



## Flipbook-based hybrid media in e-learning Pancasila education course at PGRI Yogyakarta University

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### Abstract

The purpose of this research is to (1) develop a hybrid flipbook-based media in e-learning Pancasila Education courses as a step to reduce the use of internet quotas, (2) make Pancasila Education lectures varied and fun, and (3) know the validity of media, materials, and design. The methods used use a quantitative approach with this type of research development of the ADDIE model. The research subject of student in semester 1 of Program Studi Pendidikan Pancasila dan Kewarganegaraan of Universitas Negeri Yogyakarta. Data Collection techniques use observations interviews, and questionnaires. Data analysis techniques use quantitative descriptive. The results of flipbook-based media research in e-learning Pancasila Education courses at Universitas PGRI Yogyakarta to be used to obtain 87% media validity, 86% material validity, and 88% design validity. Hybrid media-based flipbook Pancasila Education courses become a variety of fun lectures in the covid-19 pandemic and can reduce the use of the internet because it is used offline. In addition, the use of flipbook-based hybrid media can increase student learning achievement by up to 11%.

**Keywords:** e-learning; flipbook; hybrid; Pancasila education

### Introduction

The COVID-19 pandemic has changed the order of human life. The COVID-19 pandemic has caused several sectors of life to experience changes such as in the economy, health, and education. In the field of education, there has been a considerable change, namely direct learning (offline) turned into indirect learning commonly called online learning (Tjahjadi et al., 2021). Online learning is carried out to suppress the spread of COVID-19. Based on government regulations in the Circular Letter of the Secretary General of the Ministry of Education and



Culture Number 15 of 2020 concerning Guidelines for Implementing Learning from Home in the Emergency Period of the Spread of Covid-19, the process of teaching and learning activities must be carried out online (Dewantara & Nurgiansah, 2021).

Online learning is changing the teaching and learning order from elementary school to tertiary level. The process of teaching and learning online changes the delivery of knowledge. Online learning relies more on technology to help the process of delivering material. In the online teaching and learning process, many use platforms such as zoom meetings, google meetings, webex and similar applications. Learning using the zoom meeting, google meeting, and webex applications has many obstacles, namely the large use of internet quota, internet network constraints, and learning that is carried out is too monotonous. This is also explained by Putri (2021), that learning using online methods costs a lot for students because they must buy extra internet quota to be able to take part in learning using the virtual meeting application. In addition, it is described by Purnomo et al. (2021), that learning through online methods with virtual meetings is too monotonous because you can only rely on the lecture method.

The online learning process is considered monotonous because it uses a lot of lecture and percentage methods so that the delivery of material tends to be boring (Purnomo et al., 2021). The era of the COVID-19 pandemic has made fun learning experience obstacles because learning is limited by differences in space and time. Another obstacle experienced in online learning is the large use of internet quota (Anggrini, 2021). In addition to the large number of internet quotas issued by online learning by utilizing the zoom meeting platform, google meeting, webex and similar applications there are often problems leaving the meeting room due to signal difficulties (Suriadi et al., 2021).

To overcome the online learning process with a lot of internet quota expenditure and leaving the meeting room, it is necessary for lecturers to be creative in delivering material. Creative teaching activities are to make the lecture process fun, and the material delivered is easily understood by students. Creative and innovative lectures are also needed in the Pancasila Education course. According to Misbahudin (2021), Pancasila Education learning is a boring learning because of the many theories and materials that must be learned so that varied and innovative learning is needed so that students can follow lectures optimally.

Pancasila education as a compulsory subject for students is basic education that must still be taught. The existence of Pancasila Education is expected to strengthen students' understanding of the ideology of the Indonesian nation and state. Many cases occur due to the fading understanding and implementation of Pancasila values as the nation's ideology. These cases include bullying, corruption, sexual harassment, radical understanding, intolerance and so on (Satriawan et al., 2019). According to Budiman et al. (2020), lack of understanding of the nation's ideology can dilute the identity of the nation and the Indonesian state which is known to have a noble character. Therefore, learning Pancasila Education during the COVID-19 pandemic is very important to be taught using creative and innovative learning methods and models so that it does not seem boring.

Pancasila Education learning must be delivered in a fun and clear manner so that it is not boring so that students have an interest in the lectures carried out. Learning in the fun Pancasila education course makes the material easy to understand by students so that student learning achievement will increase. Therefore, varied, and innovative learning is needed in the Pancasila Education course during the COVID-19 pandemic. Based on Hayati (2021) research, that varied and innovative learning can increase students' understanding, activeness, and motivation to learn. This increase is because fun learning can stimulate the network system in the brain to work optimally.

To optimize the performance of the student brain, independent learning or self-asynchronous learning is needed. Self-asynchronous learning is student-centered learning so that it can improve the performance of the student's brain network system. In addition, self-asynchronous learning can also overcome online learning in the Pancasila Education course in a

virtual synchronous manner which really releases internet quota and there are often network problems. Face-to-face online learning or commonly called virtual synchronous can be combined with self-asynchronous learning. The combination of synchronous virtual learning and self-asynchronous is known as blended learning which is expected to reduce the use of internet quota for students and lecturers.

Blended learning for Pancasila education courses is carried out by utilizing e-learning that can be accessed by students of the Pancasila and Civic Education Study Program, PGRI University Yogyakarta. The use of e-learning is expected to reduce the use of students' internet quota. The use of e-learning for the teaching and learning process can reduce the use of student internet quota. The use of e-learning can also make it easier for students to access learning materials that have been provided by lecturers. The ease of use of e-learning is because it can be accessed anywhere and anytime without being limited by time (Kholipah et al., 2021).

The process of combining synchronous virtual learning and self-asynchronous requires lecturer creativity so that the material delivered is easily understood by students. To make learning easy to understand by students, complete teaching media is needed. These teaching media can be in the form of text, images, and videos or can make them in one learning media. The combination of several media in one teaching material is called hybrid learning media. To overcome the problem of online learning, hybrid media that is made must be able to be used in a self-asynchronous manner to reduce the use of internet quota. The hybrid media used is flipbook or commonly referred to as digital book. This flipbook is said to be a digital book because it functions the same as conventional books that can be used through laptops or through mobile phones.

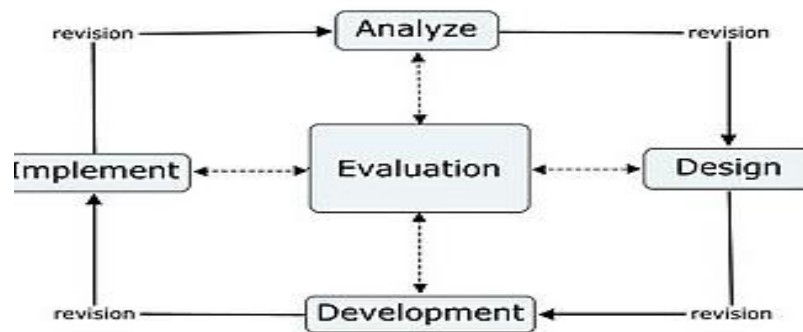
The use of flipbooks can increase student motivation and achievement. Flipbook as a teaching medium is designed based on images, videos, and full of colors so that it can increase student learning motivation. According to Kodi et al. (2019), the use of flipbooks can improve student learning achievement because there are complete teaching materials and can be accessed easily so that students can take them anywhere as learning media.

This flipbook is different from conventional books because conventional books cannot be combined with videos. Flipbook as a digital book can be inserted video in it to clarify the material delivered by lecturers. The use of flipbooks is also easy to disseminate to students because it is software without having to install the application. Flipbooks are used as media in learning in the form of software, so the flipbook does not need paper as a printout of the teaching media. The flipbook-based hybrid media in the e-learning of the Pancasila Education course at PGRI University Yogyakarta was made by adjusting the material about the Pancasila Education course. Flipbook-based hybrid media in the e-learning of the Pancasila Education course at PGRI University Yogyakarta added a video as an innovation where digital books can be inserted videos that explain the material of the Pancasila Education course. Besides being able to add videos to distinguish this research from others, this flipbook-based hybrid media can be accessed on Android-based mobile phones.

## Method

The type of research used is Research and Development (RnD). Research and Development (RnD) is a way to develop or improve a product (Sukmadinata, 2006). Product development in Research and Development the results must be accountable. The development product can be in the form of hardware or software. The development model is a way used to improve the functionality of an existing model so as to achieve better product quality in a conceptualized and systematic way (Sugiarta & Nopyan, 2007). The subjects of this study were 29 students of PPKn FKIP Study Program, PGRI University Yogyakarta. Data collection techniques use observation, interviews, and questionnaires. Data analysis techniques use quantitative descriptive. Research and Development using the ADDIE model from Branch (2009), which consists of Analyze, Design, Develop, Implement and Evaluate as shown in figure 1.

Figure 1.  
*ADDIE Development Model*



Based on figure 1, it can be explained that the ADDIE stage consists of analyzing existing problems, designing needs, then continuing to design the design of media products, developing the media, implementing, and conducting evaluations at each stage. The scale used in this study is the Linkert scale using the score (1) None; (2) exists but is irrelevant to the material; (3) Present but outdated and less relevant to exposure; (4) Exists but is incomplete; and (5) Complete.

## Result and Discussion

### Hybrid Media Based Flipbook

The basis of this flipbook-based hybrid media research is a paradigm shift from conventional learning to technology-based learning. The development of technology-based media is adjusted to the ability of teachers in mastering the material. Many teachers think that the use of technology-based media is a difficult technique to make. This perception makes teachers unwilling to learn and create technology-based teaching materials. Flipbook-based media development is the creation of teaching media that is easy to learn and practice because it does not require complicated formulas. Making this flipbook-based hybrid media only converts PDF teaching media into digital books that are almost the same in nature as conventional books. The first stage of developing flipbook-based hybrid media is the Analysis, Design, Development, Implementation, and Evaluation stages.

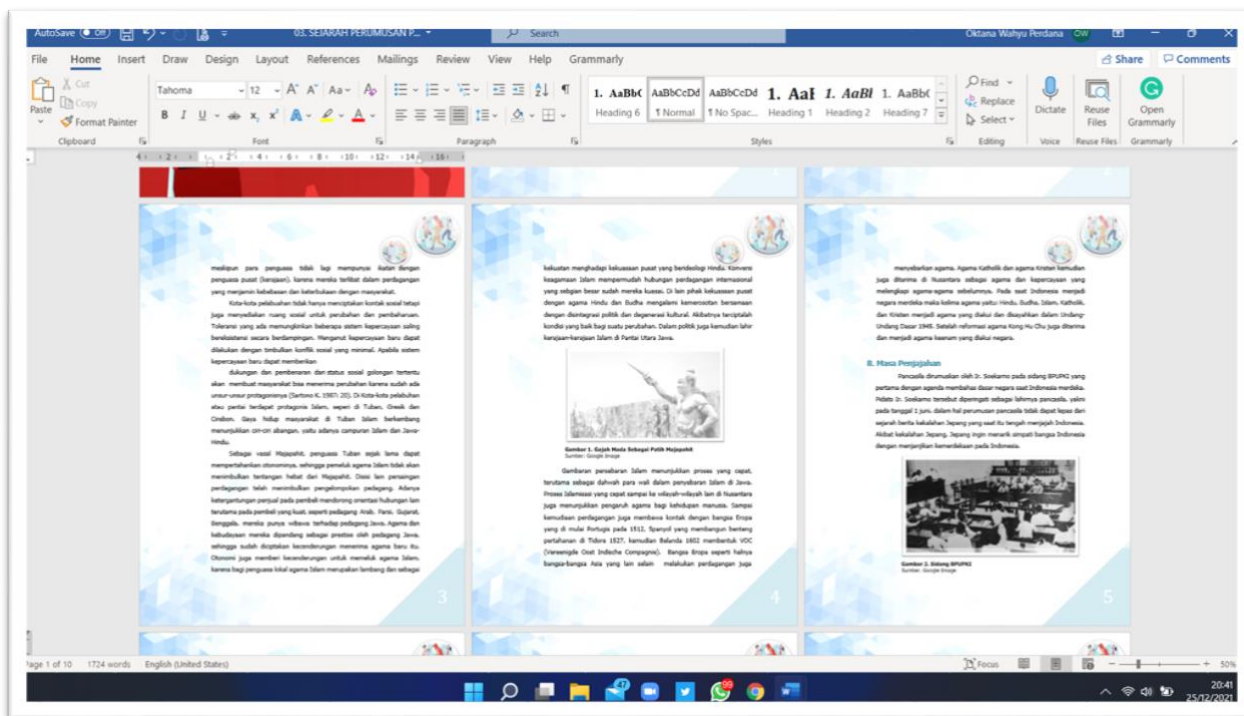
Flipbook-based hybrid media is a teaching media in which there is a combination of several elements such as text, images, and videos in one learning media. According to Banat & Martiani (2020), hybrid is a combination of several elements contained in the same media. While flipbook is a converter application that converts e-books in the form of pdf into digital books that can be operated like conventional books. Flipbook as a teaching medium in it can be inserted pictures that contain material to be given to students and students (Puspitasari et al., 2020).

Flipbook-based hybrid media is used as a teaching medium for Pancasila Education courses to develop conventional books into digital books because the conditions of online lectures the use of digital books is quite helpful in the teaching and learning process. The use of flipbook-based digital books based on the analysis of the needs of semester 1 students of the Pancasila and Civic Education Study Program at PGRI University Yogyakarta.

Based on the results of observations and interviews with students of the Pancasila and Civic Education Study Program, PGRI University Yogyakarta is the large number of internet quotas issued in the learning process using virtual synchronous. Learning with virtual synchronous also makes learning boring because it only listens to lectures from lecturers without any other variations that can increase student activeness in the teaching and learning process.



Figure 2.  
*Flipbook-Based Media Hybrid Design*



After the flipbook-based hybrid media is created, the next stage is to validate media and material to media and material experts before this flipbook-based hybrid media is implemented for semester 1 students of the Pancasila and Civic Education Study Program, Faculty of Teacher Training and Education, PGRI University Yogyakarta. Based on the results of media validation and flipbook-based hybrid media materials, the following results were obtained.

Table 1.  
*Validation of Flipbook-Based Hybrid Media in E-Learning Pancasila Education Course in PGRI University Yogyakarta*

No	Material	Eligibility Percentage	Predicate
1	Media Validity	87 %	Good and decent
2	Material Validity	86%	Good and decent
3	Design Validation	88%	Good and decent

Based on the validation results from media experts and material experts, the flipbook-based hybrid media program that has been made feasible and can be used. The element of feasibility is because it is in accordance with the established instruments. With the feasibility obtained, flipbook-based hybrid media in the e-learning of the Pancasila Education course at PGRI University Yogyakarta is feasible to use. This flipbook-based media hybrid is implemented for semester 1 students of the Pancasila and Civic Education Study Program at PGRI University Yogyakarta through e-learning provided by the University.

After the conversion stage is complete, the next step is implementation. At this stage, flipbook-based hybrid media was tested for semester 1 students of the Pancasila and Civic Education Study Program, Faculty of Teacher Training and Education, PGRI University, Yogyakarta. Based on the trial of using flipbook-based hybrid media, the learning achievement of PPKn students of PGRI University Yogyakarta has increased. This can be seen from the average student learning achievement before using flipbook-based hybrid media obtained an average score of 74.5 and after being given flipbook-based hybrid media increased by obtaining an average score of 82.9 or an increase of about 11%. This proves that the use of flipbook-based

hybrid media can increase student achievement in the Pancasila Education course, Faculty of Teacher Training and Education, PGRI University Yogyakarta during the COVID-19 pandemic.

This flipbook-based hybrid media can be used in all Pancasila Education learning materials because this flipbook-based hybrid media system is to turn conventional books into digital books that can be used interactively to improve student achievement. In addition, this flipbook-based hybrid media is easy to create and use so that it can be an innovation for educators to provide variety in the learning and teaching process.

Based on the results of the implementation of flipbook-based hybrid media, there are several shortcomings that must be evaluated. Based on the evaluation results from students that the use of flipbook-based hybrid media in the Pancasila Education course is quite helpful in the learning process. Flipbook-based hybrid media in the Pancasila Education course makes it easier for students to understand the material because there are pictures and videos to increase student learning understanding. The use of flipbook-based hybrid media can also reduce quota usage to reduce student tuition fees. The use of flipbook-based hybrid media that can be used on mobile phones and laptops also makes it easier for students to learn Pancasila Education courses because the material provided using flipbook-based hybrid media can be opened and studied anytime and anywhere.

Based on this evaluation, it also states that the use of media-based flipbooks in the Pancasila Education course is easy to operate because its use does not use many navigation buttons, making it easier for students to operate this flipbook-based hybrid media. Based on the evaluation of the use of hybrid media, flipbooks also have the disadvantage that audio cannot be added. The inability to add audio in flipbook-based hybrid media in the Pancasila Education course makes the existing text cannot be made automatically read by the system so that students must read the material in this flipbook-based hybrid media manually. In addition, with the many media included in flipbook-based hybrid media, the size of this learning media will be even larger. The large size of flipbook-based hybrid media applications in the Pancasila Education course will cause the length of application download time and the severity of this application when used on devices with insufficient ram and memory. There are some students who complain that the device used is not so supportive to open flipbooks with too large a capacity.

### **Flipbook-Based Hybrid Media in E-learning Pancasila Education Course at PGRI University Yogyakarta**

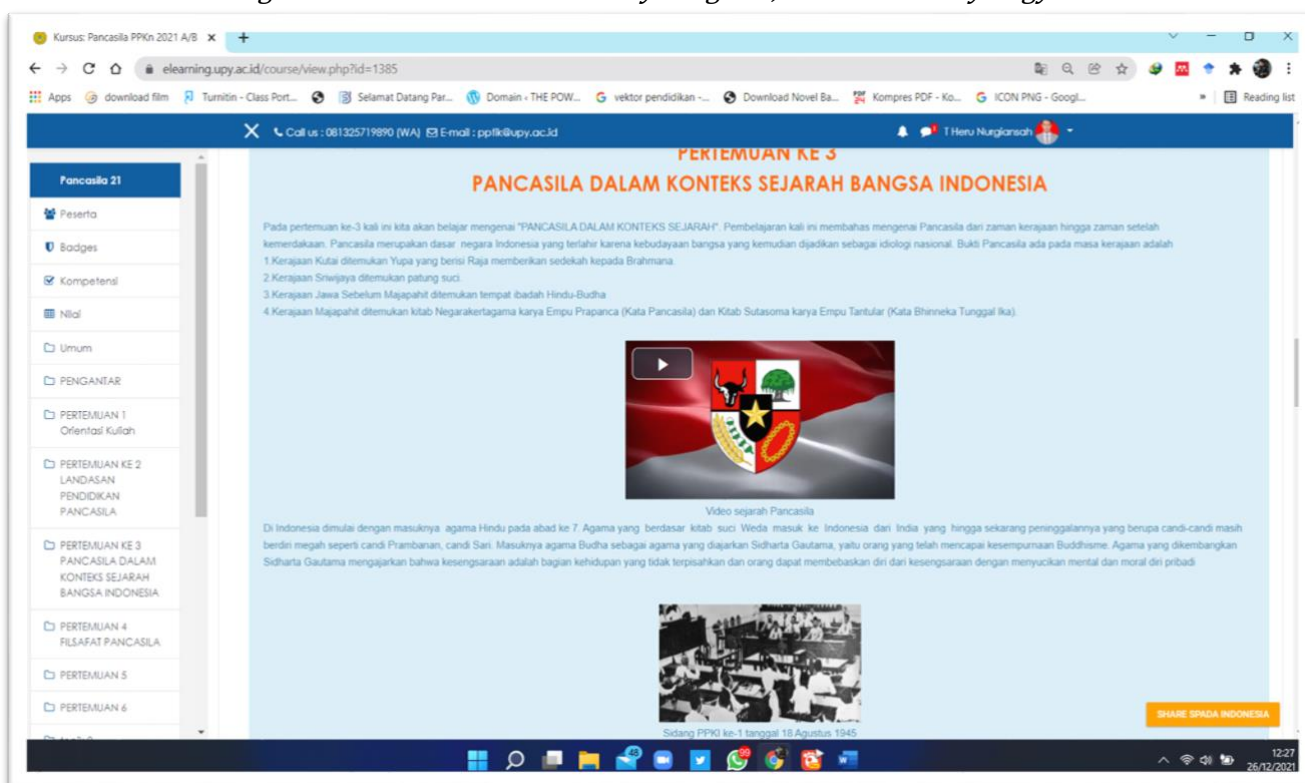
Flipbook-based hybrid media in the e-learning course of Pancasila Education at PGRI University Yogyakarta is the development of teaching media from conventional books to digital books. In flipbook-based hybrid media, there are text, images, and videos that can help students understand the material. In addition, flipbook-based hybrid media to make learning fun is made in full color. Flipbook-based hybrid media is also designed so that it can be used offline for distance learning that does not consume much internet quota. The creation of this flipbook-based hybrid media is for self-asynchronous learning. Self-asynchronous learning is distance learning by relying on student independence in the teaching and learning process (Mardikaningsih & Kurniasari, 2019). This self-asynchronous learning is considered effective for reducing internet quota usage because learning is blended learning that combines online and offline learning (Hidayat et al., 2021).

Self-asynchronous learning is a variation in the teaching and learning process because students do not need to do face-to-face learning which spends too much internet quota. Variety in learning is needed so that students do not feel bored in lectures during the COVID-19 pandemic. Based on research from Tammu (2018), that varied learning will increase student motivation because learning is not monotonous and boring. Teacher-centered learning that always delivers material through the lecture method will make student activity limited because it always relies on educators in the teaching and learning process (Irawana & Taufina, 2020).

Therefore, learning with self-asynchronous can make a variety of material delivery that is centered on the activity of the students themselves.

The implementation of flipbook-based hybrid media in the Pancasila Education course is carried out using the Learning Management System (LMS). Learning Management System is software used to create, distribute, disseminate, and to deliver learning materials (Muchlis et al., 2020). The use of this Learning Management System can help lecturers manage learning materials and make it easier to manage lecture activities. According to Başaran & Mohammed (2020), the Learning Management System makes it easy for lecturers to manage lecture activities to recap attendance, display value transfer, discuss, conduct quizzes, and deliver material uploaded in the Learning Management System. In the delivery of flipbook-based Hybrid media in the Pancasila Education course, it uses a Learning Management System provided by PGRI University Yogyakarta called E-Learning PGRI Yogyakarta University.

Figure 3.  
*E-learning Pancasila Courses PPKn Study Program, PGRI University Yogyakarta*



The use of e-learning at PGRI University Yogyakarta is a way to distribute hybrid media based on flipbooks for Pancasila Education courses to students. The use of e-learning helps students carry out self-asynchronous learning where students can learn independently through material that has been provided through e-learning at PGRI University Yogyakarta. Learning using e-learning can reduce the use of internet quota because the material that has been distributed through e-learning can be downloaded and then can be used offline.

E-learning of PGRI University Yogyakarta is used to distribute flipbook-based hybrid media to students of the Pancasila and Civic Education Study Program, Faculty of Teacher Training and Education, PGRI University Yogyakarta. Flipbook-based hybrid media containing ready-made Pancasila Education course material is then uploaded through e-learning that has been made by Pancasila Education course lecturers. After flipbook-based hybrid media is distributed through e-learning at PGRI University Yogyakarta, then on the lecture schedule, students are given information to do self-asynchronous learning (Colisao, 2023).

Based on the exposure that has been explained, it is known that making flipbook-based hybrid media with a convert system can be done easily. The media can be used as a reference to create learning media with an asynchronous system. The program that has been converted is

of course in the form of an application that can be used on mobile phones and laptops, students. After downloading, students can study the material independently without spending a lot of internet quota. Students can also operate hybrid media-based flipbook Pancasila Education courses anywhere and anytime.

The flipbook-based hybrid media program is considered to help lecturers to provide alternative self-asynchronous learning media to students. Good experience that can be taken by lecturers who are willing to create flipbook-based hybrid media are, (1) Lecturers can improve their abilities in the field of operating media based on Information Computer and Technology (ICT) by learning the process of making digital programs with a convertible system; (2) Teachers have self-asynchronous media that can be used by students anytime and anywhere; (3) flipbook-based hybrid media created by lecturers is interactive, and can increase student motivation to learn because it is equipped with material, illustrative images, and material presentation videos; (4) During the COVID-19 pandemic like today, self-asynchronous learning is very necessary because students need variety in learning, so they need learning media that are fun and self-asynchronous; and (5) flipbook-based hybrid media with the convertible system, Easy to make because it uses programs that have been popular and often used by teachers, namely Microsoft Word, PDF, and Kvisoft Flipbook Maker Pro. With the ease of making flipbook-based hybrid media, it is expected to enrich educators, especially lecturers, in designing or creating interesting learning media so that they can increase student learning motivation.

## Conclusion

Flipbook-based hybrid media in the e-learning of the Pancasila Education course at PGRI University Yogyakarta can make a variety of lectures fun during the COVID-19 pandemic. Hybrid media based on flipbook Pancasila Education course is designed to be interesting and fun because it is color-based and then added images as illustrations and videos as material clarifiers. The use of flipbook-based hybrid media in the Pancasila Education course at PGRI University Yogyakarta for self-asynchronous lectures can reduce internet quota usage because flipbook-based hybrid media can be used offline. The use of flipbook-based hybrid media in the Pancasila Education course can help students learn Pancasila Education lecture materials anywhere and anytime. The use of flipbook-based hybrid programs can also help lecturers in making variations of learning media that are easy to make because they use a convert system. Based on expert reviews, this flipbook-based hybrid media has been said to be good and worth using. Flipbook-based hybrid media in the e-learning of the Pancasila Education course at PGRI University Yogyakarta in terms of media validation 87 %, material validation 86 %, and design validation 88 %. In addition, the use of flipbook-based hybrid media can increase student achievement to reach 11 %.

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