



Development of e-Books as Teaching Materials for Pteridophyta Material to Improve Students Concept Mastery

Kurniawati ¹

¹ Universitas Indraprasta PGRI, Indonesia

Corresponding Author: Kurniawati, E-mail; wati08481@gmail.com

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ABSTRACT

The development of science and technology increasingly encourages renewal efforts in the learning process. Research on developing e-books as teaching materials for pteridophyta materials aims to develop e-books as teaching materials for Pteridophyta materials and to improve students' mastery of concepts. The method used is research and development (R&D) with ADDIE design (Analyze, Design, Development, Implementation, Evaluation). The research was conducted from January to July 2020. The population and sample in this study were 36 students of MAN 1 Bogor Regency class X IPA 3 academic year 2019/2020. The implementation of field trials was limited to the cba test with aresearch one-group pretest-posttestdesign. The results showed that: 1) The results of the validation of the feasibility of teaching materials by two experts showed valid criteria without revision with an achievement level of 89% from media experts and v96% from material experts. 2) The developed teaching materials can improve the students' mastery of concepts with an average N-gain value of 0.8 (high). 3) The developed teaching materials received a very good response from teachers and students, with the achievements developed received a very good response from teachers and students with the value obtained from the teacher's response of 87% and from student responses of 90%.

Keywords: Concept Mastery, E- book, Pteridophyta

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INTRODUCTION

Education is an effort made to provide certain knowledge, insights, skills and expertise to individuals to be able to develop their talents. of the individual. Education is an important role in realizing a smart society both intellectually (Asman dkk., 2023), emotionally and spiritually. Education itself aims to help students learn things they do not know, and education can help improve skills and knowledge for more productive work.

The success of education is influenced by changes and updates to all components of education (Walsh dkk., 2020). Components that affect the success of education include curriculum, infrastructure, teachers, students, teaching models, and most importantly learning tools, especially teaching materials (B. Beribe, 2023). All these components are interrelated in supporting the achievement of the desired educational goals (Makniyah &

Khotimah, 2023). Since 1700 the world has experienced an industrial revolution. The latest revolution in this modern era is known as the industrial revolution 4.0. In the era of the industrial revolution 4.0, new technologies have emerged that have resulted in tremendous changes in all fields, including education (Yeltriana dkk., 2023). The utilization of digital technology in the learning process cannot be separated from the development of information and communication (Hussin, 2018).

In this era, humans and technology are aligned to find new possibilities that will emerge (Minarti dkk., 2023). The development of science and technology has increasingly encouraged renewal efforts in the utilization of technological results in the teaching and learning process itself, so that teachers are required to be able to use these tools in accordance with the times (Lumban Gaol dkk., 2023). The latest technology combined with modern teaching methods must be applied in education.

Teaching materials for students and teachers are basic needs to support their activities in undergoing learning (Abbott dkk., 2021). One of the most important teaching materials is books. In today's technological developments, books do not only exist in printed form. However, there is also a non-print version in the form of an electronic book (E-book). E-books have one advantage that printed books do not have, which is that they can save paper usage and require little space in storage (Ulum dkk., 2023). This is because E-books are digital products that can be stored in various storage media such as hard drives, CDs / DVDs, Flash drives, and other digital storage media.

E - book or in Indonesia there is what is called BSE (Buku Seloah Elektronik) as it has been widely circulated in schools in the form of pdf files, which is a teaching material used today. However, the BSE circulating in schools is still the same as the usual printed book (Roshayanti dkk., 2023). Basically, the teaching material should be more interesting by adding the transition effect side of the page transfer to describe like a real book so that in learning students are more motivated, and the appropriate material is included in the E-book is material that has many images to make it more interesting and according to Arnolis (2017) the material presented in the e-book is at least 25 pages. One of the appropriate materials is Pteridophyta material, which is material that discusses the grouping of ferns, metagenesis of ferns and their use in everyday life (Nurzen dkk., 2022). Where based on the results of interviews with several students at MAN 1 Bogor Regency that in studying this material students only use teaching materials in the form of textbooks that have more writing than pictures (Pamungkas & Halimah, 2023). While students tend to prefer reading that has a lot of colorful pictures, so that the pictures can help students imagine when reading. And students feel lacking in mastering the material because there is a lot of material or Latin names that must be memorized by students (Fuadi & Mirsal, 2023). Concept mastery is important for students If students do not master a concept, it will affect student learning outcomes.

Based on the results of interviews with Biology teachers at MAN 1 Bogor Regency, it is known that there are obstacles in biology material, namely the lack of teaching materials that can attract students' attention to learning, students only have a package book or text book that is only read by most students if told or ordered by the teacher (Suryaningsih,

2021). For this reason, it is necessary to develop teaching materials that can improve students' mastery of concepts (Mutalib & Dylan, 2021). Where the teaching materials developed are in the form of flipbook-based e-books of pteridophyta material which are equipped with images and videos to support students' mastery of concepts.

Based on this description, research was conducted on the development of e-books as teaching materials for Pteridophyta material to improve students' mastery of concepts.

RESEARCH METHODOLOGY

The development research was conducted at MAN 1 Bogor Regency in January - July 2020. The method used in this research is the R&D research method with the ADDIE development model. In this study there are five stages of research, namely, Analyze (analysis), Design (design), Development (development), Implementation (application) and Evaluation (assessment).

The effectiveness of e-books in improving students' mastery of concepts was tested using a pre-experimental method with a one group pre-post test design.

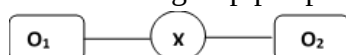


Figure 1 One group pretest-post test design

(Sugiyono, 2012)

Description:

O1 = Pretest used before using e-books

X = Treatment using e-book

O2 = Posttest is given after using e-books

The target clients of this study were MAN 1 Bogor Regency students in the 2019/2020 school year, class X, namely class X IPA 3. The sample determination was considered based on the characteristics of students who could represent the problem analysis and the needs of the learning media used.

The data obtained in this study are quantitative data. The instruments used in this study were questionnaires and tests (Mudinillah & Rizaldi, 2021). Questionnaires are used to Expert validation measures the feasibility of e-book teaching materials and student response questionnaires after using e-book teaching materials (Arsul dkk., 2021). The test instrument is in the form of multiple choice questions which are tested for validity and reliability beforehand which are used to measure students' mastery of concepts before and after using the teaching materials.

The feasibility of E-book teaching materials is obtained from the assessment of experts using a questionnaire. According to Arikunto (2013), the validity data of learning media is analyzed using the following formula:

$$P = (\sum X) / (\sum X_i) \times 100\%$$

Description:

P = Feasibility Presentation

X = Answer Validity Score (Real Value)

X_i = Highest Answer (Expected Value)

The results obtained are then categorized as in the following table 6:

Table 6 Criteria for validity of learning devices

No	Score Qualification Description	Score Qualification Description	Score Qualification Description
1	80% - 100%	Valid	No revision needed
2	60% - 79%	Valid enough	No revision needed
3	40% - 59%	Less valid	Revision
4	0% - 39%	Invalid	Revision

Students' concept mastery was tested with a multiple choice test. The data obtained is quantitative data from the pretest and posttest scores of students (Gusvita & Alon, 2021). The calculation of these scores uses the following formula (Ajeng, 2016)

$$\text{Score} = (\text{total score obtained}) / (\text{total ideal score}) \times 100\%$$

Learning using e-books can be known for its effectiveness on students' concept mastery by finding the N-Gain value with the following equation:

$$\text{N-Gain} = (\text{Posttest score} - \text{pretest score}) / (\text{Maximum score} - \text{pretest score})$$

RESULT AND DISCUSSION

This development research produces a product in the form of Pteridophyta e-book material which aims to improve students' mastery of concepts in Pteridophyta material (Rahmah & Martin, 2022). The development of the e-book was carried out through the stages contained in the ADDIE research model, which includes Analyse, Design, Development, Implementation and Evaluation. The following is an explanation of each stage of the ADDIE model,

Analyse Stage (Analysis)

The analysis stage in this study includes needs analysis, curriculum analysis, and analysis of student characteristics. Curriculum analysis is carried out to determine the material used in the e-book (Afifah dkk., 2023). The curriculum used at MAN 1 Bogor Regency is the 2013 Curriculum, but in the learning process the learning methods and models are still not varied, namely often using the lecture method, and there is one Basic Competency that is considered less mastered by students, namely KD 3.8 Classify plants into divisions based on general characteristics, and relate their role in life.

The lack of student interest in biology lessons is due to varied learning, especially in Plantae material which must be a lot of memorization. Based on the results of the initial observations of researchers at MAN 1 Bogor Regency, that the teaching materials used by teachers in the learning process are less varied, thus making students easily bored in learning it (Yennizar dkk., 2022). So that in the learning process teaching materials are needed that can attract students' attention to learn it.

The e-book developed must pay attention to the characteristics of students so that researchers will adjust the contents of the e-book to the characteristics of students (Amirudin dkk., 2022). Based on the observation, it is known that students tend to prefer interesting teaching materials, for example teaching materials in which there are many pictures.

Design Stage (Designing)

The e-book design is made using power point slides which are then converted into pdf form, and using the 3D Pageflip application to create an e-book with a flipbook display that can be equipped with videos. The appearance of the e-book design includes:

Opening section

The first part is the cover which contains the title of the e-book and the author's name.



Figure 3 Cover of the Pteridophyta e-book

Content section

The content section of the e-book contains a preface, table of contents, instructions for use, basic competencies that must be achieved, concept maps and continued Pteridophyta material. In the material section contains the characteristics of ferns, classification of ferns, metagenesis of ferns, the role of ferns, cultivation of ferns and quizzes as an evaluation of learning. The material section is also equipped with pictures and videos to support students' concept mastery of the material presented.



Figure 3 learning materials

Closing section The final part of the e-book is the reference and profile of the author of the e-book.

Development Stage

This development stage is carried out in several ways, namely:

Making e-book

The e-book that has been designed is then developed using the Pageflip 3D application. The content of this e-book consists of Pteridophyta materials sourced from books and journals. The content of the e-book is equipped with pictures and learning videos.

Validation of e-book feasibility

After the learning media is completed, product feasibility validation is carried out. Validation of learning media is carried out by expert validators and asks for theoretical and practical considerations. Expert validators consist of media experts and material experts.

Media expert validation

Validation conducted by media experts related to the display aspects of the e-book developed, media experts also provide comments and suggestions for improving the e-book. The results of validation conducted by media experts can be seen in table 9.

Table 9 Product validation results by media experts

Aspects assessed	Assessment results
The cover illustration of the e-book illustrates the content or material presented	4
The e-book design is in accordance with the material	4
The appearance of the e-book is interesting to look at	4
The material presented is in accordance with the learning indicators	2
Color selection in the media	4
Use of font type and size	4
Layout or layout	4
The images presented support the clarity of the material	3
The table of contents and instructions for using the book are easy to learn	3
Total	32
P	89%
Criteria	Valid, no revision needed

Based on table 9, it can be concluded that the media aspect obtained a score of 89% which is included in the valid category and does not need to be revised. So that the e-book developed can be tested.

Material expert validation

The material expert in this validation process is 1 expert. The validation carried out by the material expert is related to the material relevance aspect of the e-book developed, the material expert also provides comments and suggestions for improving the e-book. The results of the validation conducted by the material expert can be seen in table 10.

Table 10 Product validation results by material experts

Aspects assessed	Assessment results
The material presented is in accordance with the Core Competencies	4
The material presented is in accordance with the Basic Competencies	4
The material presented is in accordance with the learning indicators	4
The material presented is in accordance with the learning objectives	4

The material is presented coherently	4
The material presented is in accordance with the latest scientific developments 6.	4
The material presented is in accordance with the correctness of scientific coverage 7.	3
Total	27
P	96%
Criteria	Valid

Based on table 10, it can be concluded that the material aspect obtained a value of 96% which is included in the valid category and does not need to be revised, so that overall, the developed e-book can be tested.

Implementation Stage

This stage is a continuation of the development stage. At this stage all media designs that have been determined are applied after revision. The e-book developed using the Pageflip 3D application is then implemented in the classroom. However, in this stage only up to a limited or small-scale trial by conducting pretests and posttests to students to see the improvement of students' mastery of concepts and by looking at teacher responses and student responses to the e-book developed.

Effect of using e-books on students' concept mastery

The implementation of this trial was carried out in one meeting with 2 lesson hours and was carried out in one class with 36 students. Before the trial, students were given instructions in advance about the 3D flipbook-based e-book. The results of the increase in student concept assignments can be seen in table 11.

Table 11 Results of pretest and posttest N-gain calculations

Criteria	Pretest	Posttest
Number of Learners	36	36
Highest Score	85	100
Lowest Score	10	25
Average Score	39	89
Average N-gain	0,8	
Description	High	

The table shows that the average N-gain value in the class is 0.8 which is included in the high category. With an average pretest score of 39 and an average posttest score of 89. There is an increase in the value of students' concept mastery after learning the e-book that is used by the students.

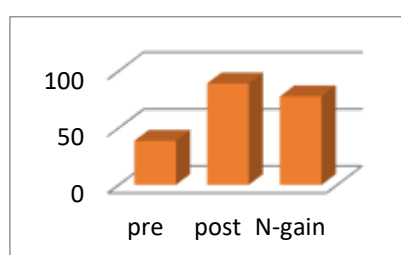


Figure 11 Histogram of N-gain score improvement

Teacher and student responses to the use of e-books

Teacher and student responses in this study were measured using a questionnaire. The data obtained were then calculated and interpreted into the criteria table. The results obtained can be seen in table 11 for teacher responses and table 12 for student responses.

Table 12 Results of Teacher and Student Response Questionnaire Analysis

Questionnaire Type	Total Score	Np	Description
Teacher Response	39	87%	Very good
Student Response	1128	90%	Very good

Based on table 11, it can be seen that the developed e-book received a very good response from teachers and students after using it, where the value obtained from the teacher's response was 87% and from the student's response was 90%.

Evaluation Stage

Evaluation is the final stage of the ADDIE model development. Because in this study only until the limited trial, the evaluation referred to here is the evaluation of the implementation activities. The evaluation results were obtained from teacher suggestions and responses during the trial.

Pteridophyta E - book teaching materials were developed with the aim of improving students' mastery of concepts. In developing Pteridophyta E - book teaching materials, researchers used the Research and Development (R&D) method and the ADDIE development model which consists of 5 stages, namely: Analyze, Design, Development, Implementation, and Evaluation.

The analysis stage was carried out by analyzing the curriculum, needs analysis, and analysis of student characteristics at MAN 1 Bogor Regency. Based on the results of curriculum analysis, it is known that the curriculum used at MAN 1 Bogor Regency is the 2013 curriculum, in the 2013 curriculum learning is no longer teacher-centered or teacher centered but student-centered learning, but in the learning process learning methods and models are still less varied, namely often using the lecture method so that the value of mastery of concepts for students is still low. Meanwhile, according to Firman et al (2019) in the 2013 curriculum teachers are required to have good teaching quality, such as by using varied learning methods and models. This is in line with the opinion of Rosana (2012) who said that the lecture method produces an average ability to remember (C1) students only 3% of the overall information conveyed by the teacher.

Based on the results of the needs analysis, it is known that the teaching materials used in the learning process are less varied, making students easily bored in learning them. This can affect the value of students' mastery of concepts. So that in the learning process teaching materials are needed that can attract students' attention to learn it. This is in line with the opinion of Efe et al (2012) who said that learning through animation can increase student confidence because visual effects can improve affective, cognitive and student

understanding. Then based on the results of the analysis of student needs, it is known that based on the results of observations it is known that students tend to prefer interesting teaching materials, for example teaching materials in which there are many animations or images.

Based on the third analysis, it can be evaluated as follows, educators have never used digital-based teaching materials, they only use textbooks provided in the library for learning resources. These problems are the basis of the author conducting this research, to overcome them, an e-book teaching material using 3D pageflip was developed.

After analyzing the problem, the next step is to design or design teaching materials. The e-book design is made using power point slides which are then converted into pdf form, and using the Pageflip application to create an e-book with a flipbook display that can be equipped with videos. The appearance of the e-book design includes the opening section, the content section and the closing section. The first part is the cover which contains the title of the e-book and the author's name. The content section of the e-book contains a preface, table of contents, instructions for use, basic competencies that must be achieved, concept maps and continued Pteridophyta material. In the material section contains the characteristics of ferns, classification of ferns, metagenesis of ferns, the role of ferns, cultivation of ferns and quizzes as an evaluation of learning. The material section is also equipped with pictures and videos to support students' concept mastery of the material presented. The final part of the e-book is the reference and profile of the e-book compiler.

The next stage is the Development stage, this development stage is carried out in several ways, namely making e-books and validating the feasibility of e-books. The e-book that has been designed is then developed using the Pageflip 3D application. The contents of this e-book consist of Pteridophyta materials sourced from books and journals. The content of the e-book is equipped with pictures and learning videos. After the learning media is completed, product feasibility validation is carried out. Material validation

The study was conducted by expert validators and asked for theoretical and practical considerations. Expert validators consist of media experts and material experts. Validation conducted by media experts related to the display aspects of the e-book developed, media experts also provide comments and suggestions for improving the e-book. The results of the validation carried out by the media expert obtained a score of 89%. Validation carried out by material experts related to aspects of the relevance of the material from the e-book developed, material experts also provide comments and suggestions for improving the e-book. The results of the validation conducted by the material expert obtained a score of 96%. According to Arikunto (2013) the assessment percentage of 80% - 100% is included in the valid category and does not need revision. So that overall, the e-book developed can be tested.

The next stage after development is the implementation stage. At this stage all media designs that have been determined are applied after revision. The e-book developed using the Pageflip 3D application is then implemented in the classroom. However, in this stage only up to a limited or small-scale trial by conducting pretests and posttests to students to

see the improvement of students' mastery of concepts and by looking at teacher responses and student responses to the e-book developed.

The implementation of the trial to determine the improvement of students' concept mastery was carried out in one meeting with 2 lesson hours and conducted in one class with 36 students. Before the trial, students were given instructions in advance about the 3D flipbook-based e-book. Based on table 11, it is known that the average pretest and posttest scores are 39 and 89 respectively, with an average N - Gain value of 0.8 which according to Ajeng (2016) is included in the high category. From this data, it can be seen that the increase in the average value of the pretest and posttest, proves that the Pteridophyta e-book developed can improve students' concept mastery.

According to Nadiyah and Faaizah (2015) the application of technology in the learning process is an important factor to improve students' cognitive, in line with research conducted by Harjono (2020) which says that multimedia in the form of e-books can improve students' mastery of concepts. Increased mastery of student concepts is also supported by e-books that are developed to increase student confidence in learning, because the use of technology in making teaching materials can help students more easily understand the material, and thus will improve student cognition (Mendoza 2018). This is in line with the opinion of Efe et al (2012) who said that learning through animation can increase student confidence because visual effects can improve affective, cognitive and student understanding. Increasing students' mastery of concepts in learning is also influenced by learning activities that are collaborated with digital or computer-based teaching materials. Sumtsova et al (2018) stated that collaborative learning is a very effective learning method because it can incorporate the latest technological developments in the learning process.

The use of Pteridophyta e-books in the learning process can increase student interest and motivation to learn, and indirectly it will improve student mastery of concepts. This is in line with the opinion of Hidayat and Khotimah (2019) which states that digital technology can create a good learning process and improve student learning outcomes.

The Pteridophyta e-book also received good responses from biology teachers at MAN 1 Bogor Regency. This is evident from the value given by the teacher in the questionnaire of 87%, where according to Widodo W. L. (2013) if the value obtained is 86% - 100% it is categorized as very good. The teacher also added that the developed Pteridophyta e-book has an attractive appearance and also the material presented in the e-book is in accordance with the basic competencies and learning indicators. In addition, the application of digital technology in making teaching materials can be a feedback for teachers to design the next learning process.

Student response to the developed Pteridophyta e-book is also very good, as evidenced by the value given by students in the questionnaire getting an average score of 90%, according to Widodo W. L. (2013) if the value obtained is 86 - 100 then it is categorized as very good. This is in line with the opinion of Bi and Shi (2019) who state that computer-assisted learning is effectively recognized by teachers and students to improve the learning process.

The Pteridophyta material e - book teaching materials developed have several advantages and disadvantages, the advantages of this e - book are that the e - book that has been downloaded does not need internet access to use it, in the e - book there are learning videos that can clarify the material, then this e - book is also equipped with fern cultivation material, where the material is not found in student textbooks, so that students who have enterprisership talents can develop their talents. The disadvantage of this e-book is that it cannot be opened on a smartphone, to minimize this shortcoming the researcher creates a link for the same material e-book so that it can be opened on a smartphone. However, the learning video cannot be displayed.

CONCLUSION

Based on the results of research on the development of Pteridophyta e-book teaching materials to improve students' mastery of concepts, it can be concluded that the e-book has been validated by media experts with a value of 89% and material experts with a value of 96% which is included in the valid category and does not need revision. And it can be said that the development of teaching materials e-book Pteridophyta material to improve mastery of concepts is feasible for students at the SMA / MA level. Pteridophyta e-book teaching materials developed can improve students' mastery of concepts with an average N-gain value of 0.8 which is included in the high category. And the e-book teaching materials developed received very good responses from teachers and students with the value obtained from the teacher's response of 87% and from the student's response of 90%.

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