

THE ROLE OF CONTEXTUAL-BASED DIGITAL ARABIC LANGUAGE LEARNING BOOKS IN HIGHER EDUCATION

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Abstract

In general, Arabic language learning in Indonesia, particularly in higher education, faces various challenges such as the scarcity of well-prepared Arabic language learning books and the lack of adequate learning media and resources. Efforts have been made to address these challenges through the introduction of contextual-based digital learning materials. The aim of this research is to explore the role of contextual-based digital learning materials in higher education and to examine students' responses to the availability of contextual-based digital Arabic language learning books. The research methodology employed in this study is qualitative descriptive. Data collection techniques include interviews, observations, and questionnaires. Data analysis follows four stages: data collection, data reduction, data presentation, and drawing conclusions. The findings of the research indicate that the use of contextual-based digital learning materials, presented in the form of modules accessible via computers or Android devices, can capture students' interest and contribute to the improvement of Arabic language learning. Students respond positively to the availability of contextual-based digital Arabic language learning books, as it allows them to explore language knowledge within real-life contexts.

Abstrak

Pembelajaran bahasa Arab di Indonesia pada umumnya, dan di perguruan tinggi masih didera berbagai problematika, yaitu minimnya buku pembelajaran bahasa Arab yang dipersiapkan secara baik dan ketiadaan media dan sumber belajar yang memadai dalam pembelajaran bahasa Arab, upaya yang ditawarkan untuk tercapainya pembelajaran dengan buku ajar digital berbasis kontekstualis. Tujuan penelitian ini untuk mengetahui peran buku ajar digital berbasis kontekstual di perguruan tinggi dan respon mahasiswa terhadap adanya buku ajar digital berbasis pembelajaran Bahasa arab kontekstual. Metode penelitian ini menggunakan kualitatif deskriptif. Teknik pengumpulan data dengan wawancara, observasi dan angket. Teknik analisis data dengan empat tahap, yaitu pengumpulan data, reduksi data, penyajian data, dan kesimpulan. Hasil penelitian menunjukkan bahwa penggunaan bahan ajar digital berbasis kontekstual yang dirancang berbentuk modul dan bisa dibuka dengan komputer ataupun android dapat membuat mahasiswa tertarik belajar dan berperan untuk peningkatan pembelajaran Bahasa arab. Respon mahasiswa dengan adanya buku ajar digital berbasis pembelajaran Bahasa arab kontekstual dapat mengeksplorasi pengetahuan Bahasa dengan kondisi nyata di kehidupan sehari-hari.

Introduction

In today's digital era, information and communication technology has become an integral part of various aspects of life, including education. Technological advancements have opened new opportunities in learning methods, one of which is the use of digital learning books. Digital learning books offer flexibility, accessibility, and interactivity that cannot be found in conventional printed books. In the context of language learning, particularly Arabic, contextual-based digital learning books have become a promising



innovation to enhance the effectiveness and efficiency of the teaching and learning process.

Arabic language learning in higher education faces its own set of challenges, given the complexity of the language structure, cultural differences, and the need to understand the context of language use accurately. Contextual-based learning books are designed to address these challenges by providing material relevant to real-life situations and daily life, supporting authentic communication skills.

Educators are one of the most crucial components in achieving successful learning outcomes. They have the task of preparing materials, determining instructional strategies to enhance classroom activities, implementing and enforcing the curriculum, and conducting assessments to evaluate students' performance. In preparing appropriate learning materials, educators can compile teaching materials that align with the curriculum and meet the needs of the learners. As stated by Finola, teaching materials consist of a set of instructional materials that refer to the curriculum used to achieve predetermined competency standards and basic competencies (Putri & Mathematics, 2019). Teaching materials encompass all materials, whether information, tools, or texts, systematically organized, and present a complete picture of the competencies to be mastered by learners and used in the learning process with the aim of planning and examining the implementation of learning (Profit et al., 2021).

Teaching materials are one of the crucial components that can enhance the quality of learning. Therefore, the selection of teaching materials should consider several principles, including the principles of relevance, consistency, and sufficiency (Albab, 2020). Continuous updating of teaching materials is also essential to provide materials that align with students' needs, thus enhancing the effectiveness of learning. Moreover, updating information in teaching materials should not only be done by lecturers but also require creative collaboration with students to enrich the content and quality of teaching materials (Profit et al., 2021). Hence, it can be said that the development of teaching materials should fulfill the elements of novelty, practicality/ease of use, accessibility, communicativeness, and attractiveness to motivate learners in the learning process.

Related to contextual learning is a concept of education that seeks to connect real-world situations in a learning material so that learners can use their knowledge and apply it in real life. The philosophical foundation of contextual learning is constructivism. Rusman, et al., explain that the constructivist paradigm prioritizes problem-solving, developing concepts, constructing solutions rather than memorizing procedures and using them to obtain a correct answer (Rusman, Kurniawan, Riyana, 2012). Contextual learning has several main characteristics, namely learning based on problems, self-regulated learning, learning in diverse contexts, linking learned material with diverse contexts of students' lives, using authentic assessment, and learning consisting of groups of learners who depend on each other (Saputra & Mujib, 2018).

Arabic is one of the significant languages in Indonesia. Arabic is known and studied by the Indonesian people because of its function as a religious language. Therefore, Arabic and religion seem like two sides of a coin that cannot be separated for the Indonesian people. As a language of religion, Arabic has long played a crucial role in shaping the religious character of the Indonesian nation. Based on this reality, the role of Arabic language in the process of developing the religious attitudes of students is significant (Hadiyanto & Ulfah, 2020). Because the essence of contextual learning is to discover meaning, there is a specific paradigm regarding the meaning of learning in contextual learning. One of the models or strategies of learning that can engage all students in the learning atmosphere is through the Contextual Teaching and Learning (CTL) approach.

As a learning strategy, with a contextual approach, students are not only receiving and understanding explanations from the teacher, but they are also required to experience it themselves. Therefore, the contextual learning model is developed with the aim of making learning more productive and meaningful (Negeri et al., 2023).

From the results of several literature searches, this researcher is strengthened by previous research findings, to ascertain the authenticity of this article among relevant studies. One of the relevant studies is Nur Aisyah's research, which found that contextual-based electronic teaching materials met the criteria very well, and students' responses to the use of contextual-based electronic teaching materials were highly understandable. This study focused on contextual-based electronic teaching materials for accounting practical subjects in government institution/practice classes for grade XI vocational high schools (Pratiwi & Listiadi, 2021). The similarity with the author's research lies in both studies discussing electronic teaching materials. The difference lies in the object of the research, which is the accounting practical subject in government institution/practice classes for grade XI at SMKN 1 Surabaya.

Furthermore, reviewing Linda et al.'s study, it also agrees that contextual-based digital pocket book teaching materials on the subject of relations and functions are categorized as very appropriate. The response of students at SMPN 2 Sukadana to the presence of contextual-based digital pocket book teaching materials is very positive, as it can assist students in the learning process. Students' responses to the presence of contextual-based digital pocket book teaching materials show an average score that falls within the very appropriate category (Zuliana et al., 2021). The similarity with the author's research lies in both studies discussing contextual-based digital pocket book teaching materials. The difference lies in the research object, which is in SMPN 2 Sukadana, grade VIII, in the subject of mathematics, and focused on pocket books.

In line with Yuliana et al.'s study discussing contextual-based interactive digital teaching materials in the Economics Education Study Program at the Faculty of Teacher Training and Education, Sriwijaya University, in 2020, it shows that the developed digital teaching materials are valid, appropriate, and practical for use in the learning process (Profit et al., 2021). The similarity with this research lies in both studies focusing on contextual-based digital teaching materials. The difference, apart from the research object and the time of the study, which is in the Economics Education Study Program at the Faculty of Teacher Training and Education, Sriwijaya University, in 2020, is also the use of interactive digital teaching materials.

This study aims to explore the role of contextual-based digital Arabic language learning books in improving the quality of higher education. The research will discuss how these books can assist students in understanding and mastering the Arabic language more deeply and practically. Additionally, this study will examine the advantages and disadvantages of using digital books compared to traditional learning methods, as well as their impact on students' motivation and learning outcomes.

By understanding the role and potential of contextual-based digital Arabic language learning books, it is hoped that higher education institutions can adopt more effective and innovative learning strategies, which not only enrich students' learning experiences but also enhance their competence in using Arabic in real-world scenarios.

Based on the description above, to support Arabic language learning in higher education, academics at UIN Sunan Ampel have adopted a policy to use digital teaching materials, utilizing 21st-century information and communication technology. Students are required to understand and be proficient in modern technology. Therefore, this research focuses on the implementation of contextual-based digital Arabic language

learning books in higher education. The aim of this study is to understand the role of contextual-based digital Arabic language learning books and to assess students' responses to the presence of digital teaching materials based on Arabic language learning.

Method

Research methodology is a framework used to plan, execute, and analyze a research study. There are various research methods that can be chosen according to the research objectives, the subjects being studied, and the context of the research. One common research method is qualitative research. This method focuses more on gaining an in-depth understanding of the phenomenon being studied through the collection and analysis of non-numerical data, such as interviews, observations, and content analysis. Qualitative methods are suitable for complex research that requires a deep understanding of the context and the experiences of the research subjects.

This research employs a qualitative descriptive approach. The study was conducted at one of the universities in Surabaya. The subjects of this research are students of UIN Sunan Ampel Surabaya. The data sources for this research include questionnaire data, interview data, and observation results. Informants consist of one student participating in the intensive Arabic language program and one lecturer who teaches the intensive Arabic language program. The selection of informants was carried out using purposive sampling technique, where the researcher selects informants that are relevant to the research objectives. The population in this study involves second-semester students participating in the intensive Arabic language program, and the sample consists of Class A, which comprises various study programs at UIN Sunan Ampel Surabaya. Informants were selected based on their understanding and involvement in the learning process. Data collection techniques used include interviews, observations, and questionnaires. In this research, the researcher acts as the key instrument, and interview guidelines, observation guidelines, and questionnaire guidelines are also utilized. Data analysis technique employs the Milles & Huberman technique, consisting of four stages: data collection, data reduction, data presentation, and conclusion.

Result and Discussion

1. Digital Teaching Materials

Digital teaching materials have transformed the landscape of education by offering enhanced accessibility, flexibility, and interactivity compared to traditional textbooks. These materials, which include e-books, online courses, multimedia presentations, and interactive simulations, allow students to access learning content anytime and anywhere, fostering a more self-paced and personalized learning experience. Digital tools can cater to various learning styles, incorporating text, video, audio, and interactive elements to make learning more engaging and effective.

One of the significant advantages of digital teaching materials is their ability to be continuously updated and expanded, ensuring that the content remains current and relevant. This dynamic nature is particularly beneficial in fast-evolving fields such as technology and science, where information can quickly become outdated. Furthermore, digital resources often come with built-in assessments and feedback mechanisms, enabling both students and educators to track progress and identify areas needing improvement in real time.

Digital teaching materials also promote collaborative learning and creativity. Platforms such as learning management systems (LMS) facilitate group projects, discussions, and peer reviews, encouraging students to work together and learn from

one another. Additionally, the integration of gamification elements and virtual reality experiences can make learning more immersive and enjoyable, thus increasing student motivation and retention of information. As educational technology continues to advance, the role of digital teaching materials will likely expand, further enriching the educational experience and outcomes for students worldwide.

Learning using media has made students more interested and active in learning and has the ability to improve students' learning outcomes. The media preferred by students is computer-based media. Digital books are electronic reading materials that can be easily accessed. Teaching materials are learning materials that contain learning messages usually presented through specific equipment/media, such as modules, textbooks, tapes, transparencies, audio, video materials, computers, films, and other forms. Teaching materials are a crucial component in the learning process, but only some educators use teaching materials. The learning process will be effective if the learning resources used are appropriate. Learning resources will complement, maintain, and enrich the learning process. One of the most modern forms of learning resources is electronic learning resources. In the digital era, learning resources that are unlimited and easily accessible are electronic learning resources or often referred to as digital teaching materials. In the Oxford English Dictionary, the term e-book is used for electronic versions of books. E-book, short for Electronic Book, is a form of book that can be accessed electronically through computer or Android media (Syaifuji et al., 2021).

2. Contextual Learning

The term "contextual" originates from the word "context," which means context, relationship, atmosphere, and situation. Thus, Contextual Teaching and Learning (CTL) can be defined as a learning approach that emphasizes the full engagement of students in discovering the material they are learning and connecting it with real-life situations, thereby encouraging students to apply it in their lives (Sanjaya, 2011). Rusman also states that "Contextual learning is the connection between subject matter and the experiences or environment of learners, so that learners will actively develop their abilities because they attempt to learn the subject matter by relating it to their surroundings and applying it" (Rusman & Pd, 2012).

Therefore, contextual learning can take place in various life contexts, whether at school, home, or in the community. The Contextual Teaching and Learning (CTL) approach enables students to apply and experience what they are being taught by referring to real-world problems, making learning more meaningful and enjoyable.

From the above opinions, it can be concluded that contextual learning is a teaching model to enable students to acquire meaningful and enjoyable learning. In this regard, the subject matter learned is related to real-life situations, so students will better understand the material being taught to achieve learning goals with the knowledge they possess to apply it in their lives.

Contextual learning is an educational approach that emphasizes the importance of connecting lesson materials with real-life situations experienced by students. This method aims to make learning more relevant and meaningful, allowing students to relate the concepts they learn to their everyday experiences. In contextual learning, students are encouraged to understand the material not only from a theoretical aspect but also through its application in various practical contexts. This can enhance learning motivation and critical thinking skills, as students feel more engaged and can see the immediate benefits of what they are learning. Additionally, contextual

learning helps develop students' abilities to solve problems and adapt to diverse situations, which are crucial skills in the workplace and social life.

In contextual learning, five important forms of learning are possible: connecting, experiencing, applying, cooperating, and transferring. Components of Contextual Learning: (a). Constructivism, educators position themselves as teaching facilitators, and students construct their knowledge through active engagement in the learning process, (b). Inquiry, in the view of inquiry, knowledge and skills acquired by students are not from remembering a set of facts but from discovering them themselves. Educators must prepare learning activity designs oriented towards discovering the meaning of the taught material, (c). Questioning, this activity is crucial because educators will assess students' level of knowledge, students will confirm what they already know or don't know, and educators will focus attention specifically on aspects of the subject matter unknown to students, (d). Learning Community, this concept is aimed at ensuring that existing learning is a collaborative process among individual students. The knowledge they acquire is the result of teamwork or groups formed by educators. (e). Modelling, modelling is a method of presenting material based on a specific model or skill. This method is mostly used for practical matters and requires examples seen directly by students. In contextual learning, educators are not the only models; educators can involve students in modeling something based on their known experience or bring in experts from outside. (Istiqamah et al., 2023)

Learning arabic languages in higher education is an integral part of tertiary education in many countries. It not only helps students broaden their cultural horizons but also enhances cross-cultural communication skills. The advantages of learning foreign languages in higher education are numerous. Firstly, the arabic language curriculum in universities is often designed to provide a deep understanding of grammar, vocabulary, and proper language structure. Through various teaching methods such as face-to-face classes, language laboratories, and student exchange programs, students are given the opportunity to practice and improve their language proficiency.

Secondly, arabic language learning in higher education also incorporates a contextual approach that enables students to understand the language in real-life situations. This may include collaborative projects, professional simulation scenarios, or field activities that demand the use of language in practical contexts. Thus, students not only learn about the language itself but also how to use it effectively in various social and professional contexts.

Furthermore, technological advancements have significantly impacted arabic language learning in higher education. Online learning platforms, mobile applications, and the latest software enable students to learn independently and enhance their language skills anytime and anywhere. This provides greater flexibility in the learning process and allows students to tailor their learning to their own learning styles.

Moreover, arabic language teaching in higher education often emphasizes the importance of understanding the culture associated with the language. Students not only learn about the values, norms, and customs in the culture where the language is spoken but also develop cross-cultural awareness crucial in today's global context. This helps prepare students to interact and work in increasingly complex multicultural environments.

Finally, learning arabic languages in higher education often offers opportunities to deepen understanding of the literature, history, and cultural arts of countries that speak the language. Thus, students not only acquire strong language skills but also

develop a broader understanding of the rich and complex cultural heritage of various societies worldwide. This encourages the development of profound insights and appreciation for global cultural diversity.

Arabic is classified as a foreign language in Indonesia. Therefore, like any other foreign language, teaching Arabic to Indonesian students can be effective when certain strategies and methods are applied. Essentially, theories regarding Arabic language teaching methods are similar to theories of language teaching in general. As known, teaching with the concept of Contextual Teaching and Learning (CTL) is a learning model that demands teachers' creativity in linking the subject matter with students' real-life experiences to help them better understand the material.

Based on Nur Maziyah Ulya's research on the influence of teaching methods and personality types on Arabic language learning outcomes at MAN 1 Lamongan, it shows that there is a significant difference in student achievement between those who learn in cooperative learning classes and those who learn in conventional learning classes. There is no significant difference in student achievement between introverts and extroverts. There is a significant interactive effect between cooperative learning methods and personality types on student achievement in Arabic language (Ulya, 2017).

Meanwhile, Desky's research on the use of direct methods in higher education reveals that the direct method is a Arabic language teaching method that eliminates the native language. This method is indicated by the dominance of language learning through oral speech with an emphasis on mastering vocabulary in daily life. Additionally, the teaching of language rules is conducted through demonstrations that require students to draw their own conclusions (Los, n.d.).

Based on this research, it is felt that using the appropriate method suitable for the characteristics of Indonesian youth is by employing the Contextual Teaching and Learning (CTL) strategy. This strategy can assist teachers in developing learning with creative ideas, thus making students more productive and creative in responding to learning.

The intensive campus program includes language skills, namely Arabic and English, which are directly managed by the Language Development Center (P2B) at UIN Sunan Ampel Surabaya. In Arabic language learning, the textbook used is the "albi" book, which consists of various "dars" (lessons). Each lesson contains contextual material in its vocabulary section, as well as folk stories that are relevant to daily life. The albi textbook comprises two versions: a printed book and a digital book in PDF format, as well as a web-based albi textbook that can be accessed using a laptop or Android device. This activity is attended by first and second-semester students, and the intensive learning sessions are conducted four times a week, with Arabic lessons on Mondays and Wednesdays and English lessons on Tuesdays and Thursdays, from 06:00 to 07:30. These intensive learning activities are mandatory for new students at UIN Sunan Ampel Surabaya from all study programs.



Picture 1. Book Albi education

According to one instructor in the Arabic language intensive program, the use of the albi book is very suitable and easy to learn for students.

"The albi book is the result of the dedication and expertise of the lecturers at UIN Sunan Ampel Surabaya in their respective fields, so they know the concepts and materials that are suitable for their students. In this albi book, vocabulary is tailored to Indonesia, for example, in terms of food, there are dishes like bakso (meatball soup), pecel (Indonesian salad), nasi goreng (fried rice), and others. In terms of reading skills, students are presented with qira'ah (reading) material about stories like Malin Kundang, legends of Surabaya, and others, making it easy for students to learn and remember the vocabulary because they can see tangible objects from daily life," said one instructor in the Arabic language intensive program at UIN Sunan Ampel Surabaya.

Meanwhile, according to one student participating in the Arabic language intensive program, learning is also very easy because it is understood in daily life. Additionally, learning Arabic with the albi book makes students more enthusiastic and better understand the language.

"I look forward to the Arabic language intensive program. Before studying at UIN Sunan Ampel, I felt that learning Arabic was very difficult and boring. After I enrolled at UIN Sunan Ampel and joined the Arabic language intensive program, I realized that Arabic language learning is actually easy, especially using the albi textbook, which allows me to synchronize with real-life situations. The web-based or PDF format albi book is very accessible and allows me to study flexibly outside intensive classes," said one student participating in the Arabic language intensive program.

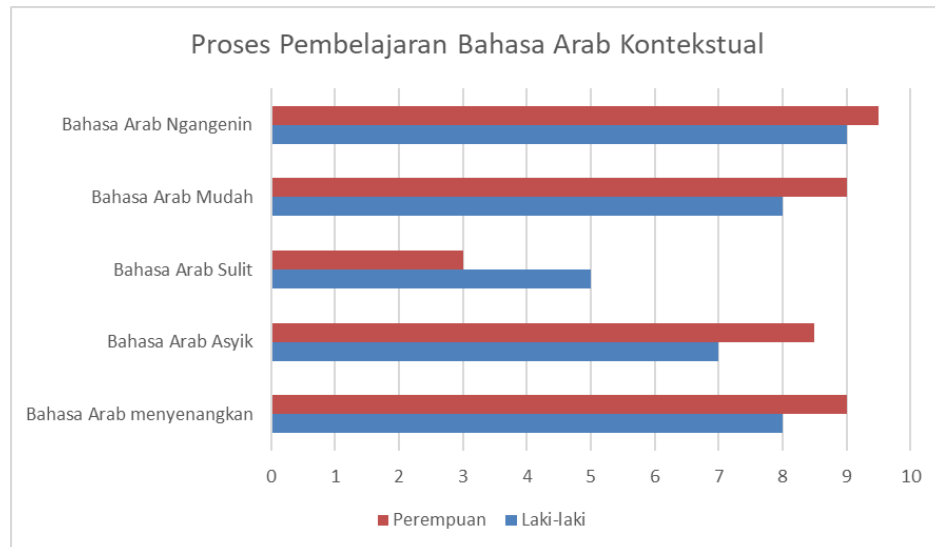


Diagram 1. Student Questionnaire Results

From the data above, it can be seen that intensive Arabic language learning is very meaningful for students. It is evident that there are 5 categories: firstly, "Arabic language is captivating" obtained a total of 18.5; "Arabic language is easy" obtained a total of 17; "Arabic language is difficult" obtained a total of 8; "Arabic language is enjoyable" obtained a total of 15.5, and "Arabic language is fun" obtained a total of 17. The total number of students in one class is 30 from various study programs at the Faculty of Education and Teacher Training, UIN Sunan Ampel Surabaya.

Learning Arabic in higher education often yields satisfying achievements for students. Firstly, students who complete Arabic language programs at universities typically gain a deep understanding of the language. They learn about grammar, vocabulary, and complex sentence structures, enabling them to read, write, listen, and speak confidently and fluently in Arabic.

Secondly, the outcomes of learning Arabic in higher education often include a deeper understanding of Arab culture. Students not only learn about the Arabic language itself but also about the history, traditions, values, and cultural norms that underpin its usage. This helps students develop a broader understanding of Arab society and enhances their ability to interact effectively with native Arabic speakers.

Furthermore, learning Arabic in higher education often opens doors to exciting career opportunities. With the increasing importance of the Middle East region in global politics, economics, and diplomacy, students proficient in Arabic have a competitive edge in the job market. They can pursue careers in various fields, including diplomacy, international business, journalism, public service, and more.

The rapid growth in the tourism industry in Arab countries also creates opportunities for students proficient in Arabic. They can work as tour guides, interpreters, or in the hospitality industry, leveraging their Arabic language skills to communicate with Arabic-speaking tourists and customers.

Lastly, the outcomes of learning Arabic in higher education often extend beyond just language skills. Students can also develop analytical, problem-solving, and teamwork skills through Arabic language studies. This is because language learning often involves solving complex problems, negotiation, and interpretation, requiring critical thinking and collaboration with fellow students.

Conclusion

Based on the results of the research and discussion explained above, it is evident that learning Arabic with contextual-based digital teaching materials designed in module form and accessible via computers or Android devices can engage students and contribute to the improvement of Arabic language learning. This is indicated by the interview results with students and the instructor of the intensive Arabic language program. The response of students to the presence of contextual-based digital teaching materials for Arabic language learning enables them to explore language knowledge in real-life situations. This is demonstrated by the questionnaire data, with an average rating reaching 8 in each category.

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