



IMPROVING THE COMPETENCE OF VOCATIONAL HIGH SCHOOL MPLB TEACHERS THROUGH BOOK CREATOR – BASED LEARNING MEDIA TRAINING

¹Masfufati Azizah, ²Ismiyati, ³Tusyanah, ⁴Hana Netti Purasani, ⁵Edy Suryanto

^{1,2,3,4} Faculty of Economics and Business, Universitas Negeri Semarang, ⁵Faculty of Teacher Training and Education, Universitas Lambung Mangkurat

¹masfufati.azizah@mail.unnes.ac.id, ²ismiyati@mail.unnes.ac.id, ³tusyanah@mail.unnes.ac.id, ⁴hana@mail.unnes.ac.id,

⁵eddysuryanto701@gmail.com

ARTICLE INFO

Article History:

Received Apr 10, 2026

Accepted Aug 10, 2026

Available Aug 16, 2026

Keywords:

Book Creator;
Learning Interest;
Learning Media;
MPLB (Manajemen
Perkantoran dan Layanan
Bisnis);
Teacher Competence

ABSTRAK

Musyawarah Guru Mata Pelajaran (MGMP) berperan sebagai komunitas profesional yang mendukung peningkatan kompetensi guru melalui wadah belajar, berbagi pengalaman penggunaan teknologi, serta pengembangan melalui penelitian tindakan kelas. Namun, MGMP Manajemen Perkantoran dan Layanan Bisnis (MPLB) Kabupaten dan Kota Magelang menghadapi kendala dalam implementasi konsep Merdeka Belajar, khususnya pemilihan media pembelajaran yang sesuai agar materi tersampaikan optimal. Untuk menjawab kebutuhan tersebut, Program Studi Pendidikan Administrasi Perkantoran bekerja sama dengan MGMP MPLB menyelenggarakan pelatihan pemanfaatan Book Creator sebagai media pembelajaran. Kegiatan ini selaras dengan upaya pencapaian Sustainable Development Goal (SDG) ke-4, yaitu Quality Education. Metode yang digunakan ialah partisipatif andragogik melalui diskusi kelompok, presentasi, evaluasi, dan refleksi. Hasil kegiatan menunjukkan bahwa Book Creator mampu mendukung kebutuhan belajar siswa dengan menyediakan beragam media sesuai gaya belajar. Meski demikian, tantangan tetap muncul berupa perbedaan kompetensi digital guru, keterbatasan waktu pelatihan, serta fasilitas internet yang kurang memadai. Secara umum, pelatihan ini mendapat respons positif dan menjadi pengalaman baru bagi guru, serta menumbuhkan harapan akan pelatihan serupa pada materi lain.

ABSTRACT

Musyawarah Guru Mata Pelajaran (MGMP) plays an essential role in enhancing teachers' professional competencies through collaboration, knowledge sharing, and classroom action research. However, MGMP Manajemen Perkantoran dan Layanan Bisnis (MPLB) in Magelang Regency and City has encountered challenges in implementing the Merdeka Belajar (Freedom to Learn) policy, particularly in utilizing effective learning media. To address this issue, the Office Administration Education Study Program collaborated with MGMP MPLB to conduct training on the use of Book Creator as a digital learning medium, supporting the achievement of Sustainable Development Goal 4: Quality Education. The training employed a participatory andragogical method, including group discussions, presentations, evaluations, and reflections. Results indicated that Book Creator is effective in addressing students' diverse learning needs through multimodal resources, although challenges such as varying digital literacy levels, limited time, and inadequate internet access remained. Overall, the training was well-received, and participants expressed strong interest in further programs.

Address: L Building, Campus Sekaran, Gunungpati, Semarang,
Indonesia, 50229

Correspondent address:

Gedung L3, Campus Sekaran, FEB UNNES, Gunungpati, Semarang, Indonesia.

Email : masfufati.azizah@mail.unnes.ac.id

INTRODUCTION

Vocational High School (SMK), as a level of secondary education oriented toward preparing graduates to be work-ready, entrepreneurial, or capable of continuing to higher education, are expected to produce graduates who possess both cognitive and psychomotor competencies(Rosmawati & Meilani, 2019)(Wakiah & Usman, 2020). Meanwhile, to develop psychomotor skills, students must first acquire cognitive abilities. Therefore, learning in SMKs is not limited to theoretical instruction but also includes practical activities or performance-based tasks (Oktaviastuti et al., 2016)(YUNARSAH, 2022).

Along with technological advancements, teachers are also expected to implement learning by utilizing available technology. If teachers do not keep up with technological development, the learning activities will become monotonous and less engaging for students(Sofyan & Hidayat, 2022)(Wulandari, 2023). As a result, the development of cognitive and psychomotor competencies in learning becomes less optimal.

One way to make learning more engaging is by utilizing instructional media, which is an essential component of the learning system(Andriani et al., 2024)(Andriani et al., 2024)(Nurfadhillah et al., 2021)(Savira et al., 2018). The use of instructional media must be aligned with the learning material and support the overall learning process. Thus, students can actively interact during learning activities through the media used by the teacher. The use of interactive learning media is highly effective in improving students learning outcome(Magdalena et al., 2021). In addition, instructional media also helps teachers enhance students understanding and

learning interest(Yudha & Sundari, 2021)(Abdullah, 2017).

Administrative demands that must be fulfilled by teachers become one of the reasons why they are unable to independently improve their skills in using various technology-based instructional media(Rosyada et al., 2024). Therefore, structured training activities are needed to enhance teachers knowledge and skills in managing learning effectively.

The Book Creator application can accommodate different student learning styles. By using Book Creator, teacher can present images, videos, and quizzes that are engaging for students. Its aims to make learning more interesting and to increase students interest in understanding and exploring the material delivered by teacher (Khikmawati et al., 2021)(Nurfadhillah et al., 2021). In addition, this interactive learning media allows teachers to deliver material more effectively, if students do not fully understand the content, they can revisit and relearn it(M. Ali, 2014). Furthermore, the use of Book Creator in leaning can foster student engagement in discussions, presentations, and the delivery of discussion results more fluently.

MGMP (Musyawarah Guru Mata Pelajaran) is a highly effective teacher organization for improving teacher competence, disseminating the latest government education programs, and providing training on the utilization and implementation of educational policies(Joko, 2020; Sabon et al., 2018). MGMP serves as a professional community that becomes a center and source of learning for teachers to continuously enhance their capabilities.

Based on the need analysis of training in the use of instructional media conducted with teachers from the MGMP MPLB in Magelang

Regency and City, it was found that all teachers have used media in learning, and students generally show enthusiasm when instructional media are used. However, in practice, teachers face difficulties in selecting appropriate media for learning within the Merdeka Curriculum, as students tend to be more interested when teachers use technology-based media (Raharjo et al., 2024)(Sakitri, 2024).

This community service activity is one of the competency developments of MGMP MPLB teachers in creating an interactive digital learning design based on Book Creator, which functions as multimedia that can integrate text, images, audio, video, hyperlinks, and various other interactive activities in one platform. This training is different from IT training, which only focuses on application introduction; the approach is through learning by doing, so that each participant is required to produce one Book Creator product that is ready to be implemented in learning. The target of the training is MPLB teachers, which is one of the vocational school programs, so that it is adjusted to the characteristics of competence in each phase in the school. This media design aims to support the implementation of student-centered learning to improve digital skills that are in line with the Merdeka curriculum.

METHOD

This activity was carried out within the MGMP MPLB of Magelang Regency and City, involving 45 teachers. The method used was a participatory andragogical approach, which is appropriate for adult learning, enabling participants to learn according to their needs (Sujarwo, 2015). It was implemented by motivating teachers to reflect on and transform

their teaching experiences in the classroom into new learning materials (Anwar, 2017; Arifin & Nurhadi, 2019; Ginting & Abdillah, 2025; Sujarwo, 2015).

As adults, teachers cannot be treated in the same way as school students. One of the main considerations is their maturity in self-concept and the independence they possess. The participatory andragogical approach in this training activity involved several key components:

Group discussions, in which teachers were divided into several learning groups to determine suitable content that could be developed using Book Creator, including designing the structure and content of the media.

Presentation, conducted to share the results of group discussions and the developed products in the form of instructional media using Book Creator, with the aim of obtaining feedback, validation, and deepening collective understanding.

Evaluation and reflection carried out to provide feedback to all participants regarding the mentoring activities in developing instructional media using Book Creator.

Technically, this community service activity starts from preparation to implementation at each training participant's school which can be seen in figure 1. In the preparation stage, there is coordination with MGMP regarding the timing of the training implementation, analysis of training needs, preparation of modules as training materials and evaluation instruments to measure the success of training. At this preparation stage, a pretest was also carried out to find out the participants' initial knowledge of digital-based learning media. In the second stage, interactive training was carried out consisting of delivering material and introducing

the features of book creators as well as the practice of compiling digital learning media in accordance with the competency elements taught by teachers.

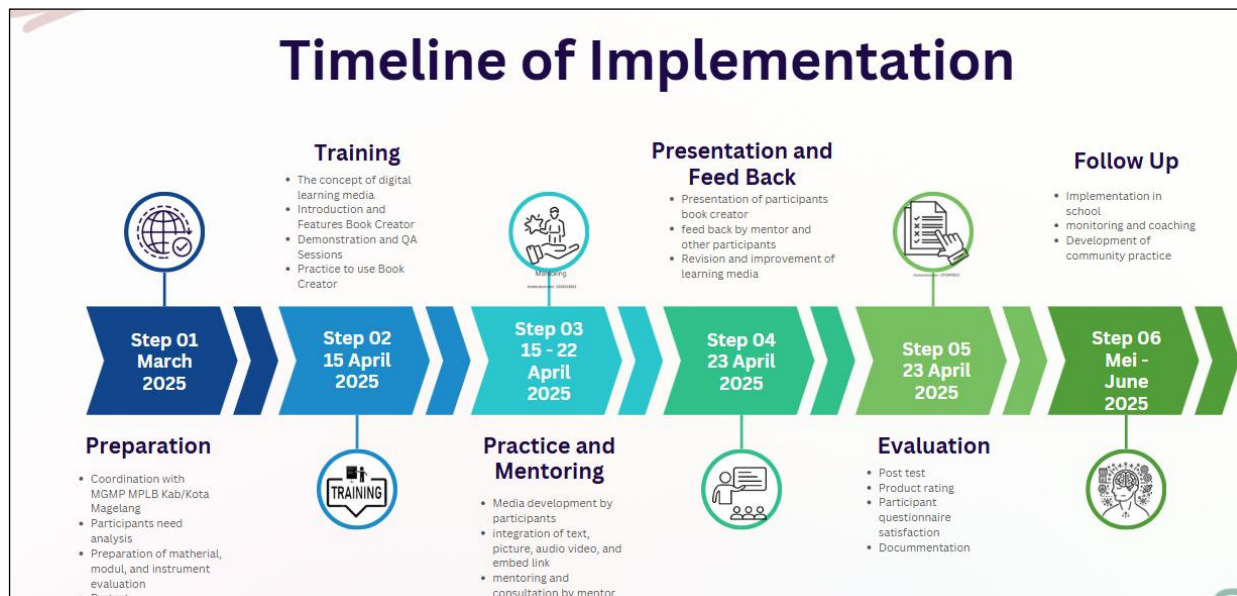


Figure 1. Timeline of implementation of book creator learning module training

After the book creator introduction activity, participants were then asked to practice directly in developing digital learning media so that they could produce products that were ready to be used for classroom learning. Furthermore, each participant presented a learning module that had been created to obtain feedback so that improvements could be made based on interactive discussions in the training class. To be able to measure the effectiveness of the activity, a post-test was carried out, which was also a questionnaire for participant satisfaction, by distributing questionnaires through gForm. In addition, product assessments are also carried out using assessment rubrics and give appreciation for the best work of teachers. Based on the results of the evaluation, a descriptive analysis was carried out to compare pretest and posttest scores, product quality, and participant satisfaction levels to be able to assess the success of the training to subsequently be considered for the follow-up of the next activity.

RESULT AND DISCUSSION

This community service activity generated data on teachers' understanding of the importance of instructional media in supporting the learning process. It also examined how teachers implemented practices in developing instructional media using Book Creator, the challenges encountered during the training process, the benefits gained by participants after the mentoring activities, as well as teachers' responses to the community service program that had been conducted.

1. The Concept of The Importance of Using Instructional Media

One of the fundamental aspects in the learning process is the conceptual understanding of the importance of using instructional media. In addition to serving as a medium for delivering material, instructional media also serve as a tool that helps teachers strengthen students understanding. In this digital era, technology-

based learning media have become an alternative that can enhance motivation, interaction, activeness, and provide more meaningful learning experiences (A. Ali et al., 2025; Melati et al., 2023; Aulia et al., 2025).

Book Creator is one of the media that can be used to support the effectiveness of the learning process. This consideration is based on several aspects. First, this medium supports diverse learning styles, including visual, auditory, and kinesthetic. Therefore, Book Creator can accommodate differentiated student needs. In addition, Book Creator aligns with the concept of student-centered learning and Merdeka Belajar, which emphasize independence, creativity, and collaboration in the learning process (Kamila et al., 2024)(Nuhandini et al., 2025).



Figure 2. Presentation of the importance of using instructional media

The implementation of conceptual understanding regarding the importance of using instructional media is expected to assist teachers in the MGMP MPLB of Magelang Regency and City in conducting learning activities that are more engaging and enjoyable. In addition, teachers are expected to understand that Book Creator is not merely a supporting tool, but also a strategy for creating more contextual, interactive, and meaningful learning experiences (Kamila et al., 2024). It is

hoped that students will become more motivated to learn, as the media used is closely related to their daily lives – namely, the use of smartphones equipped with internet access, which provides opportunities for students to be creative.

2. Education and Practice in Developing Book Creator-Based Instructional Media

Teachers were directly involved in practicing how to design and create Book Creator media during the training sessions. Each teacher was required to develop instructional media based on the elements or competencies relevant to the subjects they teach.



Figure 3. Interactive discussion during the practice of developing Book Creator-based instructional media.

This practical activity included selecting engaging page layouts, embedding YouTube videos, integrating quizzes or games, and adding images to attract students' learning interest. The activity also involved interactive discussion, as reflected in the two-way communication between teachers and facilitators.

Through this activity, MPLB teachers in the MGMP of Magelang City and Regency are expected to become more skilled in utilizing technology-based instructional media to support learning activities in schools (Aulia et

al., 2025). This is adjusted to student learning style characteristics as well as the nature of the material being taught (Slameto, 2010).

3. Challenges in the Implementation of Mentoring Activities

Teachers' responses to the training on the uses of Book Creator as instructional media among MGMP MPLB teachers in Magelang City and Regency were very positive. However, this activity was not without various challenges encountered during its implementation.

The first challenge was related to participants' age differences. Some senior teachers experienced difficulties in using computers and the internet. Although all participants had at least a bachelor's degree, their level of understanding of the material varied.

The second challenge was limited time and resources. The short duration of the program and limited access to Magelang made it difficult to conduct the community service over an extended period. As a result, the material delivered was not as in-depth as expected, making additional online sessions necessary.

The third challenge was related to the sustainability of learning. After the training was completed, it is crucial to ensure that all teachers can apply and utilize Book Creator in their teaching practices. Therefore, continuous mentoring is needed, for example through learning communities or peer mentoring. Peer mentors can act as facilitators for fellow teachers, assisting them in preparing instructional media and addressing various

challenges encountered, particularly in the learning process (Ginting & Abdillah, 2025).

4. Benefits of The Training Implementation

The training activity on developing Book Creator-based instructional media provided several benefits. First, it improved teachers' competence in creating digital learning media using the Book Creator application, making learning more interactive and engaging, particularly in competencies related to the Office Management and Business Services expertise program. In addition, the training enhanced the practical and applied understanding of all MGMP teachers in Magelang City and Regency regarding how to design and develop multimedia-based instructional media that supports sustainable learning in the 21st century (Ginting & Abdillah, 2025).

Furthermore, the training also contributed to increased innovation in teaching, which can improve student interest and participation, particularly in the field of office management, through the use of creative and easily accessible digital media. This innovation fosters a culture of technology-based learning among MPLB teachers in Magelang City and Regency, enabling teachers to adjust their teaching strategies according to the characteristics of the digital native generation. According to (Andriani et al., 2024) and (Widayanti, 2013), teachers who can adapt their teaching strategies to students' characteristics can facilitate students' understanding of the material and make it easier for teachers to deliver content effectively. As a result,

learning objectives can be achieved more optimally.

The teachers also expressed strong expectations for the continuity of collaboration between the MGMP MPLB of Magelang City and Regency and the Office Administration Education Study Program. This collaboration aims to build a collaborative network between lecturers and teachers to develop adaptive and contextual learning in line with advancements in educational technology. This objective aligns with the goals of vocational high schools, which aim to prepare students to be work-ready. To achieve this goal, students must be able to keep up with technological developments, supported by technology-based learning (Rosmawati & Meilani, 2019).

The improvement of teacher competence through Book Creator training can be seen from the results of the comparison of Pretest and Posttest scores in figure 4. There

has been an increase in teachers' understanding and skills in using Book Creator as an alternative digital learning media. if previously participants did not have experience in utilizing Book Creator with features that are able to integrate text, images, audio, video, and links into one medium. After participating in the training, participants can take advantage of Book Creator by combining all media into one so that it is easier for students to use learning media.

The average competency improvement score experienced by participants was 51.29%. This shows that training can not only increase knowledge, but also practical skills in developing digital-based learning media that can attract students. This improvement is also in line with the results of the product assessment which shows that Book Creator can be implemented in MPLB learning and improve the quality of learning in line with SDG 4.

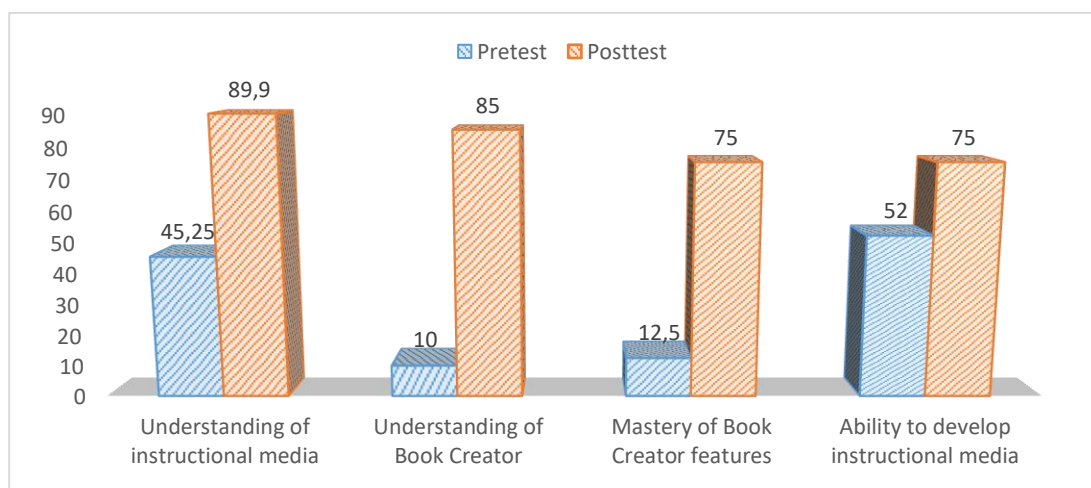


Figure 4. Comparison of Pretest and Posttest Training for the Use of Book Creator Learning Media

5. Reflection On The Training Activities.

At the end of the activity, the teachers, as participants, were asked to complete a questionnaire as a form of reflection for the researchers regarding the training on the use of Book Creator for learning in the Office

Management and Business Services expertise program. The training activity received a positive response from the teachers as participants. This is illustrated in Figure 5, which presents several indicators as reflections of the training activities.

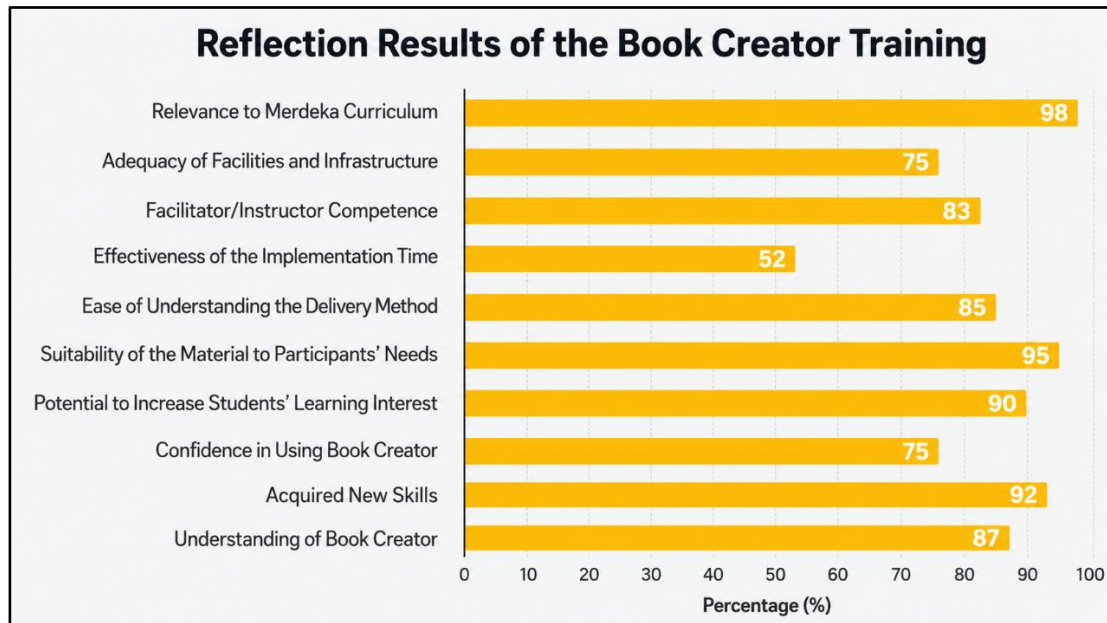


Figure 5. Reflection and Evaluation of the Training.

Based on participants' reflections, 98% stated that the training on using Book Creator was highly relevant to the Merdeka Belajar Curriculum, which encourages students to learn independently based on teacher-prepared guidance. However, on the other hand, considering the limited duration of the training, 52% of participants stated that the training time was effective, while the rest considered it ineffective. This was because participants felt that the duration of the training was still insufficient.

On the other hand, 92% of the training participants stated that the use of Book Creator was a new skill acquired by teachers and has the potential to increase students' learning interest. As is well known, instructional media significantly influence student learning interest, which in turn has implications for

improving learning outcomes (Mahardika et al., 2021).

This activity contributes to the achievement of Sustainable Development Goal (SDG) 4: Quality Education by improving teachers' pedagogical competence to develop innovative, interactive, and student-centered learning media. Through this training, teachers can take advantage of the Book Creator Platform to create learning media that integrates various multimedia so that it can improve the quality of learning and support the implementation of the Merdeka curriculum. This activity can not only increase the capacity of teachers, but also produce media that can be implemented in the classroom and developed continuously. Thus, this activity supports improving the quality of learning, strengthening teachers' digital competence, and is in line with the SDG 4

target, especially the target of increasing digital skills and improving the quality of teachers through continuous professional development.

Conclusion

The mentoring activity on the use of Book Creator for teachers of MGMP MPLB in Magelang City and Regency was conducted to enhance teachers understanding of the importance of using interactive digital instructional media that aligns with the Merdeka Belajar curriculum. Through this training, teachers were directly involved in practicing how to design Book Creator media according to their subjects by incorporating text, images, videos, audio, quizzes, and games. This approach supports diverse learning styles, increases motivation, and provides more meaningful learning experiences.

The activity faced several challenges, such as differences in teachers' technology-based learning culture and the establishment of collaboration among teachers, lecturers, and education stakeholders.

The questionnaire results showed that the majority of teachers considered the training highly relevant to current learning needs and aligned with the Merdeka Belajar curriculum. The use of Book Creator was also identified as a new skill that can enhance students' learning interest. Overall, the activity was considered successful in helping teachers become more confident and skilled in integrating digital technology to create contextual, creative, and meaningful learning experiences.

DAFTAR PUSTAKA

- Abdullah, R. (2017). Pembelajaran Dalam Perspektif Kreativitas Guru Dalam Pemanfaatan Media Pembelajaran. *Lantanida Journal*, 4(1), 35. <https://doi.org/10.22373/lj.v4i1.1866>
- Ali, A., Venica, S. D., Aini, W., & Hidayat, A. F. (2025). Efektivitas media pembelajaran interaktif dalam meningkatkan minat dan motivasi belajar siswa sekolah dasar. *Journal of Information System and Education Development*, 3(1), 1–6.
- Ali, M. (2014). Pengembangan Media Pembelajaran Interaktif Mata Kuliah Medan Elektromagnetik. *Penambahan Natrium Benzoat Dan Kalium Sorbat (Antiinversi) Dan Kecepatan Pengadukan Sebagai Upaya Penghambatan Reaksi Inversi Pada Nira Tebu*, 5, No. 1 M, 11–18.
- Andriani, A., Ayu Saputri, D., Hopipah, R., & Puspa Dewi, T. (2024). Pentingnya Media Pembelajaran untuk Meningkatkan Minat Belajar Siswa SDN 63/X Nibung Putih. *Journal on Teacher Education*, 5(3), 215–222. <https://doi.org/10.31004/jote.v5i3.23657>
- Anwar, B. (2017). Konsep Pendidikan Andragogi Menurut Pendidikan Islam. *Al Daulah : Jurnal Hukum Pidana Dan Ketatanegaraan*, 6(1), 28–48. <https://doi.org/10.24252/ad.v6i1.4864>
- Arifin, Z., & Nurhadi, A. (2019). Pendekatan Metode Dan Teknik Diklat Bagi Pendidik Di Era Revvolusi Industri 4.0. *Al-Fikrah*, 2(2), 135–154.

- Aulia, F. N., Areni, S., & Yudhiono, S. B. (2025). Pemanfaatan Teknologi dan Media Pembelajaran Kreatif untuk Meningkatkan Motivasi dan Prestasi Belajar Siswa Sekolah Dasar. *Jurnal Multidisiplin Ilmu Akademik*, 2(1), 419–431.
- Ginting, R. F., & Abdillah, V. F. (2025). Peran Mentoring dalam Meningkatkan Kinerja Guru. *Jurnal Pendidikan Profesional*, 1(01), 30–50.
- Joko, B. S. (2020). Strategi Mgmp Sekolah Menengah Pertama Dalam Meningkatkan Kompetensi Profesional Guru Di Tengah Berbagai Kendala. *Jurnal Penelitian Kebijakan Pendidikan*, 13(2), 109–128. <https://doi.org/10.24832/jpkp.v13i2.375>
- Kamila, Q. A. N., ASBARI, M., & DARMAYANTI, E. (2024). Merdeka Belajar: Memahami Konsep Pembelajaran Masa Kini. *Journal of Information Systems and Management (JISMA)*, 3(2), 104–110.
- Khikmawati, D. K., Alfian, R., Nugroho, A. A., Susilo, A., Rusnoto, R., & Cholifah, N. (2021). Pemanfaatan E-book untuk Meningkatkan Minat Belajar Siswa Sekolah Dasar di Kudus. *Buletin KKN Pendidikan*, 3(1), 74–82. <https://doi.org/10.23917/bkkndik.v3i1.14671>
- Magdalena, I., Fatakhatus Shodikoh, A., Pebrianti, A. R., Jannah, A. W., Susilawati, I., & Tangerang, U. M. (2021). Pentingnya Media Pembelajaran Untuk Meningkatkan Minat Belajar Siswa Sdn Meruya Selatan 06 Pagi. *EDISI: Jurnal Edukasi Dan Sains*, 3(2), 312–325.
- <https://ejournal.stitpn.ac.id/index.php/edisi>
- Mahardika, A. I., Wiranda, N., & Pramita, M. (2021). Pembuatan Media Pembelajaran Menarik Menggunakan Canva Untuk Optimalisasi Pembelajaran Daring. *Jurnal Pendidikan Dan Pengabdian Masyarakat*, 4(3), 275–281. <https://doi.org/10.29303/jppm.v4i3.2817>
- Melati, E., Fayola, A. D., Hita, I., Saputra, A. M. A., Zamzami, Z., & Ninasari, A. (2023). Pemanfaatan animasi sebagai media pembelajaran berbasis teknologi untuk meningkatkan motivasi belajar. *Journal on Education*, 6(1), 732–741.
- Nuhandini, R. S., Aini, N., Alfiah, Z., & Iskandar, S. (2025). Meningkatkan Aktivitas Belajar Siswa Sekolah Dasar Melalui Model Pembelajaran Student Centered Learning (SCL). *Jurnal Penelitian Ilmu Pendidikan Indonesia*, 4(1), 233–237.
- Nurfadhillah, S., Ningsih, D. A., Ramadhania, P. R., & Sifa, U. N. (2021). Peranan Media Pembelajaran Dalam Meningkatkan Minat Belajar Siswa SD Negeri Kohod III. *PENSA : Jurnal Pendidikan Dan Ilmu Sosial*, 3(2), 243–255. <https://ejournal.stitpn.ac.id/index.php/pensa>
- Oktaviastuti, B., Dardiri, A., & Nindyawati, N. (2016). *Meningkatkan Technical Skill Siswa Smk Teknik Bangunan Melalui Pelaksanaan Praktik Kerja Industri*. State University of Malang.
- Raharjo, T. H., Wirawan, A. W., Mulyanto, A. A. P., & Purwaningsih, R. A. (2024). Strengthening Skills for Preparing Merdeka

- Curriculum Teaching Modules Phase F for MPLB Teachers in Semarang City. *Indonesian Journal of Devotion and Empowerment*, 6(2), 89–96.
- Rosmawati, R., & Meilani, R. I. (2019). Kontribusi mata pelajaran produktif dalam membangun kesiapan kerja siswa smk di Indonesia. *Jurnal Pendidikan Manajemen Perkantoran*, 4(1), 94–106.
- Rosyada, A., Syahada, P., & Chanifudin, C. (2024). Kurikulum merdeka: Dampak peningkatan beban administrasi guru terhadap efektivitas pembelajaran. *Jurnal Inovasi, Evaluasi Dan Pengembangan Pembelajaran (JIEPP)*, 4(2), 238–244.
- Sabon, S. S., Penelitian, P., & Pendidikan, K. (2018). *Evaluasi Peran Mgmp Di Daerah Terpencil Dalam. vii*, 35–64.
- Sakitri, W. (2024). Improving Digitalization Ability of AI (Assembler Edu) for Economic Teacher Meeting (MGMP) In Semarang, Central Java. *Indonesian Journal of Devotion and Empowerment*, 6(2), 133–140.
- Savira, A. N., Fatmawati, R., Z, M. R., & S, M. E. (2018). Peningkatan Minat Belajar Siswa dengan Menggunakan Metode Ceramah Interaktif. *Journal Focus Action of Research Mathematic (Factor M)*, 1(1), 43–56. https://doi.org/10.30762/factor_m.v1i1.963
- Slameto, B. (2010). Faktor-faktor yang Mempengaruhinya. *Jakarta: Rineka Cipta*, 182.
- Sofyan, A., & Hidayat, A. (2022). Dampak perkembangan teknologi peningkatan kualitas pendidikan. *Jurnal Satya Informatika*, 7(02), 16–24.
- Sujarwo. (2015). Strategi Pembelajaran Partisipatif Bagi Belajar Orang Dewasa (Pendekatan Andragogi). *Majalah Ilmiah Pembelajaran*, 3(2), 1–10. <https://journal.uny.ac.id/index.php/mip/article/view/5990>
- Wakiah, M., & Usman, J. (2020). Manajemen Peningkatan Mutu Kompetensi Lulusan Bidang Kewirausahaan Dalam Memenuhi Standar Nasional Pendidikan Di Smk Annuqoyyah Guluk-Guluk Sumenep Jawa Timur. *Re-JIEM (Research Journal of Islamic Education Management)*, 3(1), 71–83.
- Widayanti, F. D. (2013). Pentingnya mengetahui gaya belajar siswa dalam kegiatan pembelajaran di kelas. *Erudio Journal of Educational Innovation*, 2(1).
- Wulandari, R. (2023). Dampak perkembangan teknologi dalam pendidikan. *Jurnal PGSD Indonesia*, 9(2), 66–76.
- Yudha, J. R. P. A., & Sundari, S. (2021). Manfaat Media Pembelajaran YouTube terhadap Capaian Kompetensi Mahasiswa. *Journal of Telenursing (JOTING)*, 3(2), 538–545. <https://doi.org/10.31539/joting.v3i2.2561>
- YUNARSAH, E. D. Y. (2022). Penerapan Model Pembelajaran Project Work Dengan Perbaikan Job Sheet Untuk Meningkatkan Hasil Praktik Siswa Kelas Xii Di Smkn 1 Manggar. *Vocational: Jurnal Inovasi Pendidikan Kejuruan*, 2(2), 123–135.