

Development of Akhlak Aqidah Learning Presentation Media in Improving Student Learning Outcomes

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Abstract

The research delves into the use of presentation media to enhance student learning outcomes in Aqidah Morals through the Research and Development (R&D) method, employing experimental research with a quantitative approach. Conducted at MA Al Qasimiyah, Madello, Barru Regency, the study applies the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model in a systematic manner. This model begins with an analysis of learning materials, followed by the design of engaging content presentations that cater to the specific needs of students. The development phase ensures that the material is refined and adapted to effectively address these needs, leading to its implementation in the classroom setting. After the implementation phase, a comprehensive evaluation of student learning outcomes was conducted, revealing a notable improvement in scores from the pre-test to the post-test stage. Initially, 15 students scored very low, with one in the low category and two in the medium category, falling below the minimum passing grade. Following the intervention, however, the number of students scoring in the high category increased significantly, with one student achieving very high scores, indicating substantial progress across the student cohort. The findings underscore the effectiveness of integrating the ADDIE model with presentation media in bolstering students' grasp of Aqidah Morals. This approach not only elevated learning outcomes but also introduced innovative practices in Islamic Religious Education, fostering a more engaging and impactful learning environment. By enhancing the presentation of learning materials and tailoring them to student needs, educators can potentially replicate these positive results in other educational contexts. Thus, the study contributes to the ongoing discourse on educational methodologies, advocating for the thoughtful integration of technology and pedagogy to enrich student learning experiences in religious education and beyond.

Keywords: *Learning Outcomes, Presentation Media, ADDIE Development*

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1. Introduction

Providing awareness to the nation's generation about the importance of education is very important considering that our country still has the status of a developing country. So education plays an important role in advancing this nation towards a developed country. The education in question includes intellectual and spiritual intelligence. Intellectual intelligence is obtained from general subjects, while spiritual intelligence is obtained from spiritual subjects, in this case Islamic Religious Education (PAI).

PAI is a basic subject that is mandatory at every level and in all majors. Even in Islamic boarding schools or Islamic institutions, PAI is of course the main subject taught by many branches of science such as Fiqh , Aqidah. Morals , and so on. All of them are subjects that prioritize increasing students' understanding of religious values so that they become a generation of Muslims who are ready to continue the nation's leadership milestones with an Islamic spirit. Nowadays students can explore various learning resources via the internet. Of course, through this they can access unlimited knowledge and information, create creativity in learning with very innovative and informative learning resources. (Mujinto 2020)

Learning media in the form of visual, audiovisual and interactive multimedia have the ability to convey information in a more interesting way and attract students' attention. Learning media also allows students to be actively involved in learning, hone skills, collaborate, solve problems and think critically. Thus, the use of effective learning media not only improves the quality of learning, but can also motivate students to learn more optimally, thus strengthening their understanding and encouraging the achievement of better learning outcomes. Presentation media is one of the effective media used to assess student learning outcomes. In this presentation media, students will be invited to remain relaxed when working on questions that have been created by the teacher.

Based on observations made by researchers regarding the condition of students in Class X MA Al Qasimiyah Madello Regency . Barru , through interviews with several subject teachers, related to the condition of student achievement during offline learning, where students had difficulty controlling and

seemed bored of receiving teaching materials using mediocre methods. Every day the teachers take turns sending material in text form, then instructing them to complete the assignments in the textbook. Conditions like this make students less interested and start to feel bored, making it difficult for students to achieve learning targets. The average student diagnostic test score is below the KKM standard, namely less than 75.00.

This learning media will be applied in the Aqidah subject of Morals . According to the results of researchers' observations of the condition of class XI MA Al Qasimiyah students Madello Regency . Barru , the learning media currently used still applies conventional learning methods or media. Meanwhile, the challenge currently faced is attracting students' interest in learning by applying various learning media, especially offline/distance learning processes, which of course require effective solutions in achieving learning goals, especially in achieving student learning outcomes. As feedback from the results of these observations, researchers used presentation media.

The author uses presentation media to be able to provide learning that is more effective and relevant to student needs. The use of presentation media can produce interactive learning media that is easy and practical for students to use anytime and anywhere without being limited by space and time. This can be an appropriate and effective step in improving the quality of learning at MA Al Qasimiyah Madello District . Barru . By using interactive learning media, it is hoped that we will be able to overcome *the gaps* that occur in the learning process and create a learning process that is differentiated or in accordance with the learning needs of each student, thereby bringing positive change, namely improving student learning outcomes. Based on the explanation as intended above, the researcher hereby conducted research with the aim of utilizing presentation media to produce learning media for Islamic Religious Education by formulating the research title, namely "Use of presentation media in Learning Morals for Class XI Students at MA Al Qasimiyah Madello Regency . Barru ." It is hoped that this research can be an

alternative that PAI teachers can apply at various levels of education to encourage student learning participation and achieve learning goals well.

2. METHODS

The research method used is RnD (*Research and Development*) which uses experimental research with a quantitative approach, while the development used is the ADDIE (*Analyze, Design, Development, Implementation*) development model which involves one group or one class. (Almelhi, 2021)

This research was carried out in the first semester of the 2023 academic year which is estimated to be carried out in September. Next, the research location is MA Al Qasimiyah Madello which is located on Jalan Makassar- Parepare axis , Madello Village , Balusu District , Barru Regency .

Primary data sources are the researchers themselves and Class XI MA Al Qasimiyah Madello Students . Meanwhile, it is said to be secondary data if the data is obtained not from the original source/first source but is the result of presentation by another party. The parties in question include MA Al Qasimiyah, Teacher Madello , especially the class XI Aqidah Morals subject teacher .

The research instruments used are as follows;

a. Observation sheet

The aspect assessed in this learning implementation observation sheet is conformity with the RPP which consists of three parts, namely introduction or initial activities, core activities, and closing or final activities. When filling in the learning implementation observation sheet, the following criteria are used:

Table 1

Score criteria for learning implementation observation sheets (Entin, 2013)

Score	Information
4	Very good
3	Very good
2	This is done quite well
1	Not implemented well

b. The assessment sheet

To find out/measure students' learning mastery, instruments are used in the form of learning outcome tests, namely pre-test and post-test. This test was developed in the form of an essay test which was created and developed by the researcher himself. Questions related to material about moral beliefs presented during the research. (Widayanto 2012)

The data processing and analysis technique carried out by researchers is to analyze learning outcomes and improve learning outcomes using descriptive statistical analysis with the aim of describing students' understanding after applying presentation media .

a. Learning outcomes and improving student learning outcomes

This analysis takes the form of looking for data regarding students' PAI learning outcomes which are described in the form of average scores, maximum scores, minimum scores and standard deviation. Student learning outcomes are calculated and analyzed using the following formula:

Table 2

Categorization of Student Learning Outcome Standards (Hajirah 2014)	
The value of learning outcomes	Category
0 – 54	Very low
55 – 64	Low
65 – 79	At the moment
80 – 89	Tall
90 – 100	Very high

Apart from that, student learning outcomes are also directed at achieving learning outcomes if they meet the minimum completeness criteria determined by the school, namely 75. Meanwhile, completeness has reached a minimum score of 75.

$$Ketuntasan\ belajar\ klasikal = \frac{Banyaknya\ siswa\ dengan\ skor \geq 75}{Total\ siswa} \times 100\%$$

Aqidah Moral Learning Outcomes for Class XI MA Al Qasimiyah Madello Regency . Barru (Source: Al Qasimiyah MA School).

Sign	Category
$0 \leq x \leq 75$	Not finished yet
$75 \leq x \leq 100$	Finish

Descriptive analysis is used to determine the gain (increase) in students' Aqidah learning outcomes Morals in the experimental class. Gain is obtained by comparing the pre-test results with the post-test results. The gain used to calculate increases in student learning outcomes is normalized gain. The normalized profit formula is:

$$g = \frac{S_{post} - S_{pre}}{S_{ideal} - S_{pre}}$$

With :

S post = Average final exam score

S pre = Average initial test score

S ideal = Maximum score that can be achieved

The normalized strengthening classification is shown in table 3 below

Normalized Profit Value	Category
$g < 0.30$	Low
$0.30 \leq g \leq 0.70$	At the moment
$g \geq 0.70$	Tall

b. Student participation

To analyze the level of student activity or participation during learning, it is measured by looking at the average percentage of students carrying out learning activities for each indicator in the observation results. (Oktariani, 2013) Then the average is converted based on participation category, as follows:

Table 4

Student participation category

Percentage of Active Students	Category
$80\% \leq P \leq 100\%$	Very active
$60\% \leq P < 80\%$	Active
$40\% \leq P < 60\%$	Quite active
$20\% \leq P < 40\%$	Less active
$0\% \leq P < 20\%$	Not active

c. Student response

Student response data will be obtained from the results of the questionnaire given to students after learning ends. The effectiveness of aspects of student

responses is measured using several categories. (Magdalena et al, 2020) The effectiveness criteria are determined by calculating the average of each score and are in the positive category. Determination of the response aspect category is determined based on the following criteria:

Table 5
 Student response data criteria (Ardin, 2013)

Average Student Response (RS)	Category
$RS \geq 85\%$	Very positive
$70\% \leq RS < 85\%$	Positive
$50\% \leq RS < 70\%$	Not positive
$RS < 50\%$	Negative

3. RESULTS AND DISCUSSION

Description of the use of presentation media about studying the Moral Creed

The development of this evaluation was designed using the ADDIE method, where researchers developed it according to students' needs in order to achieve the desired development. As is known, if Islamic Religious Education lessons are not presented well, they will be very boring because they are full of theory/narration so that at a glance the presentation requires a lot of storytelling or explanation. From here the researcher carried out an evaluation and decided to present it in presentation media. This media really helps researchers to design material to be interesting. (Wirani et al 2020)

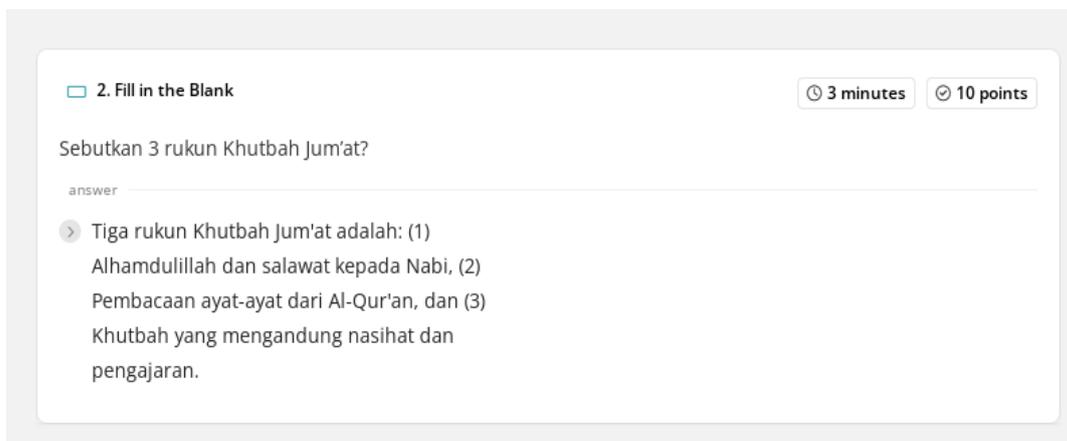
In question number 1, at the pre-test stage only 1 person answered correctly and got a score of 20. 11 people answered wrong so they got a score of 15 and 10. Then 5 people answered briefly and inaccurately so the researcher gave a score of 5. However, this condition increased at the post-test stage. All students answered correctly and got a score of 20. From the start around 17 people got low scores, but in the post-test all of them managed to pass and answered well and correctly. The following is a comparison table of answers to question number 1 at the pre-test and post-test stages.

Table 6

Comparison of scores for question number 1 at the pre-test and post-test stages

Score	The number of students is according to the grades obtained	
	Pre-test	Post test
20	1 person	17 people
15	1 person	-
10	10 people	-
5	5 people	-
0	-	-

Figure 1
 Question number 1



Here, in question number 2, no one got 20 marks, but there were two students who got 15 marks because they were incomplete in explaining the correct answer. Then 9 people got a score of 10 because the researchers thought their answer was only half the correct answer. And as many as 7 people got a score of 5 because they only gave very short and inaccurate answers. A very rapid increase occurred at the post test stage, as evidenced by the scores obtained by all students,

namely only 15 and 20. A total of 16 people got a score of 20 and 1 person got a score of 15. The following is a comparison table of answers to question number 2 at the pre-test stage. test and post test

Table 7

Comparison of scores for question number 2 at the pre-test and post-test stages

Score	The number of students is according to the grades obtained	
	Pre-test	Post test
20	-	16 people
15	2 persons	1 person
10	9 people	-
5	6 people	-
0	-	-

Figure 2

Question number 2

3. Fill in the Blank ⌚ 3 minutes 100% 10 points

Ada beberapa persyaratan yang harus diindahkan bagi mubalig, agar jamaah memiliki kerelaan hati untuk mengamalkan apa yang disampaikan. Sebutkan syarat-syarat itu!

answer _____

➤ Syarat-syarat bagi mubalig agar jamaah memiliki kerelaan hati untuk mengamalkan apa yang disampaikan meliputi: memiliki ilmu yang memadai, kemampuan berkomunikasi yang baik, dan integritas pribadi yang tinggi

Like in questions number 1 and 2. In question number 3 only 1 person got a perfect score, namely a score of 20. Then 7 people got a score of 10 and 10 people got a score of 5. The score increase occurred at the post-test stage, although not that

much. -significant on questions number 1 and 2. A total of 6 people got a score of 20 and 10 people got a score of 15. Progress on question number 3 was because there were no more students who got a score of 10 or 5. The following is a comparison table of answers to question number 3 at the pre-stage test and post-test.

Table 8

Comparison of scores for question number 3 at the pre-test and post-test stages

Score	The number of students is according to the grades obtained	
	Pre-test	Post test
20	1 person	6 people
15	-	10 people
10	7 people	-
5	10 people	-
0	-	-

Figure 4

Question number 4

4. Fill in the Blank ⌚ 3 minutes 🎯 10 points

Jika kalian ingin berprofesi sebagai seorang dai yang sukses, maka harus memenuhi syarat seperti yang sudah diperankan oleh para Rasul, sebutkan 3 syarat yang paling utama!

answer

➤ Tiga syarat utama menjadi seorang dai yang sukses seperti para Rasul adalah: (1) memiliki ilmu yang kuat tentang agama Islam, (2) memiliki kemampuan berkomunikasi yang efektif, dan (3) memiliki akhlak yang baik dan menjadi teladan

In number 4, the difficulty level of the questions increased so that at the pre-test stage (before using presentation media) , only 1 person got a score of 20 and 5 people got a score of 10. Then there were many more. and more people got a score of 5, namely 12 people. Meanwhile, at the post-test stage, 12 people got a score of

20 and the remaining 5 people got a score of 15. The following is a comparison table of answers to question number 4 during the pre-test and post-test. test stage.

Table 9

Comparison of scores for question number 4 at the pre-test and post-test stages

Score	The number of students is according to the grades obtained	
	Pre-test	Post test
20	1 person	12 people
15	-	5 people
10	5 people	-
5	12 people	-
0	-	-

Figure 6

Question number 5

5. Fill in the Blank ⌚ 1 minute ⏪ 10 points

Saat ini beragam kepentingan masyarakat ingin dipenuhi secara cepat. Banyak juga problema yang diderita. Bagaimana strategi kalian (jika menjadi dai, khatib atau mubalig, sehingga masyarakat bisa tenang dan tenteram!

answer

➤ Strategi untuk memberikan ketenangan dan kedamaian kepada masyarakat sebagai seorang dai, khatib, atau mubalig bisa melibatkan pendekatan dialog, penyelesaian konflik secara adil, dan memberikan pemahaman tentang nilai-nilai Islam yang mendorong perdamaian, toleransi, dan keadilan dalam masyarakat.

On this last question, with the highest level of difficulty compared to the previous questions, not a single student got a score of 20 or 15. Only 12 people got a score of 10 and 5 people got a score of 5. Entering the post-test stage, the improvement obtained was only around 13 students managed to get a score of 20 and 4 people got a score of 15. This shows that even though all students experienced

difficulty with the number 5, they still tried to get a high score as a result of their effectiveness. application of presentation media materials . The following is a comparison table of answers to question number 5 at the pre-test and post-test stages.

Table 10

Comparison of scores for question number 5 at the pre-test and post-test stages

Score	The number of students is according to the grades obtained	
	Pre-test	Post test
20	-	13 people
15	-	4 people
10	12 people	-
5	5 people	-
0	-	-

From all the test numbers, we can see and conclude that from the pre-test stage students still show seriousness in learning and maximize their learning outcomes even though they are hampered by optimal presentation of the material. It is evident from all the questions, not a single student got a score of 0. They kept trying to write down the answers so they still got a low score, namely a score of 5. Because it was designed with sequential levels of difficulty starting from question number 1 to question number 5, the pre-test results showed that the more people get to the last number, the fewer students will get a perfect score. However, at the post-test stage, all student learning outcomes increased significantly.

In this Aqidah, Moral Material , in the Chapter Advising One Another in Islam, the researcher initially applied the lecture method. Then I saw that student enthusiasm was very low. However, the researcher still followed the research steps by completing the material and then carrying out a pre-test. At the next meeting the researcher explained the material through presentation media both material and post test questions. At this stage the researcher paid attention to the class atmosphere, and saw that the students were very focused and full of initiative and asked whether the material they had read was in the presentation media. less understandable.

The researcher summarizes the material then presents it in the form of points. Then examples of each of these points are given in everyday life, both in the form of photos and videos, so that students clearly understand the meaning of the material for each of these points. Another convenience provided by presentation media is that students can access this material anywhere and at any time. It's different if the file has to be downloaded first, of course it will require *memory space* on the device. If the material file contains several learning videos, it is guaranteed that the capacity is high and students will have difficulty downloading and saving the file.

After the researcher explains the material in class, students can return to studying the material at home. presentation media does not require students to have an account then log in. Researchers simply provide *a link* to the material contained in the researcher's account then ask students to copy *and* open it in a browser. Then the students' learning process at home will be very easy, they can quickly access the material and study it, until they understand it well. The reason why this material will always be interesting to access is because this presentation slide design uses a moving background and can also be equipped with interesting music. So there are two attractions for students, namely visual and audio.

Student responses to the application of the ADDIE method through presentation media were measured through observation sheets before and after implementation. Before implementing this presentation media , the observation results obtained an average figure of only 5.83. This observation sheet has 5 assessment points including the level of student focus, activeness in asking questions, enthusiasm, and initiative in discussing and answering questions correctly. The following is a description of the results of the analysis of the observation sheet for each assessment item from the pre-test to post-test stages.

a. Student focus level

At the pre-test stage, of the 18 students, the researchers saw that 6 of them still indicated that the learning process was not being carried out well and the other 12 showed good enough focus that these 12 were considered not good enough. the

learning process was carried out quite well. Then during the post test, although there were still 3 students who were considered to lack focus so it was considered that the presentation of the material through presentation media had been carried out quite well, 83.33% of them had a very good learning focus. process and researchers concluded that the presentation of material was through presentation media very well implemented.

b. Liveliness

In the activeness assessment, there were 8 students who were silent from the start of learning to the end of the material at the pre-test stage. In contrast to the other 12 people, they were more silent, but when listening to the material there were expressions that showed they were still enthusiastic about receiving the material. Furthermore, after the post test stage, there were still 5 students who tended to be quiet, but 13 other people had shown activity so that the researchers concluded that the material was presented through presentation media. Very good.

c. Enthusiasm

This enthusiasm is easy to assess because just by looking at students' expressions and behavior during the learning process, researchers can assess each student. If at the pre-test stage all students showed that the material had not been implemented well, but after the post-test stage all students had shown that the presentation of the material through presentation media very well implemented.

d. Initiative for discussion

Of course, researchers are not enough to just assess student enthusiasm, but also need to combine it with how this enthusiasm can trigger student initiative to discuss during the learning process. During the pre-test, all students showed that the presentation of the material was not well implemented, but in the post-test the remaining 4 students were like that. This means that there were 14 other students who were very good at discussion initiatives so that the researchers concluded that the material was delivered through presentation media. Very good .

e. Ability to answer questions appropriately

Of all the assessment items in this observation, of course, it ultimately leads to improved learning outcomes, one of which is marked by the ability to answer correctly the researcher's questions given randomly during the learning process. If during the pre-test all students still had difficulty answering correctly, but after the post-test stage, 18 students had shown progress in answering the questions. From these results the researcher concluded that the presentation of the material was through presentation media very well implemented.

Description of student learning outcomes in using presentation media in Aqidah learning Morals

As stated previously, Aqidah Akhlak material would be boring if presented in a normal way because the material is full of theory. However, by applying the ADDIE method and presenting material through presentation media, researchers were able to help students get the best score on the post-test. This can be seen in detail in the results of students' work on the pre-test and post-test question sheets. During the pre-test there were 6 students who got a score of 30, 3 people got a score of 40, 3 people got a score of 45, 1 person got a score of 50, 1 person got a score of 55, 1 person got a score of 65, and only 1 person got a score of 70. Of course, we can conclude that at this pre-test stage, because not a single student got a score of 75 or it could be said that all of their scores were below the KKM standard, so all of them were categorized as 'incomplete' at this stage. stage.

The increase that occurred at the post test stage was very significant, because students who got the lowest score at the pre test stage had reached 85 or even 95. At the post test stage there were 3 people who got perfect scores, or got a score of 100. The remaining 8 people got a score of 95 5 people got a score of 90, and 1 person got a score of 85. In other words, all students at the post-test stage were included in the complete category because their learning results showed that the score was above the KKM standard (75.0).

The final part of this research is filling out a questionnaire using answer points 4 = strongly agree, 3 = agree, 2 = disagree, and 1 = strongly disagree. The categorization used is that an average response of more than 85% is categorized as

'very positive', if it is in the range 70%-85% it is categorized as 'positive', in the range of 50%-70% it is categorized as 'less positive', and less than 50 % categorized as 'negative'. Based on the results of the questionnaire distributed to students, the average response was 'agree' and 'strongly agree'. There were 3 students who gave responses in the 'positive' category and 15 students gave answers in the 'very positive' category. Therefore, the researcher concluded students' responses to the application of the ADDIE method and the presentation of material through presentation media All students gave very positive responses.

The relationship between the use of presentation media and increased student learning outcomes.

Researchers' efforts in preparing evaluation development by presenting material through presentation media is the main focus in this research. So the researcher ensures that this research is carried out according to the steps that have been formulated, one of which is also trying to develop an evaluation that is right on target according to student needs and according to the achievements expected by the researcher. From here, of course, the researcher wants to prove that this evaluation development formula will help students improve their understanding of the material so that their learning outcomes will also increase as evidenced by the pre-test and post-test scores.

Table 11
 Average results of student responses via questionnaire

NO	Statement	Student response is average			
		SS	S	T.S	STS

1	Presentation of material using presentation media really helps focus in studying		√		
2	Presentation of material using presentation media makes it easier to understand the material		√		
3	Presentation of material using presentation media not boring		√		
4	Presentation of material using presentation media interesting because the appearance varies		√		
5	Presentation of material using presentation media increase curiosity when learning		√		
6	The teacher presents material through presentation media so neat		√		
7	The teacher presents material through presentation media very interesting		√		
8	The teacher presents the material in great detail using presentation media		√		
9	Teachers are not monotonous in presenting material using presentation media		√		
10	Teachers can easily discuss with students during learning using presentation media		√		

Based on the results of the questionnaire of all students, the average response was 'agree' from the first item to the 10th item. In this case, from all the existing research data, it can be concluded that the maximum expected improvement can be achieved if we prepare the right steps. as treatment for students. What needs to be understood and realized is that the factor of student disinterest is usually not only the method applied, but also the learning media used. So teachers must pay attention and have many points of view in seeing this. This series of research has proven that by applying the right method students can be helped to master the material easily which has an impact on their learning outcomes, in this case the application of the ADDIE method by presenting the material through presentation media .

4. CONCLUSION

The teaching and learning process requires more attention from educators to prepare appropriate learning materials, methods and media by considering students' needs. The success factor for a teaching and learning process requires harmony between educators and students. However, the main subject is indeed educators, because students in this case are only objects that need to be observed and assessed.

From there, educators can decide to use what elements are needed so that the teaching and learning process can be carried out well.

If some educators think that whatever method they apply will not produce significant results, then this research is sufficient evidence of how the choice of learning methods and media is a determining factor that can improve learning outcomes significantly. What may be an obstacle is that if educators do not master the method applied, then they will still not be able to provide maximum results because the method steps are not mastered well. In conclusion, the choice of method is not necessarily chosen because it is interesting, but also by practicing to master it so that in its application it can really be seen that the method works well and optimally in helping students understand the material and improve their abilities. learning outcomes.

Old methods can still be used as long as they can be innovated as researchers did in this research process. The method may be an old method but it is combined with the use of interesting learning media according to today's demands where children like audio-visual media because every day they are exposed to sophisticated gadgets, so in terms of learning needs, educators must be able to adapt the presentation of the material to their needs. students' needs so that the presentation of the material is not boring for them.

Adequate school facilities are not the only reason to be able to implement innovative methods because the skills of teachers or teaching staff also play a role. As researchers obtained from MA Al Qasimiyah Madello schools that have adequate facilities but the majority of teachers are not yet skilled in utilizing the facilities/supplies to implement innovative internet/IT-based learning methods or models. Thus, it is true that teachers or instructors must always improve their knowledge and skills because students' learning needs are increasingly numerous and diverse. And to fulfill this, teachers must continue to learn and develop themselves.

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