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Development of Nahwu Learning Media Based on Genially and Handout

Nurul Rahmawaty[1], Yusuf Hulwani[2], Diva Prima Aisyahrani[3], Ady Muh. Zainul Mustofa[4], Anwar Sanusi[5]
[1,2,3,4,5] Arabic Education Study Program, Universitas Jambi, Indonesia
Email: ady.zainul@unja.ac.id
Phone Number (WhatsApp): 0895 2983 2517

ABSTRACT
This research aims to develop learning media that can be used as an alternative to help students learn independently outside of class hours, so that it is expected to improve their learning outcomes. The type of research used is development research (Research and Development) by applying the ADDIE development model, which consists of the stages of Analysis, Design, Development, Implementation, and Evaluation. This research was conducted at MTs Pondok Pesantren Al-Hidayah Jambi, with the research subjects being students at the institution. Data collection techniques were carried out through learning outcomes tests, interviews, and observations of the process of using the media. The data obtained were analyzed using quantitative and qualitative approaches to determine the effectiveness of the media and students' responses. The results showed that 57% of students were able to answer the questions correctly, indicating that the learning media developed was in the good category. Based on interviews, learners stated that this media is feasible and helps in the process of independent learning outside the classroom. This finding shows that the developed learning media has the potential to support the improvement of learning outcomes and strengthen students' learning independence.

***Keywords**: Development; Learning Media; Nahwu; Genially; Handout*

ABSTRAK
Penelitian ini bertujuan untuk mengembangkan media pembelajaran yang dapat digunakan sebagai alternatif untuk membantu peserta didik belajar secara mandiri di luar jam pelajaran, sehingga diharapkan dapat meningkatkan hasil belajar mereka. Jenis penelitian yang digunakan adalah penelitian pengembangan (Research and Development) dengan menerapkan model pengembangan ADDIE, yang terdiri dari tahap Analisis, Desain, Pengembangan, Implementasi, dan Evaluasi. Penelitian ini dilaksanakan di MTs Pondok Pesantren Al-Hidayah Jambi, dengan subjek penelitian yaitu peserta didik di lembaga tersebut. Teknik pengumpulan data dilakukan melalui tes hasil belajar, wawancara, dan observasi terhadap proses penggunaan media. Data yang diperoleh dianalisis menggunakan pendekatan kuantitatif dan kualitatif untuk mengetahui efektivitas media serta tanggapan peserta didik. Hasil penelitian menunjukkan bahwa 57% peserta didik mampu menjawab soal dengan benar, yang menandakan bahwa media pembelajaran yang dikembangkan berada dalam kategori baik. Berdasarkan wawancara, peserta didik menyatakan bahwa media ini layak dan membantu dalam proses belajar mandiri di luar kelas. Temuan ini menunjukkan bahwa media pembelajaran yang dikembangkan memiliki potensi untuk mendukung peningkatan hasil belajar serta memperkuat kemandirian belajar peserta didik.

***Kata-kata Kunci**: Pengembangan; Pembelajaran Media; Nahwu; Genially; Handout;*

INTRODUCTION
Learning media plays a crucial role in the teaching and learning process. This media helps teachers convey lesson material more clearly and engagingly, making it easier for students to understand what they are studying. Additionally, learning media facilitates communication between teachers and students. According to experts (Smaldino et al., 2014; Sittichailapa, Rattanachai, & Polvieng, 2015), learning media includes anything that enhances understanding. For example, images, videos, teaching aids, or digital technology that bring lessons to life and make them enjoyable. This media can arouse attention, strengthen positive emotions while learning, and encourage students to be more active in the learning process. In other

words, learning media is not only an aid to achieve but also used to help convey matters related to the teaching and learning process.

In learning Arabic, learning media is critical because it can help make the teaching and learning process easier and more engaging. Learning media lets students more easily understand the material being taught. Additionally, the learning activities can become more effective and less boring. This aligns with Sanusi and colleagues' (2020) opinion that Arabic teachers should use information and communication technology in their teaching. The goal is for teachers to continuously develop their knowledge and adapt to the changing times. Furthermore, using learning media also makes the teaching and learning process more interactive and innovative. Learning media is expected to ensure that the knowledge taught is engaging.

Furthermore, in every learning process there are four main components that are interrelated. According to (Mustofa & Arsita, 2023) the components contained in the learning system itself are learners (students), teachers, learning materials, and the learning environment. By paying attention to these four components thoroughly and utilizing the right media, the learning process becomes more interesting, effective, and fun. Learning media have also developed and progressed alongside advancements in expertise and technology (Nurhayati, 2024). As a result, learning media have become very diverse. This is why learning media categorization, grouping, or categorization has emerged. Categorization, grouping, or categorization of learning media is fundamental when selecting media for use in the teaching and learning process. When selecting. Learning activities must align with students' goals, material, abilities, and characteristics in the teaching process to achieve efficiency and effectiveness in teaching and learning activities and to incorporate more modern ones like the internet or videos.

This development also has a significant impact on the world of education. According to Sari (2020), every element of education must master technological advances; technology also requires strong technological capabilities for use in education (Hanila, S, 2023). Therefore, since they are the only ones teaching students, teachers must be able to make the best use of technology during the learning process. Teachers today do not just play the role of someone who delivers lessons in front of the classroom. More than that, teachers must also understand various learning resources available, whether in the form of books, videos, applications, the internet, or other digital media. Media can be divided into three types: audio, visual, and audiovisual. These are visual and audiovisual processes to assist students in media types and learning activities. Nahwu learning is a process or method in which students learn the science of Nahwu through experience, lessons, or instruction. Nujaima (2024) explains that the outcome of Nahwu learning is that students will know and understand the placement of words in Arabic and be able to form sentences correctly in Arabic, both orally and in writing, allowing them to avoid language errors.

The science of nahwu is the basis for studying Arabic and explains the principles of grammar (Aliyah, 2022). Nahwu learning is closely related to traditional texts since most references for Nahwu texts are done in pesantren or madrasah settings. Likewise, MTS Pondok Pesantren Al-Hidayah Jambi also uses the Nahwu Al-Wadhih book as a source for Nahwu learning. Rusydi Ahmad Thuaima states that the purpose of learning nahwu functionally is to familiarize students with linguistic rules that allow them to protect their language from errors and foster intellectual education that allows them to think logically and distinguish between structures (tarakib), expressions ('ibarat), words, and sentences. Learning nahwu trains students to carefully observe examples, compare, deduce rules, and develop a sense of language and literature (dzauq lughawi), analyzing lafazh, expressions, language styles (uslub), and sentence accuracy.

Pesantren is a non-formal educational institution that has existed for a long time. Government rules or education systems do not bind this institution; it usually does not teach general subjects like those in formal schools (Nasution, N.A., 2020). A kyai or pesantren leader organises all learning activities in pesantren. The pesantren creates education programs without following the official rules of the government. The learning process takes place throughout the day, and the santri (students of the pesantren) learn directly under the guidance of the kyai. The teaching focuses on lectures, questions, and discussions based on observations. One example of a modern pesantren is Pondok Pesantren Al-Hidayah in Jambi, which emphasizes the importance of language mastery. In learning Nahwu (Arabic grammar), especially for 8th-grade MTS students, they use Al-Wadhih as the main book.

The world of education urgently needs new technological advances to improve the quality of education, especially by changing the way technology is used in education, especially in the learning process (Budiman, 2017). In addition, in education, technology cannot be used carelessly. For teachers and students to use technology optimally, they must have the ability or skill to use it. New technology is invaluable for education (Muzdalipah et al., 2020). Development is turning a design or idea into a tangible form that can be used, especially in systematically designing, developing, and evaluating learning systems.

In education, development is significant because it helps create effective learning media or tools. The development process aims to provide a strong basis based on experience and objective evidence in making new learning products and improving existing products.

With this development, teachers and students can more easily access various information and learning materials anytime and anywhere. One application for creating engaging, interactive, and cost-effective learning media is Genially. Genially is a web-based platform that allows users to quickly make all kinds of audiovisual and interactive content, and e-audiovisual press can increase students' enthusiasm for learning (Nur, A.H. 2025). However, it can also measure students' interest in education. In addition, there are teaching materials that students can use as learning resources; using teaching materials as learning resources is the student's choice. Handouts are classified as written teaching materials, the student's side, and an essential overview of the learning material. Handouts are designed to make it easier for learners to understand, remember, and master the concepts learned (Rahmawati, 2021).

This research focuses on nahwu learning material, which students consider difficult to understand the rules in Arabic. Based on pre-research observations conducted at Al-Hidayah Islamic Boarding School, learning is still lecture, question and answer, and discussion. For the use of media, teachers, and students of digital-based learning, especially for genial learning media and handouts at the school, have not applied it. Seeing this problem, where the lack of innovation in using media in learning nahwu is not optimal in Islamic Boarding Schools, an idea emerged to create a learning media that students can use to learn independently and improve nahwu learning outcomes.

METHOD

The research method conducted at the Al-Hidayah Islamic Boarding School in Jambi uses the R&D (Research and Development) research method or research and development. The R&D (Research and Development) research method is used to produce specific products and simultaneously test the effectiveness of these products (Sugiono, 2019). To develop learning media, researchers use the ADDIE development model. The ADDIE model is a development model consisting of five important steps to design and develop effective learning media.

The ADDIE model is a systematic approach to instructional design that consists of five main stages: Analysis, Design, Development, Implementation, and Evaluation. In the Analysis stage, needs and learning problems are identified to understand the reasons for making media and who will use it. This helps in formulating the objectives of media development in accordance with the needs of students. Next, the Design stage involves planning the structure of the learning media based on the results of the previous analysis. This design includes the selection of delivery methods, material content, and learning strategies that are effective and attractive to students. The Development stage is the process of realizing the design into a real product, where all materials and supporting components are prepared to support the learning process. Once the media is ready, the Implementation stage is conducted by applying the media in real learning situations, including testing its features and functions as well as any necessary adjustments. Finally, the Evaluation stage aims to assess the effectiveness of the developed learning media. Through interviews and collecting feedback from learners, an assessment is made of the success of the media in achieving learning objectives, which is then used to make improvements or revisions to improve the quality of the media.

RESULT AND DISCUSSION

Result

The research method conducted at the Al-Hidayah Islamic Boarding School in Jambi uses the R&D (Research and Development) research method or research and development. The R&D (Research and Development) research method is used to produce specific products and, at the same time, test the effectiveness of these products. To develop learning media, researchers use the ADDIE development model. The ADDIE development model consists of five essential steps to design and develop effective learning media. The results of learning media development research using the ADDIE model are as follows:

Analysis

Based on the results of interviews with the principal of MTS Pondok Pesantren Al-Hidayah Jambi, it is known that many students still have difficulty understanding the Nahwu (Arabic grammar) subject matter. Most students consider the material taught quite heavy and difficult to understand. In addition, the principal also explained that the learning process carried out by teachers was still minimal. Teachers only rely on textbooks as the only source of learning, without any variety of interesting learning media. Although

they sometimes use projectors, this technology only displays the book's contents on the screen. It has not been used interactively or creatively to help students' understanding. This condition shows that innovation is needed in students' media to deliver Nahwu material more interestingly and understandably. The use of more interactive technology and learning media that suit the needs of students can be a solution to improve the quality of their learning.

The results of interviews with several students at MTS Pondok Pesantren Al-Hidayah Jambi show that they often feel bored when taking Nahwu lessons. This is because the learning methods and media teachers use tend to be monotonous or just that, making the learning process feel less interesting. The students said they would feel more enthusiastic and interested if Nahwu learning were delivered more innovatively and variably. They also want learning media that can be accessed outside of class hours so that they can learn more enjoyably at any time. Both the boarding school and the students hope that the Nahwu learning media developed not only contains material explanations but also is equipped with sample questions, practice questions, and evaluations that are presented attractively. They also emphasized that the appearance of learning media must be attractive, with many supporting images or illustrations, so that it does not cause boredom but can still convey material clearly and effectively. With media like this, it is hoped that students can more easily understand Nahwu lessons and be more motivated to learn, both in class and independently.

The solution to the problems faced in learning Nahwu is to provide learning media that are interesting, interactive, and easy to use. This media is expected to attract students' attention, making them more enthusiastic and less easily distracted when learning Nahwu. In addition to being interesting, this media must also present Nahwu material in a way that is easy to understand so that students can follow the lesson better and answer questions correctly. Thus, learning becomes more effective, and student learning outcomes also increase. Seeing this need, a special learning media was developed to assist teachers in delivering material and help students understand the lesson's content. After being developed, this media was tested and applied directly in the Nahwu learning process in the classroom. The hope is that this media can be the right solution to overcome student boredom and make learning more enjoyable and easier to understand.

Design

Concept Stage

In the concept stage of the research, learning media is developed to create Nahwu learning media that is more interesting and easily understood by students. This media is designed to help students understand the subject more easily, especially in Nahwu subjects, which are often considered complex and tedious. The idea of developing this media was inspired by various Nahwu learning media that already existed before. However, the press was tailored to the needs of students at MTS Pondok Pesantren Al-Hidayah Jambi so that it is more relevant and practical when used in class or independently.

The material presented in this media is taken from Kitab Nahwu Al-Wadhih, the leading textbook for learning Nahwu in grade 8 MTS. By compiling the material based on the book, the content of this media is still aligned with the curriculum used in Pesantren but delivered in a way that is more interesting, interactive, and easily understood by students. Through the development of this media, the Nahwu learning process will be more enjoyable and provide students with a more meaningful learning experience.

Design Stage

At this stage, researchers began to make flowcharts and storyboards to design the visual appearance of the learning media to be developed. A flowchart describes the workflow or steps to use learning media. At the same time, the storyboard plans the visual appearance of each part of the media, such as screen displays, menus, and interactions that users will carry out.

In designing this learning media, some of the design concepts used were inspired by existing nahwu learning media, as well as some ideas and references obtained from sources on the internet. Researchers collected various ideas to ensure students could find the media design interesting and easily understood. The following are the Flowchart and storyboard generated from this design. The Flowchart illustrates how the user flow will interact with the media, while the storyboard shows the visual appearance that students at each learning step will see.

Flowchart

The flow and process of working on this learning media must be easily understood and followed by students and researchers. A flowchart is made to help researchers design and organize the steps needed to make learning media (Ensmenger, N. 2016). This Flowchart will make it easier for researchers to follow the sequence of work so that each stage can be completed clearly and in
Structured Manner

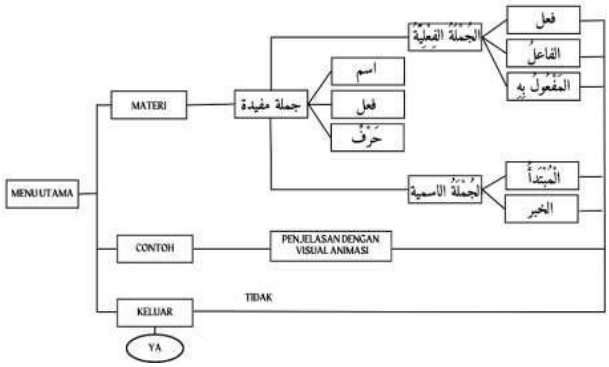


Figure 1. Flowchart Learning Media

Storyboard

The workflow and process of making learning media must be as simple as possible so that they are easily understood by the students who will use them and by the researchers who develop them. To simplify this process, researchers create a flowchart. This Flowchart serves as a visual guide that shows what steps must be done sequentially to develop learning media. With the Flowchart, researchers can more easily design, organize, and follow each stage of work in an organized and systematic manner. Everything is explained in the diagram, from the planning stage, making material content, and display design to testing and evaluation. This helps the researcher avoid missing important steps and ensures that each process runs coherently and purposefully.

Table 1. Storyboard Learning Media

No	Description	Visual	Audio
1	Menu Utama	Learning media name	Menu buttons
		Navigation button:	When the navigation button If it is clicked, will sound effects appear
2	Materi	Material selection buttons Navigation button Material explanation	
3	Jumlah Mufidah	Navigation button Material explanation Sample question	
4	Jumlah fi'liyah	Navigation button Material explanation Sample question	
5	Jumlah fi'liyah	Navigation button Material explanation Sample question	
6	Contoh	Navigation button Material explanation: Sample question	

Development

After creating the Flowchart and storyboard in the planning stage, the researcher proceeded to the learning media development stage. At this stage, the researcher created the user interface, the visual display students will see and use when accessing the learning media. This design includes menus, buttons, text, images, and other elements that help students navigate and understand the content.

The purpose of making this display is to clearly show the flow of using the media so that students know what steps they should follow while learning. In addition, this display is also made so that the direction and learning objectives are easily understood. With a neat, attractive, and easy-to-use design,

students will not find it difficult to access the material. A clear and structured interface will significantly help them understand the lesson's content and how to use the media more effectively. The following is an example of the user interface design that has been made:

a. Start Menu b. Material c. *Jumlah Mufidah*



Figure 2. Start Menu



Figure 3. Material



Figure 4. *Jumlah Mufidah*

d. *Jumlah Fi'liyah* e. *Jumlah Ismiyah* f. Closing



Figure 5. *Jumlah Fi'liyah*



Figure 6. *Jumlah Ismiyah*



Figure 7. Closing

g. Evaluation h. Handout



Figure 8. Evaluasi



Figure 9. Handout

Discussion

Findings In The Research

This research aims to develop a learning medium based on the material taught in Islamic boarding schools. The media is in handouts compiled based on the Nahwu Al-Wadhih book, one of the main reference books in Nahwu lessons at Al-Hidayah Islamic Boarding School. This media was developed using the Genially platform to make it more attractive and easier for students, allowing interactive displays, attractive visuals, and easy-to-understand navigation.

In the development process, the ADDIE model is used, which is a method consisting of five stages: analysis, design, development, implementation, and evaluation. The analysis stage is used to understand the needs of students and the subject matter. Next, media design was carried out and then digitally developed. After that, the media is tested in the teaching and learning process, and finally, an evaluation is conducted to assess its effectiveness. By following these steps, the learning media produced can help students understand Nahwu material more easily and enjoyably.

This learning media consists of three main menus: material, example, and exit. The material presented consists of three subjects: Sum of Mufidah, Sum of Fi'liyah, and Sum of Ismiyah. A simple explanation accompanies each subject so students can understand it more easily. The examples given are also adapted to be easy for students to follow. In addition, this media is also equipped with a summary of the material that helps students recall what has been learned. To improve student understanding, this media includes interactive questions that students can use for practice or self-evaluation.

This media has an automatic answer key to make it easier for students to evaluate themselves, which will appear after students answer the questions. With this feature, students can immediately know whether their answers are correct or incorrect through the Infocus (projector) screen. To make it more interesting, this learning media is also equipped with audio that automatically appears when certain buttons on this media are clicked. This audio is added to make the learning process more lively and not monotonous so that students are more interested in learning.

Based on the results of the research that has been conducted, several important things were found. First, both students and teachers at MTs Pondok Pesantren Al-Hidayah have never used digital learning media such as Genially or interactive handouts. The teaching and learning process has been running conventionally with the lecture method and textbooks. With the presence of this digital media, they get a different learning experience-more interesting, interactive, visual, and easy to understand. Teachers can deliver material more creatively, while students become more active and enthusiastic in learning. The presence of this media is expected to improve the quality of learning and help students understand the material more quickly. Secondly, many students expressed interest in this learning media because it looks interesting and not boring, especially when studying Nahwu material which has been considered difficult and tiring. Experts have also reviewed the design of the media to ensure that it does not look monotonous. Based on these evaluations, the content and appearance of the media have been improved to make it more suitable and adequate for the learning process.

Data Analysis of Development Results

The learning media the researcher has developed are then used directly in student learning activities. In this process, the researcher uses the self-made learning media to see how students respond and how effective it is in helping them understand the material. One of the objectives of this activity is to assess the media's quality and to find out whether the media helps students achieve the learning objectives that have been set. From the results of the evaluation conducted through exercise questions, it is known that 57% of students could answer correctly, which means that more than half of the students successfully understood the material using this medium. In addition, based on the results of interviews with students, this learning medium is relatively easy to understand, enjoyable, and very helpful in learning independently. Thus, this media is feasible to be used in the learning process, primarily to support students' learning activities outside the classroom.

CONCLUSION

This research aims to create Nahwu (Arabic grammar) learning media that can be used at MTs Pondok Pesantren Al-Hidayah Jambi. This media is designed as an alternative learning tool that is expected to be more effective and engaging, especially to help students learn independently without always depending on the teacher. That way, student learning outcomes are expected to improve. In the development process, the first step researchers take is to design the media display or user interface. This design shows how the media will be used and what steps students need to take when using it. The researcher also made a flowchart and storyboard (an image framework that illustrates the sequence of material delivery). These two tools are very helpful in designing and ensuring that this learning media can run as planned and achieve the expected learning objectives.

After the design is complete, this learning media is used in teaching and learning activities and given to students to use outside of class hours as a means of independent learning. The results of the trial showed that this medium is feasible to use. This is evidenced by 57% of students correctly answering the questions, which means this media is quite effective in helping students understand the material. Based on these results, this media is included in the good category and has the potential to continue to be developed as an independent learning tool for students.

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