use of unattractive and varied learning media makes students bored. The use of media is very important for teachers to support the learning process because it can increase the interest of students in learning so that their level of understanding can increase. The process of understanding a learning material can increase student achievement (Wulandari et al., 2020).

In learning, there are several components that must exist so that learning objectives can be achieved. This goal can be achieved if there is communication between the sender of the message and the recipient of the message, namely, educators and students. Learning will require communication between educators and students. Therefore, learning is a communication process. There are three main components in communication: the message sender component (educator), the message receiver component (students), and the message component itself, which is usually in the form of learning material. In the practice of learning, communication failures are often found, namely that learning materials are not received optimally by students. To avoid miscommunication, it is necessary to have

media and learning resources that facilitate the learning process (Pangestu & Wafa, 2018). According to the Big Indonesian Dictionary, media is a tool, means of communication, liaison, or the one that lies between two parties (people, groups, etc.). The word "media" is the plural form of the word "medium." Media can be defined as an intermediary or introduction to the occurrence of communication from the sender to the recipient (Arsyad, 2011: 3). If the media is used in the learning process, it is called "learning media." Learning media is a means to improve teaching and learning process activities (Isma & Ananto, 2022).

Research conducted by Zidan Sitohang and Taufik Hidayat with the title *The Effect of Using Google Maps Applications on Students' Interest in Learning Geography at SMA Negeri Langsa City* explains that the use of the Google Maps application has a positive effect on students' interest in learning geography, as evidenced by the results of the Fcount of $-41.483 > 3.160$ or (F count > F Table) so that H_0 is rejected and H_1 is accepted (Prisuna, 2021). This study aims to provide input to geography subject teachers in designing learning strategies to increase students' interest in learning with the help of digital-based learning media.

RESEARCH METHODS

This scientific article was prepared using the SLR method. Regarding research methods, "literature" means a critical analysis of research that is being carried out on a specific topic or in the form of questions on a part of science. Help us in developing a framework of thinking that is in accordance with the theory, findings, and results of previous research in order to solve the formulation of the problem in the research that we make. The SLR method is used to identify, review, evaluate, and interpret all available research in topic areas of interest to phenomena with specific relevant research questions. By using the SLR method, a systematic review and identification of journals can be carried out. To complete this research, researchers collected journal articles from Google Scholar, Research Gate, SINTA, DOAJ, and Scopus. The keywords are: learning interests, geography, science, strategy, and learning media. The articles collected were only those published in the period 2013–2022. From various articles, the researcher selected 15 articles that were closely related to the keywords used. The next step was for the researchers to group articles related to digital learning media to increase students' interest in learning.

RESULTS AND DISCUSSION

The development of information and communication technology (ICT) provides more contribution to the world of education; the presence of ICT in the realm of education indirectly affects the development of innovation and creativity among teachers and students, especially in the era of the Industrial Revolution 4.0. By utilizing existing media in information and communication technology, teachers can indirectly innovate and be creative, especially in conveying learning messages to students, so that the process or implementation of learning does not tend to be monotonous and lack creativity from a teacher. For that, in the table below, we describe digital-based learning media that can increase student interest in learning.

Table 1 Research Results Related to Digital Learning Media on Students' Interest in Learning

Research conducted by Khairinal Khairinal, Sunarto Sunarto, and Resi Yulia Adtiani with the title "Development of Professional Flip PDF-Based E-Book Learning Media to Improve Learning Independence and Student Interest in Economics Subjects in Class X IIS 1 SMA Negeri 2 Kota Sungai Penuh, Based on the results of the trial using the student learning independence questionnaire on the developed e-book with an average of 4.0 and an average value (in %) of 80%, the e-book meets the criteria of good. Included in the category 3.4–4.22, with $> 3,4$ and high. From these responses, the researchers concluded that the developed e-book could increase students' learning independence; and the results of the trial of using a questionnaire on student learning interest in the developed e-book with an average value of 4.2 (in % whereas 83% with the criteria of good. Included in the category 3.4–4.2.2, with $> 3,4$ and high. From these responses, the researchers concluded that the e-book they had developed could increase students' interest in learning. (Khairinal et al., 2021)

Research conducted by Iwan Kandori, Application of Android-Based Digital Learning Media and E-Learning Learning Models on Students' Learning Interest in Class X Office Administration SMK Negeri 2 Tondano, hypothesis testing concluded that there is a positive influence between Android-based digital learning media and learning interest. This is indicated by the t-count value of 9.67, which is greater than the t-table value of 1.96 at the 5% (0.05) level. And hypothesis testing also concludes that there is a positive influence between the e-learning model and learning interest. This is indicated by the t-count value of 5.37, which is greater than the t-table value of 1.96 at the 5% (0.05) level. (Kandori, 2021)

Research conducted by Elly Sukmanasa, Tustiyana Windiyani, Lina Novita with the title Development of Digital Comics Learning Media in Social Science Subjects for Class V Elementary School Students in Bogor City, digital comics material for Events Around the Proclamation for social studies subjects for class V SD The developed learning media was declared suitable for use based on validation by material experts, validation by media experts, and validation and test results from teacher and student responses. Thus, it can be concluded that digital comic media can be developed and is feasible to be used in the learning process of "Events Around the Proclamation" for social science subjects in Class V Elementary School. (Sukmanasa et al., 2017)

Andi Dian Angriani, Andi Kusumayanti, Nur Yuliany, Development of Digital Book Learning Media on Algebraic Materials, Based on the results of validation by two validators, the criteria were very valid, with percentages of 85.71% and 91.66%. The value of practicality based on student responses obtained a score of 89.66, which states that this medium is very practical to be used in the large-scale trial stage. Furthermore, the value of practicality based on the responses of students in stage II obtained a score of 90.64% with very practical criteria. Finally, based on the effectiveness test obtained based on the student learning outcomes test, it is known that the average learning outcomes test has met the KKM score with an average of 90.12, which means that digital books are effectively used in the learning process. (Angriani et al., 2020)

T Heru Nurgiansah, with the title Improving Students' Interest in Learning with Conventional Learning Media in Citizenship Education Learning. The results showed an increase in interest in learning by using conventional learning media. The use of conventional media is applied because modern learning media cannot be used. Even so, students' interest in participating in Citizenship Education is getting better. (Nurgiansah, 2022)

Research conducted by Unty Bany Purnama, Mulyoto, dan Deny Tri Ardianto with the title, "Use of Digital Comics Media and Images of Its Effect on Science Learning Achievement" In terms of student learning interests, the conclusions of the research are that there is a significant influence between learning using digital comics media and image media on student learning presentations; it is concluded that students with digital comics media make better learning presentations than students who use pictures, and there is a significant difference in the effect of interest in learning on student achievement. Students with high learning interests have better learning presentations than students with low learning interests; there is no interaction between learning media and student interest in student learning presentations. (Purnama et al., 2015)

Research conducted by Apri Widodo dan Yusman Wiyatmo with the title "Development of Learning Media for Android-Based Digital Pocket Books to Increase Interest and Learning Outcomes of Physics for Class XI Students of SMA N-1 Jetis on the Main Material of Balance of Rigid Objects." The results showed that Android-based digital pocket books were suitable for learning. Students' interest in learning increased in the limited test with a standard gain of 0.475 (medium) and in the broad test with 0.649 (medium). Student learning outcomes increased in the limited test with a standard gain of 0.734 (high) and in the broad test with 0.876 (high). (Widodo & Wiyatmo, 2017)

Nuur Hafzah, Kamila Puri Amalia, Eka Lestari, Nurul Annisa, Utut Adiatmi, Much Fuad Saifuddin, With the title Meta-Analysis of the Effectiveness of Using Digital Learning Media in Improving Students' Biology Learning Outcomes and Interests in the Revolutionary Era 4.0 The results of the national journal meta-analysis revealed that learning nervous system materials using digital-based learning media had an effect on participants' interest and learning outcomes. educate. Learning media that are effective in improving learning outcomes and students' interest in nervous system material use Augmented Reality (AR) media. (Hafzah et al., 2020)

Nurwahidah, Nada Nupus Ihwani, Nadila Sofia, Riska With the title Utilization of Digital Media on Interest in Learning the Koran in Students, the results of the study can be concluded that learning media can increase and direct children's attention so that it can lead to learning motivation, more direct interaction between students and their environment, and the possibility for students to learn independently according to their abilities and interests. The media used in learning can make it easier for children and increase their motivation or fondness for reciting; that is, they can use digital media. But in using this digital media, they must be accompanied and also supported by parents so that children can learn to recite the Koran in a directed manner and understand it. (Nurwahidah et al., 2022)

Rifki Fajri Rahmat, Lativa Mursyida, Fahmi Rizal, Krismadinata Krismadinata, Yuliawati Yunus, with the title "Development of Mobile Learning-Based Learning Media in Digital Simulation Subjects." This digital simulation is feasible to be used as a supporting medium for independent learning; according to the tests carried out on the material and design aspects that were tested on students, the results for the control class were 74.125 percent and the results for the experimental class were 83.25%. So it can be concluded that the use of android-based mobile learning media is valid, practical, and effective for use in digital simulation subjects. This digital simulation through mobile learning can increase students' interest in learning and also improve student learning outcomes. It is hoped that teachers and principals of SMKN 2 Padang can use mobile learning in learning. (Rahmat et al., 2019)

Heri Hidayat, Heni Mulyani, Sri Devi Nurhasanah, Wilma Khairunnisa, Zakitush Sholihah, with the title The Role of Technology and Learning Media for Elementary School Students in Citizenship Education Learning, digital technology has become an educational necessity today, especially in civics subjects, because the civics learning process is interpreted as a vehicle for the formation of identity and love for the homeland through the internalization or personalization of religious and cultural values that underlie human values, political values, values of education and technology, artistic values, economic values, and health values, which are basic human activities, in order to build better citizen insight. That is why civics learning is so important for students to foster a sense of love for the homeland, but some research results show that civics learning has been less effective so far, which usually uses the lecture method, pictures, power points, videos, and others. (Hidayat et al., 2020)

Adi Suarman Situmorang with the title Microsoft Teams for Education as an Interactive Learning Media to Increase Interest in Learning. The results showed that: The conclusions of this study are: 1) Overall, the learning interest of students who take lessons using Microsoft Teams for Education is in the "very good" category because 94 people out of 110 people, or around 85.46% of students, have achieved a high value (75). 2) The percentage increase in the achievement of student interest in learning before and after learning the concept achievement model for each indicator is 49.22%, 49.48%, 49.48%, and 52.34 (all categories are very good). This shows that learning using Microsoft Teams for Education is very well used to increase students' interest in learning. (Situmorang, 2020)

Agi Ma'ruf Wijaya, Ilfiana Firza Arifin, Mohamad Il Badri With the title "Digital Learning Media as a Means of Independent Learning in the Pandemic Period in History Subjects," this research aims to use technology as a change in the form of the learning process from the delivery of teaching materials to conventional learning methods such as the lecture method by utilizing digital media more. Digital media is expected to help educators communicate with students as a form of learning variation; the goal is none other than to increase students' interest in independent learning. This is because the learning process will not succeed if the interest in learning that students have is still low. So that the use of digital media in learning can help improve the independent learning spirit of students, The process of utilizing learning media has an important value in facilitating students' learning; in presenting digital media, it must be adjusted to the learning objectives achieved, and this needs to be considered by educators who have roles as motivators and facilitators in the classroom learning process. (Wijaya et al., 2021)

Listika Yusi Risnani, Arum Adita, With the title "Digital Educational Game To Increase Students' Interest in Learning in Science Subjects," the results showed that based on the teacher's assessment, the artistic and aesthetic values, ease of navigation, and overall function of the game were in the "good" category. The implementation of digital educational games can increase students' interest in

learning science in private junior high schools, namely: enjoyment of 4.37 (good), interest of 4.31 (good), attention of 4.36 (good), participation of 3.14 (enough), and desire or awareness of learning 3.88 (good). In the state junior high school, enjoyment is 4.45 (good), interest is 4.46 (good), attention is 4.54 (good), participation is 3.68 (good), and learning desire or awareness is 4.16 (good). The conclusion of this study is that digital educational games that are arranged are suitable to be used as science learning media in junior high school. The implementation of digital educational games can also increase students' interest in learning science in both private and public junior high schools. (Wijaya et al., 2021)

Zelika Afaria, Desky Halim Sudjani, dan Fikni Mutiara Rachma, with the title *The Effect of Digital Game-Based Learning Media on Arabic Learning Interest in Class X MA Miftahul Huda Students*, the results of the linear regression test showed a significance value of $0.000 < 0.05$ and $t_{count} > t_{table}$, namely $8,293 > 2,228$. The result of the coefficient of determination test is 0.896. So it can be concluded that the effect of using digital game-based learning media on interest in learning Arabic in class X MA Miftahul Huda is 89.6%. (Afaria et al., 2022)

The development of Information and Communication Technology (ICT) has a tremendous impact in the realm of education. The learning process, which is actually designed and implemented by teachers and students, is expected to run in accordance with the learning objectives, but in fact, in the field, there are obstacles such as a decrease in student interest in learning, especially in the subject of geography. As a designer of learning strategies, the teacher as a facilitator is expected to be able to develop the learning and learning process in the classroom so that students' learning interest increases. By using digital-based media, the teacher is expected to be able to bridge the decline in students' learning interest and even create a pleasant learning atmosphere so that students' interest in learning increases again, especially in geography subjects.

The results of this opinion are in accordance with research conducted by Nur Hafzah, Kamila Puri Amalia, Eka Lestari, Nurul Annisa, Utut Adiatmi, and Much Fuad Saifuddin, with the title *Meta-Analysis of the Effectiveness of Using Digital Learning Media in Improving Student Biology Outcomes and Interests in the Era of Revolution 4.0*. The results of the meta-analysis of national journals show that learning on nervous system materials using digital-based learning media affects the interests and learning outcomes of students. An effective learning medium to improve learning outcomes and student interest in nervous system material is Augmented Reality (AR) media (Hafzah et al., 2020).

This research is also strengthened by research conducted by Heri Hidayat, Heni Mulyani, Sri Devi Nurhasanah, Wilma Khairunnisa, and Zakitush Sholihah, with the title *The Role of Technology and Learning Media for Elementary School Students in Citizenship Education Learning*. Digital technology has become an educational necessity in this modern era. Currently, especially in civics subjects, the civics learning process is interpreted as a vehicle for the formation of identity and love for the homeland through the internalization or personalization of religious and cultural values that underlie human values, political values, values of education and technology, artistic values, economic value, and health value, which are basic human activities in order to build better citizen insight. That is why civics learning is so important for students to foster a sense of love for the homeland, but some research results show that civics learning has been less effective so far, which usually uses the lecture method, pictures, power points, videos, and others (Hidayat et al., 2020).

CONCLUSIONS

Based on some of the research described above, it can be concluded that digital-based learning media have an influence on students' learning interests, and with the development of learning media, it is expected that teachers can innovate and be creative in the process of delivering messages to students with fun digital-based learning.

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