DESIGNING VIP (VOCABULARY IN PICTURE) FOR ELEMENTARY STUDENTS' VOCABULARY MASTERY

Nurul Afidah¹, Rohmatul Nadhiroh², Irsyadatul Mukarromah³, Hanifah⁴

¹²³⁴Wahab Hasbullah University

nurulafidah@unwaha.ac.id

Abstract

The research is about instructional media for Vocabulary in Picture web based. The subjects of this research are twenty students of class III and IV in SDN 3 Mojokrapak who participated in English extracurricular activities. This research design is research and development design. This study adapted ADDIE model which consists of five stages such as analysis, design, development, implementation, and evaluation. Researchers used questionnaire and interview as data collection of the technique to get responses from the product. VIP (Vocabulary in Picture) was validated by media expert and material expert before tried to the students. Based on the result, the score of aspect product by media expert is 3,5 score, the score categorized is "Good Enough". The researcher concluded that the students were interested in learning English using website media.

Keywords: Vocabulary Mastery; Elementary Students; Website Media

Abstrak

Penelitian ini berfokus pada pengembangan media pembelajaran *Vocabulary in Picture* berbasis web. Subyek penelitian ini adalah dua puluh siswa kelas III dan IV di SDN 3 Mojokrapak yang mengikuti kegiatan ekstrakurikuler bahasa Inggris. Desain penelitian ini adalah penelitian dan pengembangan. Penelitian ini mengadaptasi model ADDIE yang terdiri dari lima tahapan yaitu analisis, desain, pengembangan, implementasi, dan evaluasi. Peneliti menggunakan angket dan wawancara sebagai teknik pengumpulan data untuk mendapatkan respon dari produk. VIP (*Vocabulary in Picture*) divalidasi oleh ahli media dan ahli materi sebelum dicobakan kepada siswa. Berdasarkan hasil skor produk aspek oleh ahli media adalah skor 3,5, skor dikategorikan "Cukup Baik". Peneliti menyimpulkan bahwa siswa tertarik untuk belajar bahasa Inggris menggunakan media website

Kata kunci: Penguasaan Kosakata; Siswa SD; Media Website

INTRODUCTION

Vocabulary is one of the language components that should be mastered by learners. It is important to be mastered first, because the learners cannot speak well and understand the materials if they do not master vocabulary. It meant that vocabulary has an important part in learning English, because the language learning starts from every word they listen and every word they read. They study about simple words or things in their surroundings which aimed that students can understand simple English used in daily context (Ma'arif & Ashlihah, 2018). Students

who want to learn a target language, in this case, English, of course, have to learn those elements (Rizki et al., 2013).

In learning vocabulary, students will know English words and their meaning if the students also master how to put the words together in sentences (Hadi, 2017). Unfortunately, many students still have difficulty putting the words correctly in sentences. Thus, it also happened to the young learner. The students often found difficulty in memorizing new words and often were not interested in mastering the new vocabularies. Young children have very short attention and concentration span.

From the description above, it can be concluded that mastering vocabulary is very important because it is a vital means for communication and expression and expressing thought, as it is important in acquiring and learning a language. According to Madya (as cited in Apriyanti, 2012), there are two types of vocabulary: active and recognition. Furthermore, Rohani (as cited in Amri, 2016) defines vocabulary in four types: oral vocabulary, writing vocabulary, listening vocabulary, and reading vocabulary. All types of vocabulary are needed to increase the pupils fundamental skills required in any language. Vocabulary mastery is not a spontaneous process. It is a gradual process to reach out the good vocabulary mastery. It can be defined as a thorough knowledge of the words of a language. The students' mastery of words of a language is indicated by their ability in producing and understanding the words in their daily life (see Abshori, et al., 2020; Arifin & Harida, 2022; Azizah, et al., 2023),

Based on the result of need analysis, the researchers had observed and interviewed the students of grade III and IV SDN 3 Mojokrapak that participated in English extracurricular activities. The media facilities that support the teaching and learning process such as compulsory books and most of the student do not have dictionary because of limited facilities. There is no interesting media and too monotonous. The effect of the beginner students do not understand and have low ability to memorizing some words or vocabulary. So, the teacher should make learning media and have strategies that make the student interested to learn about English, especially vocabulary. That media could stimulate students and make them easier to understand and remember the vocabulary.

There were some previous researchers who developed similar media. Malaikhatun (2019), developed webblog as e-learning media. The research is about instructional media for material report text and analytical exposition text. The subjects of this research are twenty-four students of class XI IIA in MA. Unggulan K.H. A. Wahab Hasbullah Jombang. This research design is research and development. To collect the data, the researcher used questionnaires and interviews as the data collection of the technique to get a response from the product. Moreover, Fauziah (2011) the objective of the research is to get the information about using pictures in teaching vocabulary, to get the effective techniques in teaching vocabulary at the fourth-grade students of SDN Pondok Cabe Ilir III. The sample of the research was 25 students of fourth-grade students in SDN Pondok Cabe Ilir III. The researcher is using an experimental method in the quantitative. To collect the data, the researcher used from pre-test and post-test. These testes have purposed performance are given to the fourth-grade students of SDN Pondok Cabe Ilir III Tangerang Selatan is effective. The data collected in this research were analyzed by using t-test. Based on the finding of this study, it can be concluded that

using pictures is effective and quite a success and run well in the class situation.

The reason that motivates the researcher to choose website as media in vocabulary learning was that this resource permits students to learn vocabulary in an interactive way using pictures and audio. According to Tate (2008) website is a collection of web pages, images, videos, or other digital assets that are hosted on one or several web servers, usually accessible via the internet, cell phone, or a LAN, for children. Advantages of the Web sites for Children, English as a second language (ESL) websites for children can teach and reinforce important skills. ESL websites for children can help the child in several ways, such as build vocabulary, teach correct spelling, teach the correct pronunciation of words, and assist them with basic grammar.

Web-based learning media has a popular and gained more acceptance among educators and students in this recent. Applying the learning media are believed to support the success of teaching and learning to students. Ahmed & Abdulaziz (as cited in Surayatika, 2017) reported that students had a positive attitude toward learning via the internet and the use of the web as a supplement to classroom learning and as a long-distance instructional medium was an ideal way to improve learning and increase access to education. sIt can be concluded that the development of technology is now faster and more advanced knowledge of English is required. English will be easier to teach children from an early age. For a better comprehension of learning at this time with more emphasis on visual education.

The World Wide Web is a system of interlinked hypertext documents accessed via the internet. With a web browser, one can view web pages that may contain text, image, videos, and other multimedia and navigate between them via hyperlinks. The

web is becoming increasingly important for learning and it's the place people go to when they are researching for information about their upcoming learning (Khanzode & Sarode, 2016). According to Malaikhatun (2019), website based on learning or web-based technology is a potential tool for supported learning that is being used to support teacher their teaching performance in a traditional classroom or a distant dispersed environment. Web-based technology is a successful and frequently adopted method for the learner and their collage to cooperate effectively and shared in the experiential learning (see Wulandari & Sari, 2023; Novitasari & Astuti, 2023).

According to Thomson (2008) Websites were purely informational. Before the web was opened to the public, educational and research institutions and government agencies were able to make information available to each other via text-only websites. Now that we have the world wide web, there are more kinds of websites such as wikis, blogs, social networking, folksonomies, podcasting & content hosting services.

There are four major critical factors for the perceived usefulness of websites assisted language teaching and learning. The first of these is the course work interactivity. Course materials could be available electronically in different formats via the website and students can easily go and practice any of them. Those websites already include many other links to related materials and websites that widen student's exposure to current information on their topics. The Second usefulness factor is to enable students to accomplish their listening practicing quickly because those websites can provide them with on-line components such as animations and multimedia materials. The third factor is to make study course material easier

by having related study material available anytime anywhere, facilitating student and student-teacher communications. The last factor is to increase students' productivity and effectiveness. This factor is a result of enabling students to finish their practicing quickly and achieving their objectives efficiently using the tools available on the website Saitakham (as cited in Surayatika, 2017),

Padmanabhan (2020) also stated that with innumerable online resources, technology can help improve teaching learning process. Educators can implement various applications or confided in online resources to improve the conventional methods for instructing and to keep the learners progressively more engaged. Then, virtual lesson plans, grading software and online assessments can help teachers save a lot time. This valuable time can be used for working with students who are struggling. What is more, having virtual learning environments in schools enhances collaboration and knowledge sharing between teachers. Some teaching strategies can help the students to understand, record, and learn new vocabulary, using a picture or a real object, using gesture, using songs, and picture.

Sabri (as cited in Sari & Putri, 2018) stated that a picture is several pictures, photos, and paintings from books, newspapers, or another source that can be used as teaching aids. The picture is the media which most commonly are used in the study. The use of pictures is an excellent technique to help students understand various aspects of a foreign language. The picture has motivated the students, made the subject clearer to understand. It can help the students to develop various other needed skills such as visual discrimination, and attention to detail.

Further, Heidari & Araghi (as cited in Singh, et al., 2017) picture is one of the visual aids that teachers can utilize in the ESL classroom. Pictures in the form of graphs, comics, posters, cartoons, board drawing, pictures in newspapers, magazines, calendars, photographs, maps, wall charts, and many more are widely used as teaching aids in the language classroom.

In the teaching-learning process, the students are influenced by the ways how teachers present their instructional material. The students need something fun and enjoyable. By using a suitable method, the lesson materials will be more interesting, effective, and efficient. Using pictures is one of the techniques in teaching vocabulary. Through pictures, students could be easier to understand what the teacher presents.

The picture can be used to reinforce language skills by developing motivation and producing a positive attitude of learners towards the language. When learners get interested in the lesson, they will receive the knowledge easily and retain knowledge. Two-way interactions can happen with the use of pictures to stimulate communication between teachers and learners. It enables teachers to speak less and learners can construct the knowledge easily during the learning process.

This means that the use of pictures is encouraging students to express more ideas. Thomas and Kane (as cited in Pasaribu, 2017) stated that pictures can be effectively used to inform or describe a place, personality, and others. Pictures become important aspects of the teaching and learning process. Pictures, especially in teaching beginners, are very helpful since they give more real description and example to them on what they learn. Pictures can encourage students to learn by using something more real than just the words or oral explanation from the teachers.

From some of the roles above, it can be concluded that picture is one of the media, which may be used by the teacher to help the students easy to understand the new words and reinforce language skills.

Pictures as the media in the teaching-learning process improved students' vocabulary mastery through the participation increase and perceptions during the learning process. The picture not only stimulated the student's interest but also attract and increase their attention (Pasaribu, 2017).

It is clear, that mastering vocabulary is very important because vocabulary is a vital means for communication and expressing thought, as it is important in acquiring and learning a language. The more vocabulary the students master, the better they learn English. Therefore, the researcher makes a media VIP (Vocabulary in Picture) to design learning media a web-based students' vocabulary mastery in the learning process are necessary. Based on the formulation of the problems above, the objective of this study is to design website media for students III and IV grade that participated in English extracurricular activities at SDN 3 Mojokrapak.

METHOD

The method that is used in this research is research and development. Educational research and development is a research design aimed at developing the educational product, like curriculum, syllabus, textbooks, instructional media, modules, assessment instruments, etc. The researcher takes this research design because of the need for appropriate supplementary especially for adding vocabulary for students. According to Sugiono (as cited in Malaikhatun, 2019) research and development are the research methods that are used to produce a particular

product and test it for the effects these products so that it can have a function in a large society, then the necessity to test the effectiveness of these products.

The conclusion this research is the researcher developed VIP (Vocabulary in Picture) to students of grade III and IV SDN 3 Mojokrapak that participated in English extracurricular activities. The purpose to give students a learning media to make them understand the material vocabulary, easier, practice, and memorize also interesting in learning English.

The model employed in the study is the ADDIE model. ADDIE is the basis of the resulting paradigm of development. ADDIE Model is one of the most common models that is used in the instructional design field to produce an effective design. The procedure that is in this study adapted ADDIE which consists of five steps. They are (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation.

Each phase in the ADDIE model is related and interact each other. The following is the ADDIE Model that is on research and development learning media based on the website, brief explanations of those steps were presented below:

analysis	observe and interview
design	prepare the material and design of website learning media
develop	consult the product to media expert and material expert.
implement	Product trial at SDN 3 Mojokrapak
evaluate	evaluate the strrenght and weakness of media

Figure 1: ADDIE model

FINDINGS AND DISCUSSION

The Result of Analysis

The needs analysis stage was carried out to determine the need for the development of interactive learning multimedia. In this part, the researcher conducted analysis by observing about students learning through the questionnaire. The researcher analyzed the students of that participated in English extracurricular activities.

Table 1: Need Analysis Questionnaires

No	Objectives	Question Number
1.	To get information about students' problem in English lesson	1,2,3
2.	To get information about learning vocabulary and the students' opinion in the English learning in class	4,5,6,7,8
3.	To get information about the students' opinion in the use of website as learning media	9,10

The researcher chose 9 students from students of grade III and IV SDN 3 Mojokrapak to fill out questionnaires. They were chosen from the result of observation and different levels. These are low, middle, and high levels. From analysis and interviews conducted by the researcher in determining the learning media needed by students, the researcher intended to design picture vocabulary as web-based learning media for students. The researcher designs E-Learning media to help students to understand vocabulary easily because the website is one of the interesting, easier, and fun media for Elementary school students.

The Result of Design

After the analysis stage, the next step is designing. The researcher designs Website for learning media and uses it for grade III and IV SDN 3 Mojokrapak that participated in English extracurricular activities. The instructional in this step how to design instruction can facilitate people learning and interaction with the vocabulary material created and provide. Form of media is a web. There are several menus in the website learning media as follow:

Table 2: Need Analysis Questionnaires

Menu	Function
Home page	Home page is a page that provides some menus that can be chosen by the student. Those menus cover: Material, Exercises and Others.
Material page	It consists of several choices of materials such as: Fruits, Food and drink, schools, house and its part, vegetables, part of body, action, jobs, animals, and transportation. The material page of the material consists of explanation material, picture, and example.
Evaluation page	The evaluation has a purpose to find out how far the student understand the material after they learn to use this web learning media. The website has provided questions answer, so the student can see the score directly after they do the task.
Visitors traffic	The website provides visitors page so that the researcher can see the sum of visitors' websites every day.

In this phase all of information and data that supported in this website compiled and then developed becomes a program. The researcher designs the product based on the result of need analysis.

The Result of Development

Researcher consulted VIP (Vocabulary in Picture) to media and material validator. The researcher had revised the media based on evaluation and suggestion of validation. The media validator was Mrs. Iin Baroroh Ma'arif, S.S., M.Pd. She is a lecturer in English Education Department of KH. A. Wahab Hasbullah University. The product is consulted to her to know reasonable display and appearance website which was developed by researcher. The researcher used validation sheet or questionnaires to evaluate VIP (Vocabulary in Picture) based on media. The result of media validation was as follows:

Table 3: Media Validation

No	The Aspect of Product	Score
1	Design	10
2	Display	13
3	Format	12
	Sum	35
	Average	3,5

Based on the result, the score of aspect product by media expert was 3,5 score. The score was categorized was "Good Enough". Based on the result of media validation during twice validation, the website can be applied to the students. Based on the result of media validation, this learning media needed revisions. The validator added the suggestion was as follow: (1) the display of page menu should be added and (2) many pictures that was download from internet
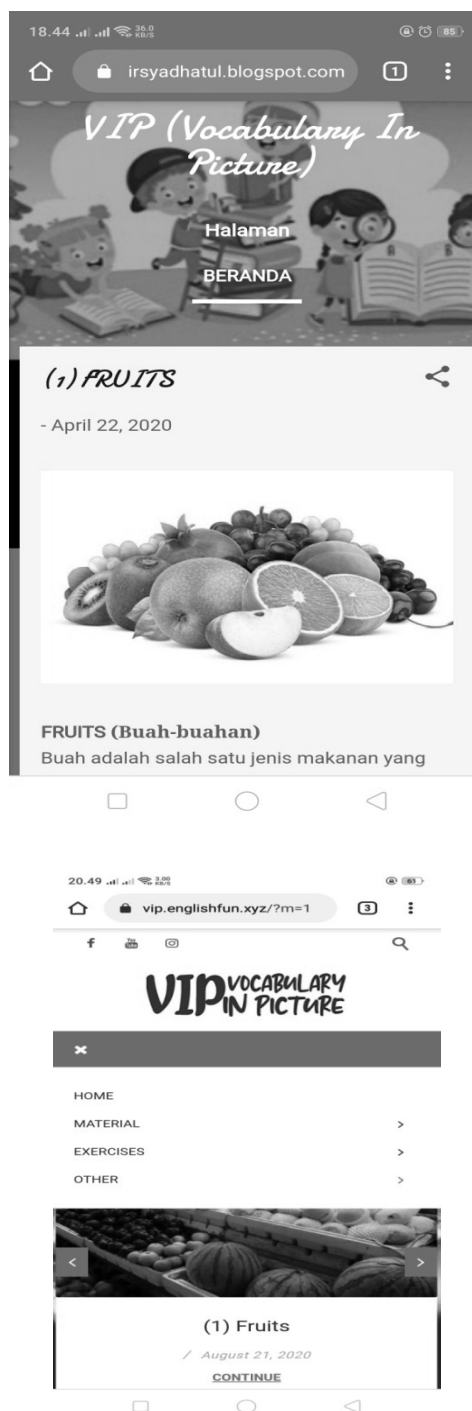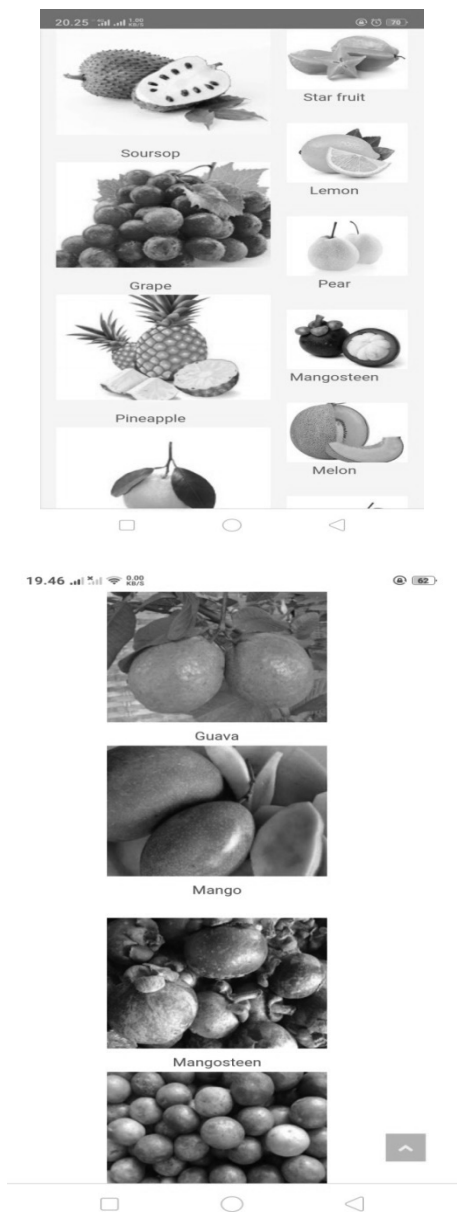

Figure 2: Home Page Before and After Revised

It showed that before the media validation gave suggestion to the website through of validation sheets, the researcher used this product to show the display of page menu media. According to the media validator that the website display was still ordinary, so the picture was not interesting and there were no

options of page menu. Based on figure after the media validation had given suggestion to the website through of validation sheets, the researcher had revised this product was display of page menu media. The picture could make the students interested to use it.

Figure 3: Picture Before and After Revised

The media validation also gave comment to add images captured by the researcher to support the authenticity of the media. The validator of material was Mrs. Ulfa Wulan Agustina, M.Pd. She is the ICT (Information and Communication Technology) lecturer in English Education Department of KH. A. Wahab Hasbullah University. This assessment focused on material aspect of VIP (Vocabulary in Picture). The researcher used validation sheet to evaluate VIP (Vocabulary in Picture) based on material aspects. The result of material validation was as follows:

Table 4: Material Validation

No.	The Aspect of Product	Score
1	Material	13
2	Display	13
3	Content	13
	Sum	39
	Average	3,25

Based on table above, the researcher got 3,25 score, it was "Good Enough" category. It meant that the result of validation sheet or the result of VIP (Vocabulary in Picture) based on media was the website could be applied to the students. Based on the result of material validation, this learning media needed revisions. The validator added the suggestion was as follow:

Added Explanation on the Material

Figure 4: Material Before and After Revised

The suggestion from material validation was to add an explanation of the content of the material so that students not only got new vocabulary but students also got new knowledge from these explanations.

The Result of Implementation

The researcher applied VIP (Vocabulary in Picture) directly to the students of III and IV grade in SDN 3 Mojokrapak that participated in English extracurricular activities. They filled out the questionnaire after used learning media VIP (Vocabulary in Picture) in learning English. There were 6 students to fill out questionnaires. The abilities of the students consisted of different level. They were low, middle, and high level. They were chosen based on the result of observation and ability of using gadget and internet. On the main field testing, the researcher used smartphone to support the implementation of website media. During the researcher did the implementation, the students seen enthusiastic when the researcher gave direction to them. There

were three aspects of assessment. Those were material, display, and format for the students' assessment. The description of a rating scale is was as follows:

Table 5: Description of Rating Scale

No.	The Aspect of Product	Score
1	Material	20
2	Display	20
3	Format	16
	Sum	56

The following assessment of the media was done by asking the students to fill questionnaires. The result of main field testing was as follows:

Table 6: The Result of Preliminary Field Testing

Respondent	Total score
A	92
B	93
C	93
D	84
E	82
F	72
Sum	516
Average	86

Based on the result, the score of implementation step was 86. The score was categorized was good, so the website media could be applied to the students. It meant that VIP (Vocabulary in Picture) could help teacher in learning English. The researcher concluded that the students were interested in learning English using website media and they ejoyed in using VIP (Vocabulary in Picture) to help their learning process.

The Result of Evaluation

The last stage was evaluation after applied the media in the class. Evaluation discussed about how VIP (Vocabulary in Picture) could help III and IV grade students that participated in English extracurricular activities. The evaluation got from the result of questionnaire for students' response.

Discussion

The specification of the product development website media to be produced can be seen from several sides, which are:

The researcher designs website media by using *Weblog*, this application runs under the Android operating system with a dynamic display. The strengthness of VIP (Vocabulary in Picture) are: First, This media could be accessed by the user anytime and anywhere. Next, this media facilitated students and teacher in learning English, and it makes the students are more engaged. It is in line with Padmanabhan (2020) that said educators can implement various applications or confided in online resources to improve the conventional methods for instructing and to keep the learners progressively more engaged. Last, this media can be accessed on smartphone and PC.

The weakness of VIP (Vocabulary in Picture) are website not provides game and video learning for the students. Besides, another weakness is the media can only be accessed online. It is in line with Das (2018) who said that connection problems, downloading issues, policing software and other difficulties can cause road blocks when implementing a lesson in the technology based classroomthe solution is the students can connect their smartphone to the wireless fidelity (WIFI) in the school.

The part of final product showed the figure of layout after revisions. The layout figures of VIP (Vocabulary in Picture) were as follows:
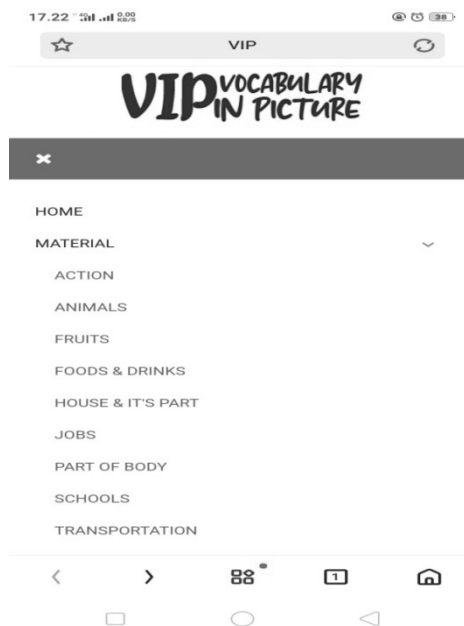

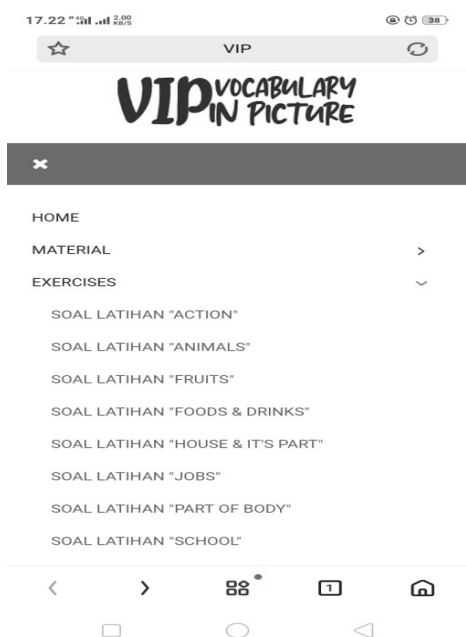**Figure 5: Home Page**

Figure 6: Material Choice

Figure 7: Exercises Choice

CONCLUSION

Based on the data that has been analyzed in the previous chapter. It can be concluded that, VIP (Vocabulary In Picture) media designed by researcher can help III and IV grade students at SDN 3 MOJOKRAPAK that participated in English extracurricular activities understand the material vocabulary, easier, and memorize also interesting in learning English.

The researcher designed website learning media by using Blogger Application. It consisted of display menu page such as home icon, material, exercises, picture, evaluation, and questions answer. Also, this website provides display of the visitors traffic that researcher can see the sum of visitors website. To the other researcher it can be used as a reference with different skills or subject, so for the further researchers can design a more interesting website.

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