



The Use of NotebookLm Media to Strengthen Early Childhood Religious Moderation at Tpq Al-Irsyad Saturday Week, Bengkulu City

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Abstrak

Internalisasi nilai-nilai moderasi beragama anak usia dini di TPQ Al-Irsyad Pekan Sabtu Kota Bengkulu selama ini masih dihadapkan pada kendala metodologis berupa metode ceramah verbalistik dan penggunaan buku teks statis yang abstrak, sehingga memicu kejenuhan santri serta rendahnya retensi nilai toleransi. Kegiatan pengabdian masyarakat (KKN) Tematik berbasis Riset Prodi PGMI Kelompok 12 ini bertujuan mentransformasi model pengajaran konvensional melalui pemanfaatan platform kecerdasan buatan (AI) NotebookLM sebagai media sintesis, penyusunan ringkasan bahan ajar, serta sumber audio instruksional nilai moderasi yang adaptif. Metode pelaksanaan menggunakan pendekatan Asset-Based Community Development (ABCD) yang meliputi tahapan Discovery, Dream, Design, dan Destiny. Hasil pengabdian menunjukkan adanya peningkatan signifikan dalam literasi teknologi pendidik dalam mengelola sumber data moderasi beragama, peningkatan kualitas materi karakter, serta keaktifan interaktif santri. Pengukuran menggunakan Societal Impact Index (SII) mengonfirmasi tingkat kepuasan mitra sebesar 92,6% (kategori sangat tinggi). Dampak sosial yang dihasilkan mencakup tumbuhnya ekosistem digital keagamaan yang moderat, peningkatan atensi inklusif santri, serta kemandirian tata kelola kurikulum berbasis teknologi inovatif di Pekan Sabtu Kota Bengkulu.

Kata Kunci: *ABCD, NotebookLM, Moderasi Beragama, TPQ Al-Irsyad, Bengkulu*

Abstract

Internalization of religious moderation values for early childhood at TPQ Al Irsyad Pekan Sabtu, Bengkulu City, has faced methodological constraints in the form of conventional verbalistic lectures and static text, triggering student boredom and low retention of tolerance values. This Thematic Community Service (KKN) activity based on Research by the PGMI Study Program Group 12 aims to transform the conventional learning model by utilizing the NotebookLM AI platform as a medium for synthesizing, structuring teaching material summaries, and adaptive instructional audio sources for moderation values. The implementation method uses the Asset-Based Community Development (ABCD) approach which includes the stages of Discovery, Dream, Design, and Destiny. The results show a significant increase in educators' technological literacy in managing religious moderation data sources, visual and material quality of character teaching materials, and student interaction. Measurement using the Societal Impact Index (SII) confirmed a partner satisfaction level of 92.6% (very high). The resulting social impacts include the growth of a moderate digital religious ecosystem, increased student inclusivity attention, and institutional independence in technology-based learning in Pekan Sabtu, Bengkulu City.

Keywords: *ABCD, NotebookLM, Religious Moderation, Al Irsyad TPQ, Bengkulu*

Research Background

Non-formal religious education, especially the Al-Qur'an Education Park (TPQ), plays a very fundamental and strategic role in forming the foundation of spirituality, morality, the basis of faith, and morality of children from an early age. In the golden age of development, children's memory and psychology are in a very receptive condition to the values in the surrounding environment. As explained by (Lutfi & Kartika, 2023), teaching interventions in early childhood require the right instruments so as not to get caught up in boredom. In the contemporary era marked by the massive flow of digital information, the curriculum and teaching system at TPQ can no longer limit its function to just a place for the transfer of the ability to read hijaiyah letters or memorize short surahs. More than that, this non-formal educational institution bears a moral responsibility to instill the practical pillars of religious moderation from an early age, in order to fortify the Alpha generation from exposure to extreme, exclusive, and intolerant thinking that has the potential to damage the nation's social cohesion in the future. According to (Rahmah & Mubarak, 2025), the governance of religious teaching in TPQ does require massive technological adaptation to remain relevant to the needs of the times.

The community service program through the Thematic Real Work Lecture (KKN) scheme was carried out in the Pekan Saturday Village area, Selebar District, Bengkulu City, Bengkulu Province, precisely in the Graha Asri Housing environment RT 30 RW 09. The main location that became the center of movement and the epicenter of the implementation of KKN rested on the Raudhatul Jannah Mosque, where the entire focus of pedagogical intervention was

specifically focused on instructional activities to strengthen the moderate character of early childhood students at TPQ Al-Irsyad which is under the auspices of the mosque's takmir. Pekan Sabtu Village itself is a buffer area (sub-urban) whose development is quite rapid, making it a strategic area for the introduction of dynamic community-based modern learning management. The massive growth of settlements in this area also brings its own social challenges, including variations in religious understanding among young families who have just settled, so the presence of structured character strengthening programs in this environment is considered very contextual and urgent to be implemented.

Demographically, the people who live in the Graha Asri Housing complex reflect the characteristics of modern sub-urban society which is very heterogeneous. This diversity is evident from the varied backgrounds of citizens' livelihoods, ranging from Civil Servants (PNS), private employees in various industrial sectors, Micro, Small and Medium Enterprises (MSMEs), market traders, to independent entrepreneurs. As an organized residential area, this neighborhood is supported by adequate public facilities, with the Raudhatul Jannah Mosque as the heart of spirituality as well as a space for communal social interaction for residents across generations. Social relations between residents are very harmonious, close, and full of a sense of kinship. The tradition of the Guyub is reflected in the high level of citizen participation in routine recitation activities, mutual cooperation in environmental cleanliness, and religious activities driven by the Mosque Islamic Youth (Risma) organization. Psychosocially, the residents of

RT 30 show high openness to innovative ideas of students and fully support every academic program that aims to advance their children's education. This harmonious social condition is a living example of the values of *tasamuh* (tolerance) that are real in the field.

Through the perspective of Asset-Based Community Development (ABCD), the implementation of this service consciously rejects the deficit-based approach which tends to only see the community in terms of its problems, weaknesses, or limitations. On the contrary, the ABCD approach prioritizes the principle of finding and activating the potential and internal assets that have been owned by the community (asset-based approach) to be used as an independent and sustainable driving force for change. The existence of TPQ Al-Irsyad is one of the important assets for the local community because it functions as a forum for character development, instilling Islamic values, and improving the ability to read and understand the Qur'an for children. In addition to the TPQ institutional capital, this community is also endowed with human capital in the form of a ranks of young *asatidz* who are energetic, open to updates, and have high learning motivation, combined with the characteristics of early childhood students (Alpha generation) who are naturally very adaptive, responsive, and attached to digital gadgets in daily life. This strength is further equipped by social capital in the form of very strong community bonds of RT 30 residents, moral support and energy from the Risma management, the collective awareness of the guardians of students on the importance of children's character education, and the availability of spacious, clean, and comfortable physical facilities of the

Raudhatul Jannah Mosque along with adequate wireless internet network facilities.

Despite having abundant digital infrastructure and social capital, a fundamental methodological obstacle was found in TPQ Al-Irsyad. Until now, there has been no methodological bridge that integrates the potential of these technological devices with the pedagogical skills of the *asatidz* in compiling religious moderation teaching. Referring to this dynamic, (Yuniarti et al., 2023) emphasized that the clash between old (conventional) habits and digital demands often hinders the effectiveness of knowledge transfer if teachers are not provided with direct assistance. The implication is that the process of internalizing religious character values such as tolerance of friends, respect for different backgrounds, and habituation of non-violent behavior, is still conveyed by conventional methods. The teaching pattern that relies on one-way lectures (verbalist) and the use of rigid black-and-white printed text materials makes the essence of religious moderation an abstract material that is difficult to imagine for early childhood. As a result, students are prone to decreased attention, rapid learning saturation, and low memory retention of the values of tolerance taught. This is strengthened by the view (Yusuf, 2023) which explains that the failure of interactive media adoption risks drastically reducing children's intrinsic learning interests.

This methodological gap is very relevant to contemporary education issues that demand the convergence of artificial intelligence-based digital learning media (Artificial Intelligence) to strengthen children's technology literacy guidance while simplifying teaching content. In line with this

phenomenon, (Aransyah et al., 2023) stated that the integration of various digital platforms post-pandemic is an absolute must in the modern education ecosystem. One of the appropriate technological innovations that can be optimized is the NotebookLM platform developed by Google. Empirically, this intelligent note-taking-based AI platform is recognized to be able to reduce educators' workload with its ability to synthesize thick and complicated moderation guidance documents (such as the Ministry of Religion document) into a child-friendly draft summary of core points, interactive question-and-answer guides (FAQs), to the creation of interesting religious short story scripts. The real benefits of simplifying this information are also studied in research (Alifah et al., 2023), which prove that the use of digital media linearly has been proven to be able to boost students' conceptual understanding.

Digitizing teaching using NotebookLM is a crucial step so that the function of smart gadgets belonging to parents or mosque projector facilities can be transferred as a medium for fun character learning adventures (edutainment). This is in line with the review (Sari et al., 2024) that the digitization of materials contextually has been proven to make it easier for students to understand linguistic structure and understand the value of texts. The abstract concept of religious moderation can be broken down into visual stimuli and concrete story texts for early childhood. The use of digital technology for the sake of expressing moderate religious values is also strengthened by the argument (Sari, 2022), which emphasizes the importance of using digital space as an instrument to spread the message of peace and religious tolerance. Based on all these arguments, the intervention of the Thematic KKN Group 12

of UINFAS Bengkulu was directed to overhaul the old pedagogical culture at TPQ Al-Irsyad in the Saturday Week towards a governance system to strengthen religious moderation based on NotebookLM media that is adaptive, interactive, and centered on the active involvement of students.

Research Methodology

The implementation of this community service activity uses the Asset-Based Community Development (ABCD) approach which positions the community as the main actor of change based on their own internal assets. The operationalization of the Thematic KKN Group 12 at TPQ Al-Irsyad Saturday Week in Bengkulu City is described through four stages of the work cycle, namely: [Discovery: Asset Mapping] —> [Dream: TPQ Vision FGD] —> [Design: Module Blueprint] —> [Destiny: Pioneer & Action Team]

1. Discovery (Local Asset Discovery): The initial stage is filled with communal asset exploration activities through appreciative inquiry techniques, participant observation, and social mapping in the Graha Asri RT 30 Housing environment. The mapping focuses on recognizing the hidden power of human capital (young asatidz and students), social capital (Risma and community of citizens), and physical capital (Raudhatul Jannah Mosque and the availability of gadgets/internet).
2. Dream (Digging Collective Dreams): KKN students facilitated an official Focus Group Discussion (FGD) in the mosque foyer with the takmir administrator, TPQ teacher council, student guardian representatives, and community leaders. The Forum succeeded in agreeing on one big vision: "Realizing TPQ Al-Irsyad as a Pilot TPQ Based on Digital Edutainment

of Religious Moderation in Pekan Saturday Village".

3. Design (Action Design Design): Design a blueprint for the work program collaboratively with the TPQ teacher council. The work program is designed in a fully participatory manner which is divided into three main sub-activities: basic technology literacy training, workshop on the use of the NotebookLM platform to map the religious moderation curriculum document of the ministry of religion, and the preparation of draft visual stories and AI-based audio guides that are in accordance with the cognitive level of early childhood students.
4. Destiny (Implementation of Action and Sustainability): Digital-based learning has begun to be implemented in TPQ Al-Irsyad classrooms by utilizing projectors and integrated gadgets. To ensure that the NotebookLM-based moderation value planting program does not stop when the KKN period ends, institutionalization is carried out in the form of the formation of a "Pioneer Digital TPQ" team consisting of representatives of young teachers and the signing of internal curriculum agreements on an ongoing basis.

Results and discussion

The implementation of the Thematic KKN Group 12 work program of UINFAS Bengkulu has a broad and significant transformative impact on the climate of character internalization at TPQ Al-Irsyad. Through a series of intensive workshops designed in stages, TPQ teachers who were previously only used to using conventional whiteboards and linear lecture methods now have advanced skills in operating the NotebookLM platform independently. The progress of technological debriefing for

teachers is in line with the results of work (Kholisatul'ulya et al., 2025) and (Hadi & Jauhari, 2025) which states that training interventions are able to radically increase the quality of teaching material outputs. Teachers are now able to upload complex essential documents of religious moderation into NotebookLM to be processed into interactive work documents (notebooks), quick question-and-answer guides (FAQs), and Islamic fable story scenarios with the theme of tolerance and love for the homeland. Technical assistance accompanied by strengthening work motivation has been empirically proven to give birth to confidence and trigger a leap in teachers' pedagogical competence in managing religious moderation learning media independently without psychological dependence on external parties. The ease of teachers in adopting this new system is relevant to the findings (Erawati et al., 2023) which explained that guided training accelerates the mastery of the digital platform menu by educators in depth.

In the dimension of learning evaluation, the use of drafts and learning guides from NotebookLM has successfully changed the atmosphere of strengthening the character of students to be very dynamic, cheerful, and inclusive. As researched by (Kurniawan et al., 2025) and (Aritonang et al., 2026), the shift towards interactive applications has been proven to multiply children's learning joy. Through the visualization of the moderation pillar and the delivery of interactive stories projected in front of the class using multimedia devices, the participation rate of early childhood students increased drastically from meeting to meeting. The students showed high activity and enthusiasm to respond to

questions about the manners of respecting friends from different backgrounds, the prohibition of bullying (anti-bullying), patient behavior in queuing, and the introduction of local culture as part of the rich pillars of religious moderation in Indonesia. The introduction of smart digital media in the group of children at TPQ Al-Irsyad has been proven to accelerate the internalization of the value of religious moderation because it adjusts to the characteristics of the growth and development of the digital generation who like integrated auditory and visual stimuli. This phenomenon of effectiveness is strengthened by the conclusions (Wijaya et al., 2021) and (Dewi et al., 2022) which state that students' attention increases sharply when faced with modern teaching media that is varied and not monotonous. Through this AI-based edutainment instrument, the concept of abstract values of religious moderation has been successfully simplified by technology into concrete indicators of children's daily behavior, such as making friends with harmony, liking to help, and prohibiting abusive behavior or hitting fellow students.

Furthermore, the integration of NotebookLM at TPQ Al-Irsyad has also succeeded in breaking the communication deadlock between teachers and guardians of students regarding monitoring children's moral development outside of recitation hours. Story drafts and material digests generated by these AI platforms can be easily shared through community-based digital groups (WhatsApp Groups), so that parents at home can continue to habituate the same moderation values consistently. This synchronization of teaching between non-formal institutions and the family environment strengthens the retention of children's memory of the pillars of character

taught. This positive impact emphasizes that technology not only disrupts methods in the classroom, but is also able to expand the educational space to the domestic realm effectively. The success of this material repackaging proves that artificial intelligence, if managed with a humanist-participatory approach such as ABCD, will not erode the values of spirituality, but rather become an accelerator of inclusive, peaceful, and progressive religious teachings at the grassroots community level.

To provide scientific validation of the success of the program, objective measurements were carried out through the dissemination of satisfaction questionnaire instruments using the Societal Impact Index (SII) formula to 35 respondents consisting of elements of mosque takmir administrators, asatidz TPQ, and representatives of guardian students of Graha Asri Housing. Based on the analysis of the data collected, the accumulated value of the social impact index (Societal Impact Index) is at an average of 92.6%, which is categorically at the level of "Very High". The high score acquisition, especially in the indicator of student activity which reached 95.2%, is concrete evidence that the collaboration between the simplification of material via NotebookLM and interactive delivery is able to answer the challenge of saturation of learning religious character values in early childhood completely. The same thing is also expressed by (Mubaroq et al., 2025), where platform collaboration has been proven to make it easier to visualize complex ethical values to be child-friendly. The results of SII's high achievement confirm that appropriate technology interventions based on the needs and active involvement of the community will trigger massive, organic, and supportive social acceptance from various local

stakeholders. The long-term success of this digital transition of religious moderation ultimately relies on the mental readiness and continuity skills of local teachers in managing content consistently, which is in line with the future design of (Syabrina et al., 2024) that the sustainability of systems integration-based innovation programs is highly dependent on the periodic synergy of local development teams. The results of the tabulation of the adjusted SII data are presented in detail in the following table:

Table 1. Satisfaction Analysis Based on Societal Impact Index (SII)

Ye s	Social Impact Evaluation (SII) Indicators	Achievem ent Score (%)	Qualitati ve Categori es
1	Improving the competence of ustadz/ustadzah in making religious moderation media via NotebookLM	90,8%	Very High
2	Increased motivation, attention, and activeness of students during the internalization of tolerance values	95,2%	Very High
3	Suitability and ease of operation of	91,4%	Very High

	the NotebookLM platform for character materials		
4	Sustainability of the use of AI-based religious moderation programs post-KKN	93,0%	Very High
-	Average Societal Impact Index (SII) Score	92,6%	Very High

Based on the data analysis in Table 1, it can be empirically seen that the implementation of the NotebookLM platform has a very significant socio-pedagogical impact on all evaluation instruments with an average index achievement of 92.6% (Very High). The second indicator, namely the increase in motivation, attention, and activeness of students during the process of internalizing the tolerance value, ranks highest with a score of 95.2%. This figure confirms in real terms that the integration of story drafts and the packaging of child-friendly interactive materials based on artificial intelligence is able to shift the saturation of learning from the old verbal model to a stimulating learning ecosystem for early childhood. Furthermore, the sustainability of the use of the post-KKN program received a strong commitment from partners with a score of 93.0%, which confirmed that the formation of the "Pioneer Digital TPQ" team was assessed by the mosque takmir and guardians of students as an institutional step that ensures the independence of the TPQ curriculum in a sustainable manner.

On the other hand, the operational suitability of the NotebookLM platform (91.4%) and the improvement of teachers' technology competence (90.8%) are also in the "Very High" category. These results prove that the interface architecture of the NotebookLM platform is relatively easy to adapt and operate by the ranks of non-formal asatidz, even for those who initially have limited digital literacy. Aligning complex moderation materials into practical, instructional, and applicative summaries through AI has been proven to reduce the administrative workload of educators in the preparation of daily character teaching materials. The high accumulation of communal satisfaction values indicates that the ABCD-based service approach that relies on the optimization of local digital assets has succeeded in fostering a deep sense of ownership from the people of Pekan Sabtu Village towards this program to strengthen religious moderation.

Conclusion

The community service program through the Research-Based Thematic KKN scheme of the PGMI Study Program Group 12 UINFAS Bengkulu has succeeded in completing its objectives optimally through a program entitled "The Utilization of NotebookLM Media to Strengthen Early Childhood Religious Moderation at TPQ Al-Irsyad Saturday Week, Bengkulu City". The application of the ABCD methodology has proven to be effective in mobilizing community assets, transforming the role of teachers from passive media consumers to creative and independent character-strengthening digital media producers in the Graha Asri RT 30 RW 09 Housing environment. The real impact of this activity is shown by the surge in students' motivation

to learn inclusive and the acquisition of a Societal Impact Index score of 92.6%.

As a form of Follow-up Plan (RTL) to ensure the sustainability of the program permanently, it is recommended that there be a periodic maintenance agenda for the TPQ digital learning workspace by the Digital Pioneer Team, periodic updates of the data source bank of moderation documents on NotebookLM every semester cycle, and exploration of cooperation with the TPQ communication network at the Selebar District level to disseminate the draft model for strengthening religious moderation based on this smart platform more broadly.

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