

Historical Documentary Material on the Role of the Catholic Church in Defending Indonesian Independence for High School Students

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Abstract

This study aims to develop a learning medium documentary film based on material on the Catholic Church's role in maintaining Indonesia's independence, which is suitable to be used by the XII grade senior high school students in history subjects specializing in basic competence 3.11 concerning responses to Indonesian independence. The research is the type of R&D (Research and Development) using the Borg & Gall model modified by Nana Syodih Sukmadinata. The product has been validated by two material experts, two media experts, and two film experts. Field trials were conducted through response interviews with one History teacher and two grade XII students. Data were collected using interviews, observation, and questionnaires with quantitative and qualitative data analysis techniques. The material expert validation results obtained a score of 4.6 with the "Very Good" criterion. The material expert validation two results obtained a score of 4.5 with the "Very Good" criterion. The validation results of Film Expert 1 obtained a score of 4.5 with the "Very Good" criterion. The validation results of Film Experts 2 obtained a score of 3.8 with the "Good" criteria. The validation results of Learning Media Experts 1 obtained a score of 4.7 with the "Very Good" criterion. The validation results of Learning Media Experts 1 obtained a score of 4.9 with the "Very Good" criterion. The results of interviews with teachers and students' responses concluded that the product was excellent and feasible to use.

Keywords: *Instructional Media, Documentary Film, The Role of the Catholic Church*

Introduction

Implementing education in an educational unit is always based on the curriculum. According to Article 1 of Law No. 20 of 2003 concerning the National Education System, the curriculum is defined as follows: "Curriculum is a set of plans and arrangements regarding the objectives, content, and subject matter as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals." The curriculum development used in the educational process is always adjusted to the lived times. In every change of the curriculum, there is always an update whose goal is to formulate the perfect form of a curriculum. Each new curriculum produced is a reference to the old curriculum that was used previously (Iksan, 2018).

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The 2013 curriculum is currently applied to the educational process in Indonesia. The 2013 curriculum, which is currently in effect, was developed by several factors. One of the factors is the refinement of the mindset. The improvement of the mindset in question is learning that was initially teacher-centered to student-oriented, from one direction to interactive (teacher-student-inter-student-community-environment-source/other media), the development of network learning, active learning, group learning, multimedia-based, multidisciplinary and critical (Kurniawan, 2018). Teachers are no longer the center of learning but are facilitators and motivators.

Based on the description above, creating interactive and student-centered learning is a qualification that must be fulfilled by teachers at this time. According to Alwi Hilir (2021), teachers as facilitators have a role in facilitating students to learn optimally by using various strategies, methods, media, and learning resources. The use of learning media is an essential aspect of creating interactive learning. Nana Sudjana and Ahmad Rivai (2011) revealed that using media in the learning process can make teaching methods more varied. Students not only capture verbal communication through the teacher's speech, but there are also other activities such as observing, demonstrating, and doing. In implementing history learning, learning media has its urgency. In learning history, the material taught to students regarding historical sites, figures, locations, and phenomena cannot only be described through the teacher's narration. There must be a media that bridges the teacher's explanation so students can truly understand it.

Based on the results of an interview conducted with Albertus Sutrisna, S.Pd., a teacher who teaches history subjects in grade XII of SMA Stella Duce 2 Yogyakarta on May 30, 2022, regarding learning problems in the classroom. The teacher explained that there is no learning media available to bridge the teacher's explanation in some history materials, especially history with local content. The learning media teachers usually use pictures, but it is also limited because few sources raise related local content. Furthermore, the teacher revealed that one of the materials for which the availability of learning media is small is the material on the church's role in defending Indonesia's independence. SMA Stella Duce 2 Yogyakarta, as a school under the auspices of the Catholic Foundation, includes material about the church as a local content taught to students as a form of implementation of the Catholic spirit lived by the school.

The solution to the above problems must be to develop a learning medium that can accommodate material per existing science and technology developments. Where in the 21st century, the influence of information technology advances has had a significant impact on the learning process, so the use of learning media must be adjusted to the technology that is

booming in use (Personal, 2017). Nowadays, technological developments are more focused on using audio-visual-based communication media. It is accompanied by the number of users of communication channels/platforms that use audio-visual media to convey messages, such as social media: Facebook, Instagram, WhatsApp, Twitter, YouTube, and many more. This condition is in line with the expression of Sapto Haryono (2015), who explained that the advancement of technology has encouraged the development of the audio-visual field. Thanks to the change in people's attitudes, the audio-visual field has more interpretive value and broad function, so it has an essential educational position (Haryoko, 2015).

Audiovisual media that can actualize these developments in the learning process is video media. Video media is classified as audiovisual media that can broadcast messages and information through image and sound elements that are conveyed simultaneously. Video media can show objects, places, and events comprehensively through motion pictures (Personal, 2017). Video media that is suitable for actualization in history learning is documentary video media. William. H. Philips (2009) explains the meaning of the documentary film as follows: "Documentary film refers to a film or video representation of actual (not imaginary) subjects." A documentary is an audiovisual product based on facts raised from actual figures, objects, or events. If applied in history learning, documentary film products can help students understand the facts of a historical phenomenon by presenting an exciting and not dull display.

In a study conducted by Sustianingsih and Yati (2021) regarding students' responses to the use of documentary film media based on local historical sites. It shows that 33 students who are the subjects of the study gave an average response score index of 75.6%, where the average score is in a suitable category. The results of this study show that the use of documentary films as a learning medium, especially in history with local content, gets a positive response from students and is quite pleasing when used in the learning process.

The above explanation explains that the development of documentary-based learning media in the material on the role of the Catholic Church in defending Indonesia's independence is an urgent matter that must be addressed. Therefore, the researcher will conduct research focused on developing learning media products titled "Historical Documentary Film on the Role of the Catholic Church in Defending Indonesian Independence for High School Students." Through this documentary film product, it is hoped that it can solve the limited resources related to learning local history so that students and the desired learning goals can understand the learning process carried out by teachers.

Method

The research carried out is based on the type of development or Research and Development. Research and development is a bridge between basic research and applied research, where this research aims to find knowledge that can be applied praxisically (Sugiyono, 2013). Furthermore, Borg and Gall (1989) explain that research and development is a method to develop or validate products used in education and learning (Borg & Gall, 2014). The material developed in this study is the Role of the Catholic Church in Defending Indonesian Independence in Grade XII History Learning Materials at SMA Stella Duce 2 Yogyakarta. This material will be packaged into research as a documentary film that aims to create an interactive learning media to support the learning process carried out by teachers in the classroom.

The development research stages will be carried out using the Borg & Gall development stage modified by Prof. Dr. Nana Syaodih Sukmadinata into three research steps. The three steps are as follows (Sukamadinata, 2016): 1) Preliminary Study, 2) Development, and 3) Testing. In the preliminary stage, the researcher conducts a literature study to learn concepts and theories related to the product to be produced. After that, the researcher conducted a field survey aimed at identifying the need for the development of learning media to be produced. The identification results in the preliminary stage are the basis for the researcher to carry out the second stage, namely development. The development stage consists of product design and product preparation. The resulting product design is in the form of a documentary film scenario, which becomes the basis for the preparation process for the documentary film. The third stage is testing, which consists of limited treatment and trials. In the treatment stage, the researcher tests the product with related experts in line with the substance of the research conducted. The appointed experts are learning media experts, film experts, and material experts, where there are two people each. The results of the assessment conducted by these experts became the basis for researchers to revise the documentary film products produced. The results of the revised documentary film were then tested on a limited basis by asking for feedback from teachers and four students regarding the feasibility and effectiveness of the product when used in learning. In this study, the data collection technique was carried out using questionnaires, interviews, and observations. The data analysis techniques in this study consist of qualitative and quantitative data analysis. Qualitative data is descriptive descriptions obtained from interviews with teachers and students or suggestions and input from expert validators. Quantitative data in numbers was obtained by filling out the expert validator questionnaire, and the student needs analysis questionnaire.

The following formula calculates the data on the results of the student questionnaire:

$$\frac{\text{Number of student answers on each option}}{\text{the number of students' answers to each choice}} \times 100 = \text{Answer percentage}$$

Total number of learners

The questionnaire given to the experts was processed using the *Likert scale*, where then the qualitative data obtained was processed with the following formula:

$$\frac{\text{Score obtained}}{\text{Number of questions}} = \text{Average score}$$

The average score obtained from the calculation is then explained by the criteria according to the Benchmark Reference Assessment (PAP) as follows:

Table 1. Benchmark Assessment

Score	Formula	Average Score	Category
1	$x_i > X + 1.80 \text{ Sbi}$	>4.2	Excellent
2	$X_i + 0,60 \text{ Sbi} < x \leq X_i + 1.80 \text{ Sbi}$	$>3.4 - 4.2$	Good
3	$X_i - 0,60 \text{ Sbi} < x \leq X_i + 0.60 \text{ Sbi}$	$>2.6 - 3.4$	Pretty Good
4	$X_i - 1,80 \text{ Sbi} < x \leq X_i - 0.60 \text{ Sbi}$	$>1.8 - 2.6$	Not Good
5	$x > X_i - 1.80 \text{ Sbi}$	≤ 1.8	Very Bad

Information:

Ideal highest score : 5

Ideal lowest score : 1

X_i = (Ideal average) : $1/2$ (ideal max score + ideal min score)

S_{bi} = Ideal standard deviation : $1/6$ (ideal max score – ideal min score)

X : Actual score

Results and Discussion

The data obtained in this study were then analyzed to determine the feasibility of the documentary film-based learning media produced if used in the history learning process. This study uses the stages of steps according to Borg & Gall, which Prof. Dr. Nana Syaodih Sukmadinata modified into three research steps. The three steps are: 1) Preliminary Study, 2) Development, 3) Testing.

Preliminary Study

At this stage, the first step taken by the researcher is to collect data and conduct a preliminary study. It is done to collect information related to the product to be developed. The data was collected by interviewing history teachers at SMA Stella Duce 2 Yogyakarta and distributing questionnaires to grade XI students of SMA Stella Duce 2 Yogyakarta. The researcher interviewed two history teachers at SMA Stella Duce 2 Yogyakarta. The first teacher is Mr. Albertus Sutrisna, S.Pd., and the second teacher is Heribertus Eko Budi Stiadi, S.Pd. The conclusions obtained from the interview are (1) Local history learning is integrated by teachers in the history learning process in schools, (2) The role of the church in maintaining Indonesia's independence is integrated into local history learning materials in schools, (3) In learning with local history materials, documentary film is used as one of the learning media (4) Desired criteria in developing documentary-based learning media.

Then, 52 students from class XI of Social Sciences of Stella Duce 2 High School Yogyakarta filled out the questionnaire given to the students. Filling out the questionnaire was done using a Google form. The questions in the questionnaire are related to history learning in schools, material on the church's role in defending independence, and documentary film-based learning media. Based on the data from the questionnaire filled out by the students, it can be concluded that 1) students are interested in the material on the role of the Catholic Church in defending Indonesia's independence, shown by a percentage of 83%. 2) Students agree that documentary-based learning media is used in the history learning process, shown by a percentage of 77%. 3) Students agree that the material on the role of the Catholic Church in defending Indonesia's independence is packaged in a documentary, shown with a percentage of 90%.

Development

The process of preparing this documentary film-based learning media product refers to the steps of preparing film works, namely by going through three main stages: 1) pre-production stage, 2) production stage, and 3) post-production stage. The first stage taken by the researcher is the pre-production stage. At this stage, the researcher first prepares a schedule related to the various processes that will be taken to produce documentary films. After compiling a schedule related to the process of preparing the documentary, the researcher then researched the theme raised in the film, namely the role of the Catholic Church in defending Indonesia's independence. The research conducted by the researcher is in the form of written research and interview research with relevant and competent resource persons with the theme raised.

At this stage of document research, the researcher focuses on the role of the Pugeran Church in the 1948 War of Independence. This event was chosen because of the availability of documents and interview sources. In addition, the Pugeran Church was chosen as the focus of the documentary film, supported by inscriptions that strengthen the narrative and story evidence. During the Second Dutch Military Aggression between December 19, 1948, and June 29, 1949, the Pugeran area became a battle between the TNI, the guerrilla people, and the Dutch army. The headquarters of the Dutch army was in the Pojok Beteng area. To secure the area, the Dutch ordered that all houses 500 meters from Pojok Beteng be burned, including the church and the Pugeran priest, must also be burned. However, this effort was stopped by the act of diplomacy carried out by Father A. Sandiwan Broto Pr. with the Dutch. The Dutch's failure to finish these areas significantly impacted them. The existence of houses and churches protects the path of the guerrillas in the sewer behind the Pugeran Church. This route provides guerrillas in the southern area access to the heart of Yogyakarta.

As a result of the Pugeran area, which became a battlefield between the guerrillas and the Dutch army, many victims fell. The victims came from both guerrillas and civilians living in the area around Pugeran. The Pastor of the Pugeran Church is one of the places used for evacuation. It was recorded that, starting December 23, 1948, many refugees and war victims came to the Pastoral of the Pugeran Church. To cope with the food from the refugees, a public kitchen was built at the Pugeran Church Pastorate. Near the Pugeran church there is also a péengungsian, namely in Dalem Tjondronegoro. Many refugees were victims in that place, but they were not dealt with immediately because there was no Red Cross. Because of this, the Pugeran Church became the initiator of the formation of PMI Pugeran to help refugees who were victims of the war. PMI Pugeran played a role in the incident in Daengan Village, where many victims died due to the rain of bullets from the Dutch army. PMI Pugeran took care of the bodies in Daengan Village and buried them properly.

This event was then immortalized in an inscription in front of the *geraja* which reads like this:

"Under the auspices of the Sacred Heart of Christ the Savior, the priests and parishioners of Prince Parish are devotedly and grateful to commemorate the 50th anniversary of this beloved Church of the Sacred Heart, especially with happy memories that on the darkest days full of suffering from December 19, 1948, to June 19, 1949 during the War of Independence of the Republic of Indonesia, this place has become a refuge and refuge for innocent residents around the Pugeran church. It is also a secret liaison between the guerrilla fighters of the War of Independence of the Republic of Indonesia who moved inside and outside Yogyakarta".

The research results on the written work, and the interview process with the resource persons became the basis for the researcher in compiling the developed documentary film script.

Various information obtained from the research process that the researcher has carried out is then compiled into a story script. This story script then became a reference in the process of developing a documentary film. In the pre-production process, after compiling the script as a reference in the film development process, the researcher also compiled a production team whose members had duties and responsibilities in preparing the documentary. The researcher positions himself as a Producer and Director responsible for preparing documentary films, both from a technical and non-technical perspective. After going through all the pre-production processes, the researcher will carry out the documentary film production process. The documentary production process is related to shooting and preparing various footage that will be shown in the documentary. All filming and video processes are carried out based on the script that has been prepared. After going through all the production processes, the last stage taken by the researcher in developing a documentary film is the post-production process. In the post-production process, the researcher does editing, which is the finalization process of the prepared documentary film product.

Testing

In the testing stage, the researcher takes two stages: treatment and limited trials. At the testing stage, the researcher submits the product development results to experts who are competent and relevant to documentary-based learning media products. The intended assessment is related to material content, learning media aspect, and cinema (film) aspect, wherein the researcher appoints two experts for each aspect. The validation results by subject matter experts on learning, science, and historiography show that the documentary film products are included in the "perfect" criteria with an average score of "4.6". Material Expert 1 does not provide criticism and suggestions, so product revisions are not done. The following are the results of the product validation recapitulation by material experts 1:

Table 2. Product validation recapitulation by subject matter experts 1

No.	Assessed Aspects	Average Score	Criterion
1.	Learning	4,7	Excellent
2.	Scientific	4,5	Excellent
3.	Historiography	4,7	Excellent
Average Combined Score		4,6	Excellent

Source: *Processed from research results*

The validation results by material expert 2 on learning, science, and historiography showed that the documentary film products were included in the "excellent" criteria with an average

score of "4.5". The following are the results of the product validation recapitulation by material expert 2:

Table 3. Product validation recapitulation by subject matter experts 2

No.	Assessed Aspects	Average Score	Criterion
1.	Learning	4,5	Excellent
2.	Scientific	4,5	Excellent
3.	Historiography	4,5	Excellent
Average Combined Score		4,5	Excellent

Source: *Processed from research results*

Documentary film products have been revised based on criticism and suggestions from material experts 2. The revision of the product is typing on subtitles, spelling titles, writing sources, and including music sources and video archives.

The results of validation by media experts on the aspect of message clarity, independence, user-friendliness, dualization with the media, using high-resolution quality, and can be used both classically and individually show that the documentary film products made are included in the "excellent" criteria with an average score of "4.7". The following are the results of the product validation recapitulation by media experts 1:

Table 3. Product validation recapitulation by media experts 1

No.	Assessed Aspects	Average Score	Criterion
1.	Clarity of Message (Kejelasan Pesan)	5,0	Excellent
2.	Stand Alone (Berdiri Sendiri)	4,5	Excellent
3.	User Friendly (Bersahabat dengan Pemakainya)	4,6	Excellent
4.	Visualization with Media	4,7	Excellent
5.	Using High Resolution Quality	5,0	Excellent
6.	Can be used classically or individually	4,7	Excellent
Average Combined Score		4,7	Excellent

Source: *Processed from research results*

Based on criticism and suggestions from media experts 1, documentary film products have been revised. The product revision is a subtitle repair that is still found to be a typographical error, and a video reference needs to be listed.

The results of validation by media expert 2 on the aspect of message clarity, independence, user-friendliness, dualization with the media, use of high-resolution quality, and can be used both classically and individually show that the documentary film products made are included in the "excellent" criteria with an average score of "4.9". The following are the results of the product validation recapitulation by media experts 2:

Table 4. Product validation recapitulation by media experts 2

No.	Assessed Aspects	Average Score	Criterion
1.	Clarity of Message (Kejelasan Pesan)	5,0	Excellent
2.	Stand Alone (Berdiri Sendiri)	5,0	Excellent
3.	User Friendly (Bersahabat dengan Pemakainya)	4,8	Excellent
4.	Visualization with Media	4,8	Excellent
5.	Using High Resolution Quality	5,0	Excellent
6.	Can be used classically or individually	5,0	Excellent
Average Combined Score		4,9	Excellent

Source: *Processed from research results*

Documentary film products have been revised based on criticism and suggestions from media experts 2. The revision of the product is the problem of language writing, ethics of taking other sources, and the writing of the source's name.

The results of validation by film expert 1 on the aspects of mise-en-scene, cinematography, editing, audio, and directing showed that the documentary film products made were included in the "excellent" criteria with an average score of "4.5". The following are the results of the product validation recapitulation by film expert 1:

Table 5. Product validation recapitulation by film experts 1

No.	Assessed Aspects	Average Score	Criterion
1.	<i>Mise-en-scene</i>	4,2	Good
2.	Cinematography	4,7	Excellent
3.	<i>Editing</i>	4,0	Excellent
4.	<i>Audio</i>	5,0	Excellent
5.	Directing	5,0	Excellent
Average Combined Score		4,5	Excellent

Source: *Processed from research results*

Based on criticism and suggestions from film experts 1, documentary film products have been revised. The product revision improves color sensitivity and includes video and music sources outside the footage the researcher covers.

The results of validation by Film 2 experts on the aspects of mise-en-scene, cinematography, editing, audio, and directing show that the documentary film products made are included in the "good" criteria with an average score of "3.8". The following are the results of the product validation recapitulation by film experts 2:

Table 6. Product validation recapitulation by film experts 2

No.	Assessed Aspects	Average Score	Criterion
1.	<i>Mise-en-scene</i>	4,0	Good
2.	Cinematography	4,0	Excellent
3.	<i>Editing</i>	4,0	Excellent
4.	<i>Audio</i>	3,0	Excellent

5.	Directing	4,0	Excellent
	Average Combined Score	4,5	Excellent

Source: *Processed from research results*

Based on criticism and suggestions from film experts 1, documentary film products have been revised. The product revision improves sound mixing, writing film titles, and embedding video sources used in films.

Then, the product is revised based on the criticism and suggestions from these experts and tested on a limited basis in schools. The limited trial process was carried out by conducting interviews with the History teacher of SMA Stella Duce 2 Yogyakarta, Mr. Sutrisna, and students named Gregorius Denis Adriyanto, Class XII IPS 2 SMA Stella Duce 2 Yogyakarta and Beatrix Riris, class XII IPS 1 SMA Stella Duce 2 Yogyakarta. The questions asked in the interview were about how to develop excellent and correct documentary-based media, the role of the Catholic Church in defending Indonesia's independence, the product's usefulness in the history learning process, and the advantages and disadvantages contained in the product developed. Based on the interviews conducted, the History teacher explained that the learning media products that have been prepared have the advantage of bringing up war veterans and can give rise to the names of figures with quite famous names. However, there are still shortcomings in the documentary film products that are compiled, namely the discussion of the story that does not directly discuss the core of the story. Then, the students explained that the advantages of the documentary that had been prepared were the animation and the addition of interviews with the source, making the story easier to understand. In addition, the movie's duration is not too long, making the movie not dull to watch. Meanwhile, the lack of documentary films that have been compiled lies in the subtitle section, where parts are mistyped, and some foreign words are not displayed in the subtitles.

Conclusion

This research has produced learning media products that are suitable for use as a means of learning history in schools. The documentary film-based learning media products produced have gone through various validation processes by material experts, film experts, and learning media experts, as well as trial stages in response interviews involving History teachers and high school XII-grade students. From the validation and trial process, criticism and suggestions were obtained that improved the prepared documentary film-based learning media product.

The results of the assessment/validation provided by material, film, and media experts showed an average score of 4.5 with the criteria of "Very Good." The results of the trial in the form of interviews conducted with History teachers and high school XI grade XI students on documentary-based learning media products show that the products prepared are suitable for use as a means of learning in schools. From this description, this documentary-based learning media product has good assessment results and is suitable for learning history in schools.

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