THE DEVELOPMENT OF VISUAL-BASED LEARNING RESOURCES IN ISLAMIC RELIGIOUS EDUCATION AT SCHOOL

Khusnan Iskandar[1], Habib Abdul Halim[2]
Institut Keislaman Abdullah Faqih Gresik, Indonesia
e-Mail: cak.kus.305@gmail.com[1], aliflam72@gmail.com[2]

Abstract: The aim of this research and development was to produce a visual-based learning resource, namely a learning comic, which is practical, effective, engaging, and designed according to empirical needs analysis in the field. The product development was based on learning technology studies and the ADDIE model design framework. The result of this research and development was a learning comic equipped with practice questions to enhance students' understanding of the material, visualized through images. The percentage of the evaluation/feedback from validators and field testing for the learning comic was 87.4%, meaning it was in the "very feasible" category (81% - 100%) on the Likert scale achievement conversion table. The analysis of the revised product concluded that: (1) The learning comic had been developed systematically and based on empirical needs analysis in the field; (2) The learning comic had met the feasibility criteria through the stages of development, analysis, and revision, making it suitable for use in the learning process to improve students' understanding of Islamic Religious Education material at SMP Islam Sekaran Lamongan.
Keywords: Development, Learning Comics, Islamic Religious Education

Introduction

Learning is an essential process in life, which requires appropriate media to facilitate the delivery of messages to learners, making it an integral component[1]. Similar to communication, learning

---

[1] Azhar Arsyad, *Media Pembelajaran* (Jakarta: Raja Grafindo Persada, 2013), 2.

occurs within a structured system[2], indicating that the utilization of media is highly necessary for this process to occur effectively. Without such media, communication within the learning process may lack direction and efficiency[3]. The use of diverse learning media is expected to enhance learners' readiness, thereby improving their comprehension and overall academic performance[4].

As the development of information systems continues, particularly in the current digital era, learning media have also evolved significantly. One example is the use of visual-based learning media, such as comics. Initially, comics were used as a tool to ignite competition among newspapers[5]. However, today, comics have taken on a broader role, particularly in the learning process.

Comics hold a significant appeal for readers. In the United States, no fewer than 100 million people read comics, with over 500 comic titles sold each month. Furthermore, many comics have been translated into various languages, making them accessible to readers not only in America but also in 100 countries worldwide[6]. Therefore, the use of comics should be considered as a valuable tool to enhance reading interest among the current millennial generation.

The use of comics as a learning resource can effectively stimulates learners to enhance their comprehension more quickly. Comics not only present stories but also include illustrations that complement the narrative. According to Dale's theory, an individual's understanding is predominantly influenced by visual perception, which accounts for 75%, followed by auditory perception at 13%, and other senses at 12%[7].

Educators in Indonesia, particularly Islamic Education (PAI) teachers at various levels, face several obstacles in enhancing students' understanding of the subject. These include: (1) the limited interest of

---

[2] Daryanto, *Media Pembelajaran; Peranannya Sangat Penting Dalam Mencapai Tujuan Pembelajaran* (Yogyakarta: Gava Media, 2010), 7.

[3] Daryanto, 3.

[4] Saeful Anam and Arina Almasal Firdaus, "Penggunaan Learning Resources Dalam Pembelajaran Agama Islam," *JALIE: Journal of Applied Linguistics and Islamic Education* 04 (2019): 53–70.

[5] Nana Sudjana and Ahmad Rivai, *Media Pengajaran* (Bandung: Sinar Baru Algensindo, 2010), 64.

[6] Sudjana and Rivai, 63.

[7] Arsyad, *Media Pembelajaran*; Daryanto, *Media Pembelajaran; Peranannya Sangat Penting Dalam Mencapai Tujuan Pembelajaran.*

young learners in reading educational materials, especially in PAI; (2) the overly monotonous use of textbooks or student worksheets (LKS) as teaching tools; (3) the inability of many educators to create engaging and innovative learning resources; and (4) the misconception that PAI is merely a reflection of everyday life, causing it to be undervalued and seen as uninteresting.

Based on observations conducted by the researchers in a Grade VII class, the learning resources used were still limited, relying solely on student worksheets (LKS) and school textbooks. As a result, students' interest in reading was very low. From the perspective of learning outcomes [8], many students had not achieved the Minimum Mastery Criteria (KKM). Despite the relatively low benchmark of 75, it was still challenging for students to reach or surpass this standard. Furthermore, during the midterm exams, 60% of the 40 Grade VII students failed to meet the KKM. To address this issue, teachers must explore alternative strategies to support student learning. Interviews with students indicated that they found the material presentation unappealing and were reluctant to read textbooks. This underscores the importance of developing more engaging learning resources, such as educational comics tailored to Islamic Education content. These resources should align with curriculum standards to create a more effective and engaging learning experience.

Method

This research and development model followed the Reiser and Mollenda cycle, which was based on the ADDIE development design model. The ADDIE model consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. Each stage plays a crucial role in ensuring the systematic and effective creation of learning materials. For further clarity, the steps can be visualized in the following diagram:

---

[8] Saeful Anam, "Melaukan Authentic Assessment Dalam Pembelajaran Agama Islam," *JALIE: Jurnal of Applied Linguistics and Islamic Education* 01, no. September (2017): 309–32.
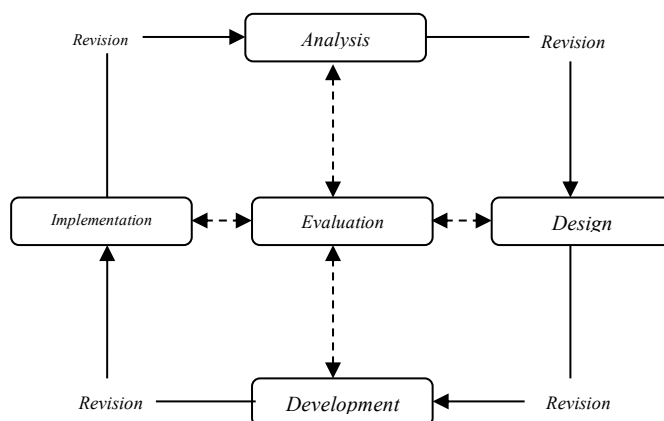
The testing process for product development involved several aspects: test subjects, data types, data collection instruments, and data analysis techniques. The product's feasibility was assessed through multiple stages, including: a) evaluation by subject matter experts, b) assessment by learning design and media experts, c) individual testing, d) small group testing, and e) field testing. These stages aimed to ensure the product's quality, effectiveness, and suitability for its intended purpose.

The development process involved several subjects, including subject matter experts, media experts, design experts, and students (3 students for individual testing, 6 students for small group testing, and 26 students for field testing). The product testing design adopted a quantitative approach, utilizing a descriptive percentage method. Ensuring the accurate selection of designs for each stage (individual, small group, and field testing) is essential to obtain complete data needed for effective product refinement.

The individual testing was conducted with three Grade VII students from SMP Islam Sekaran, selected based on varying academic performance: one student with high academic achievement, one with moderate achievement, and one with low achievement. In this individual testing, the teaching materials and student guides were tested. The small group testing involved six students, consisting of two students with high academic achievement, two with moderate achievement, and two with low achievement. In this small group testing, students who participated in the individual testing were not included.

In the field testing, 26 Grade VII students were included as the test subjects. The product tested was a learning website along with its usage guide for students. The data obtained from testing the instructional materials included both qualitative and quantitative data. Qualitative data consisted of expert evaluations (content experts, media experts, and design experts) and student feedback. Quantitative data was gathered from questionnaires administered to students during individual testing, small group testing, and field testing.

The data were analyzed using techniques outlined by Sugiyono (2010):

$$P = \frac{\text{jumlah skor jawaban}}{n \times \text{bobot tertinggi}} \times 100\%$$

To calculate the overall percentage of the test subjects' responses, the percentage formula was applied. This technique was used to present data as the frequency of responses to the instructional product. The formula is as follows:

$$P = \frac{F}{N}$$

Where: P = Percentage

F = Total frequency of responses from all subjects

N = Total number of test subjects

Decision-making for the qualification level of instructional materials is based on the following feasibility criteria:

Table 1 : Feasibility Criteria

No.	Range	Criteria	Qualification
1	81% - 100%	Very Good	Highly Feasible
2	61% - 80%	Good	Feasible
3	41% - 60%	Fair	Moderately Feasible
4	21% - 40%	Poor	Less Feasible
5	0% - 20%	Very Poor	Not Feasible

Results And Discussion

Visual Learning Resources as a Foundation for Islamic Education

Terminologically, comics are defined as illustrated stories [9] that depict characters, often presented in humorous and easily digestible visuals for readers[10]. According to Will Eisner, comics are regarded as a Sequential Art, which refers to images arranged sequentially to convey messages and tell stories [11]. Similarly, McCloud (1993) also defined comics as a combination of images and symbols arranged in a specific sequence. The purpose is to serve as a medium that not only delivers information but also elicits an aesthetic response from its readers[12].

Comics can be categorized into several specific types, including:

a. Comic Strips: short comics consisting of a few panels and typically appear in newspapers. The themes are often humorous, presented in a cartoon or caricature style.

b. Comic Books: collections of comic pages bound neatly and published periodically. Typically, these comics focus on a single title. In Indonesia, this format is common, while in Japan, a single book often contains multiple titles. This type is also known as a comic magazine.

c. Graphic Novel: comics that feature narrative storytelling. The stories are usually more complex and are generally targeted at adult readers.

d. Web Comics/Internet Comics: comics published through the internet or social media platforms. A significant advantage of this type is that publishing comics does not require high costs, as the creator only needs internet access to post their work, making it accessible to a wide audience.

e. Instructional Comics (also known as educational comics): these are specifically designed for learning purposes. To facilitate readers' understanding, the language used is universal, relying on images and symbols. A common example can be found in airplane cabins or the manuals of electronic devices, where

---

[9] Kemendikbud, "Kamus Besar Bahasa Indonesia" (Balai Pustaka, 2012).

[10] Sudjana and Rivai, *Media Pengajaran*, 66.

[11] Scott McCloud, *Understanding Comics* (Amerika: British Library, 1993).

[12] McCloud, 7.

instructual comics are often used to convey information clearly and effectively.

Comics as Learning Resources and Media

The fundamental concept of using comics as both a learning resource and media lies in the inherent characteristics of the comic itself. As previously explained, comics designed with a graphic form (images and text) are considered educational comics [13]. Furthermore, the content presented in these comics consists of educational material that holds positive value and can be applied to real-life situations. Comics as learning resources and media stem from the behaviorist theory, which focuses on studying human behavior [14] The behaviorist perspective suggests that human behavior occurs through stimuli, where the created stimulus leads to reactive behavior (response)[15].

One of the pioneers of this theory is Burrhus Frederic Skinner. He proposed that the relationship between stimulus and response occurs through interaction with the environment [16,] which then leads to behavioral changes [17.] The responses given to learners are not as simple as they may seem, as each stimulus has an interaction with others, and this interaction influences the new responses generated [18.] The use of comics as a source and media for learning acts as a stimulus, with the expectation that students/learners will provide positive responses to the stimulus presented.

The term media itself comes from the Latin word "medium", which is the plural form meaning "intermediary" or "conveyor" [19.] Therefore, media serves as the intermediary or conveyor of a message from the source to the receiver, which in the context of education is the learning source and learning media,[20] used in the teaching and

---

[13] Yudhi Munadi, *Media Pembelajaran: Sebuah Pendekatan Baru* (Jakarta: Gaung Persada Press, 2008).

[14] Jhon. W Santrock, *Psikologi Pendidikan* (Jakarta: Kencana Media Group, 2007).

[15] Eni Fariyatul Fahyuni and Istikomah, *Psikologi Belajar & Mengajar* (Sidoarjo: Nizamia Learning Center, 2016), 26.

[16] Santrock, *Psikologi Pendidikan*.

[17] WS Winkel, *Psikologi Pengajaran* (Jogjakarta: Media Abadi, 2009).

[18] Muhibbin Syah, *Psikologi Pendidikan Dengan Pendekatan Baru* (Bandung: Remaja Rosdakarya, 2005).

[19] Daryanto, *Media Pembelajaran; Peranannya Sangat Penting Dalam Mencapai Tujuan Pembelajaran.*

[20] Nur Hamim, *Bahan Ajar PLPG/Pengawas Dalam Jabatan* (Surabaya: LPTK Fakultas Tarbiyah IAIN Sunan Ampel, 2011); Barbara B. Seels and Rita C Richey,

learning process [21]. Consequently, any tool, material, or living/non-living entity used in the teaching and learning process is considered media, with the function of capturing, processing, and reorganizing both visual and verbal information [22].

The benefits of comics as a learning resource and media are as follows: a) It makes the delivery of lesson material more focused; b) The learning process becomes more engaging and interactive; c) It helps in managing time and energy efficiently; d) It enhances the quality of learning outcomes; e) It allows learning to take place anywhere and anytime; f) It fosters a positive attitude towards the material and the learning process; and g) It transforms the role of educators to be more positive and productive [23].

Development of Visual Learning Resources in Islamic Education

The development of visual-based learning resources for grade VII, Semester II, carried out at SMP Islam Sekaran Lamongan, included assessments and feedback from: (a) subject matter expert, (b) learning media expert, (c) learning design expert, (d) individual testing, (e) small group testing, and (f) field testing.

Subject Matter Expert Evaluation

The development of the visual-based learning resource for grade VII is a learning comic. During the creation process, the writer consulted with Mr. Khoirul Anam, S.Pd.I, a subject matter expert and Islamic Education teacher at SMP Islam Sekaran Lamongan. Below is the data analysis and product revision based on the expert's feedback.

Data Presentation and Analysis of Learning Material Evaluation

The following is the analysis of the data obtained from the questionnaire, as shown in the frequency table of the subject matter expert's evaluation based on the questionnaire items.

Teknologi Belajar, Definisi Dan Kawasannya (Jakarta: Ikatan Proesi Teknologi Pendidikan (IPTPI), 1994), 84.

[21] Daryanto, *Panduan Proses Pembelajaran Kreatif Dan Inovatif* (Jakarta: AV. Publisher, 2009).

[22] Arsyad, *Media Pembelajaran*.

[23] Arsyad; Daryanto, *Media Pembelajaran; Peranannya Sangat Penting Dalam Mencapai Tujuan Pembelajaran.*

Table 2: Data Analysis of Subject Matter Expert's Evaluation of Learning Materials

Number of Question Items	Score	Frequency	Percentage (%)
24	3	1	2.5%
	4	12	40%
	5	11	45.8%
Total			**88.3%**

The percentage results of the data analysis from the subject matter expert's evaluation would be converted into the criteria for the product development feasibility rating scale. The percentage for each questionnaire item based on the obtained score frequency is as follows: 2.5% (score 3), 40% (score 4), and 45.8% (score 5). Thus, the overall percentage for the subject matter expert's evaluation of the learning material was 88.3%, which indicates that the material was in the "very good" qualification and did not require revision. However, there was one item that received a score of 3, along with suggestions and feedback from the subject matter expert, which means it needs to be revised and improved.

Revision of Learning Materials

Based on the feedback from the subject matter expert, the visual-based learning product, a learning comic, was found to be in very good condition. However, there were several suggestions for improvement. The following table outlines the revisions made to the PAI (Islamic Education) comic for Grade VII, Semester II:

Table 3: Revisions to Learning Materials Based on Expert Feedback and Suggestions

No	Item Revised	Feedback	Revision
1	Feedback and Discussion Tasks	The comic should include feedback and discussion tasks with more detailed explanations to ensure that students can easily understand and complete them.	Added a more detailed explanation of feedback and discussion tasks.

Learning Media Expert Evaluation

The validation of the development of visual-based learning resources in the form of Islamic Education (PAI) comics was conducted by a media expert. The media expert for this comic learning product was Mr. Imam Nur Aziz, M.Pd., a lecturer at the Institute of Islamic Studies Abdullah Faqih Gresik. He is currently in the process of completing his dissertation in the Department of Learning Technology, Postgraduate Program, State University of Malang.

Data Presentation and Analysis of Learning Material Evaluation

The following presents the analysis from the survey results, which can be seen in the frequency table of the media expert's evaluation of the learning materials based on the questionnaire items.

Table 4: Data Analysis of Media Expert's Evaluation of Learning Materials

Number of Question Items	Score	Frequency	Percentage (%)
18	3	5	16.7%
	4	6	26.7%
	5	7	38.9%
Total			**82.2**%

The percentage results of the data analysis from the media expert evaluation would be converted into the product feasibility rating criteria. The percentage for each item question based on the frequency of scores obtained is as follows: 16.7% (score 3), 26.7% (score 4), 38.9% (score 5). Therefore, the percentage of the evaluation questionnaire for the teacher's guide was 82.2%, which means that the teacher's guide was in the "very good" qualification and did not require revision.

Revision of Learning Materials

Based on the evaluation by the media expert, the development of visual-based learning resources in the form of learning comics was classified as "very good." However, there were several suggestions and feedback from the subject matter expert, indicating that the product needs to be revised for further improvement. The revisions

for the Grade VII, Semester II learning comic are presented in the table below:

Table 5: Revision of Learning Materials Based on Feedback from the Media Expert

No	Item Revised	Feedback	Revision
1	Cover Design	1. It would be good to include the support of the Ministry of Religious Affairs as the institution funding this research on the cover. 2. The image on the cover should not be cut off by lines, and the color gradient in the image should be clarified.	1. Redesign the cover to include the name of the institution 2. Fix the image on the cover to ensure it is not cut off by lines

Learning Design Expert Evaluation

The validation of the development of visual-based learning resources in the form of educational comics was also carried out by a learning design expert. The learning design expert for this educational package product was Dr. Ahmad Kholiqul Amin, M.Pd., who is the Head of LPPM (Institute for Research and Community Service) at IKIP PGRI Bojonegoro.

Data Presentation and Analysis of Learning Materials Evaluation

The following presents the analysis of the survey results obtained, as shown in the frequency table of the evaluation of learning materials by the expert, based on the survey question items.

Table 6: Data Analysis of Design Expert's Evaluation of Learning
Materials

Number of Question Items	Score	Frequency	Percentage (%)
20			
	4	9	36%
	5	11	55%
Total			**91%**

The percentage results of the data analysis from the design
expert would be converted into the development product feasibility
rating criteria. The percentage for each item based on the frequency
of the obtained scores is as follows: 36% (score 4) and 55% (score 5).
Therefore, the overall percentage from the design expert's evaluation
of the learning materials is 91%, indicating that the learning material
was in the "very good" qualification and did not require any revisions.

Revision of Learning Materials

Based on the evaluation of the learning design expert, the
development of the visual-based learning source in the form of a
learning comic was in the "very good" qualification. However, there
were several suggestions and inputs from the design expert, indicating
that the development product needs revision for improvement. The
revisions for the PAI (Islamic Education) Grade VII, Semester II
learning comic were presented in the table below:

Table 6: Revision of Learning Materials Based on Suggestions and
Feedback from the Learning Design Expert

No	Item Revised	Feedback	Revision
1	Appropriateness of Chapter Title and Content	1. It is recommended that the subtitle "Bentuk Akhlak Rasul" on page 11 be changed to "Meneladani Akhlak Rasul" for better clarity and comprehension by students.	The subtitle is revised by changing "Bentuk Akhlak Rasul" to "Meneladani Akhlak Rasul."

Individual Testing

After undergoing validation from subject matter expert, media expert, and learning design expert, the product was revised according to their feedback and suggestions. Once revised, the development product underwent its first trial: individual testing. This trial was conducted with three students from the Grade VII, classified based on their academic performance (high, medium, and low achievers). The testing involved administering a questionnaire to analyze the feasibility and appeal of the developed learning material. Based on the results from the individual testing, an average percentage of 84% was obtained, which, when converted using the conversion table, indicated that the learning material was categorized as "very good". Based on the feedback from the individual testing questionnaire, revisions were needed, particularly to correct writing errors and the use of capital letters.

Small Group Testing

After conducting the individual testing, the next step was small group testing. In this phase, six Grade VII students will participate, consisting of two students with high ability, two with medium ability, and two with low ability.

The scores from this small group testing consisted of 2 (poor), 3 (fair), 4 (good), and 5 (excellent). Based on the evaluation from the small group testing, the average percentage obtained was 85%, which, when converted using the conversion table, indicates that the learning material was in the "very good" qualification.

Field Testing

After studying the material using the developed learning package, the students completed evaluation questions to assess their level of achievement and individual as well as class-wide mastery.

The minimum completion criteria for the Islamic Education (PAI) subject in the Grade VII at SMP Islam Sekaran was 75. Therefore, students scored below 75 must retake the material and participate in remedial sessions. Meanwhile, students scored between 75 and 100 were considered to have mastered the material. The results of the student evaluations are presented in the following table:

Table 17: Student Learning Outcomes

NO	NAME	GRADE	SCORE	DESCRIPTION
1	DR	VII	94	PASSED
2	SBAA	VII	94	PASSED
3	IIZ	VII	92	PASSED
4	MK	VII	92	PASSED
5	SW	VII	92	PASSED
6	MAF	VII	92	PASSED
7	MIK	VII	92	PASSED
8	SSAR	VII	92	PASSED
9	ARA	VII	92	PASSED
10	MI	VII	90	PASSED
11	LIF	VII	90	PASSED
12	DNC	VII	90	PASSED
13	KM	VII	90	PASSED
14	ANY	VII	90	PASSED
15	UKN	VII	90	PASSED
16	KN	VII	90	PASSED
17	IS	VII	90	PASSED
18	NF	VII	88	PASSED
19	NR	VII	88	PASSED
20	JAH	VII	88	PASSED
21	ANA	VII	88	PASSED
22	MAP	VII	86	PASSED
23	MA	VII	86	PASSED
24	MRI	VII	86	PASSED
25	MK	VII	86	PASSED
26	HM	VII	86	PASSED
27	MF	VII	86	PASSED
28	MT	VII	86	PASSED
29	NA	VII	84	PASSED
30	EW	VII	84	PASSED
31	MM	VII	82	PASSED
32	OM	VII	82	PASSED
33	KZ	VII	82	PASSED
34	LNS	VII	80	PASSED
35	MMTFA	VII	80	PASSED

The data presented in the table above regarding student learning outcomes indicates that all students successfully met the minimum mastery criteria set for the PAI subject. Therefore, it can be concluded that the development of visual-based learning materials in the form of PAI comics for Grade VII at SMP Islam Sekaran has proven to be effective.

Conclusion

The development of learning materials in the form of educational comics served as a solution to the learning challenges faced by students at SMP Islam Sekaran Lamongan. The engaging design of the comics, which includes feedback questions and summaries, motivated students and helped them easily grasp the PAI material. This educational comic simplified students' use of Islamic religious material books, as it contained content aligned with the curriculum and relevant to everyday life. The comic proved to be an effective tool for students to independently engage with the material, anytime and anywhere, thereby fostering independent learning and enhancing their reading literacy.

In addition, the development of this visual-based learning resource also took into account the visual elements included within it. These visual elements included color, font type and size, spacing, layout, text and image proportions, language, and numbering. Each of these elements hasd been carefully adjusted to enhance students' interest in reading the educational comic.

The results of the revised product study concluded that: (1) The learning resource product in the form of an educational comic for Islamic Education had been developed systematically and systematically based on an empirical needs analysis in the field; and (2) The educational comic product was considered to have met the requirements or criteria for feasibility through the stages of preparation, analysis, and revision of the product, making it suitable for use in the learning process to enhance students' understanding and improve their literacy at SMP Islam Sekaran Lamongan, with the availability of relevant learning resources.

Recommendation

This research can be followed up by future researchers, as this research involved a printed product. Therefore, future researchers can

further develop it into a digital product, accompanied by live instructional videos.

Acknowledgement

Daftar Rujukan

Anam, Saeful. "Countextual Teaching: Catatan Terhadap Pembelajaran Agama Yang Memahamkan." *Miyah: Jurnal Studi Islam* 3, no. 02 (2015): 150–67.

———. "Melaukan Authentic Assessment Dalam Pembelajaran Agama Islam." *JALIE: Jurnal of Applied Linguistics and Islamic Education* 01, no. September (2017): 309–32.

Fayol, Henry. *Industri Dan Manajemen Umum*. Disunting oleh Winardi. *Sir Issac and Son*. Terjemahan. London: Sir Issac and Son, 1985.

Hasibuan, Malayu. *Manajemen Sumber Daya Manusia*. Jakarta: Bumi Aksara, 2016.

Hasibuan, Malayu S P. *Manajemen: Dasar, Pengertian, Dan Masalah*. Jakarta: Bumi Aksara, 2007.

Kurniadin, Didin, dan Imam Machali. *Manajemen Pendidikan*. Yogyakarta: Ar-Ruzz Media, 2007.

Majid, Abdul. *Belajar Dan Pembelajaran Pendidikan Agama Islam*. Bandung: Remaja Rosyda Karya, 2012.

Moleong, Lexy J. *Metodologi Penelitian Kualitatif*. Bandung: PT Pemaja Rosdakarya, 2006.

Mulyono. *Manajemen Administrasi Dan Organisasi Pendidikan. Ar-Ruzz Media, Yogyakarta*. Yogyakarta: Ar-Ruzz Media, 2008.

Shihab, Muhammad Quraish. *Membumikan Al Qur'an*. Jakarta: Mizan Media Utama, 1999.

———. *Wawasan Al Qur'an*. Jakarta: Mizan Media Utama, 1996.

Slavin, Robert E. *Educational Psychologhy Theorie and Practice*. Amerika: United States of America, 2006.

Sugiono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatifdan R&D.* Bandung: Alfabeta, 2013.

Ulfatin, Nurul. *Metode Penelitian Kualitatif Di Bidang Pendidikan; Teori Dan Aplikasinya.* Malang: Media Nusa Creative, 2015.