

Learning, Listening, and Reading Based on Child Worksheets Interactive Multimedia in Early Childhood of 5–6 Years

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ABSTRACT

Interactive learning is a multimedia-based learning by combining and synergize all the media that consists of programmed text, photos, videos, animations, and music. Interactive multimedia-based learning in early childhood of 5-6 years will increase interest and motivation children in learning. The problem that was raised in this research that the lack of knowledge of teachers to technology science and teachers did not follow the development of IPTEK in the development of learning media, so that the learning activities carried out less optimal. As worksheets teacher have not used a specific learning strategy to create fun and meaningful learning. One of the innovations that can help in addressing the above problems is with the development of an interactive multimedia-based LKA. LKA Interactive is a great medium to develop listening and reading skills in early childhood. The listening skills will be the basis for the development of other language skills, listening is important before having the skills of speaking, reading and writing. Reading skills can improve the child's knowledge; by reading, the child will obtain information. Researcher hope that LKA will increase students' interest in listening and reading, and the objectives are expected achieved.

Keywords: *early childhood, LKA based interactive multimedia, listening and reading*

1. INTRODUCTION

Early childhood is an individual who is undergoing a rapid development process and is very fundamental to the next life. Early childhood is a very critical period of sensitivity to the influences that exist in the surrounding environment. The sensitive period and the critical period of early age should be handled properly in stimulating and optimizing the child's ability. Suryana[1] mentioned that early childhood is the time of the human being has the uniqueness, which be noticed by adults, early childhood is unique in the potential owned and the service must be earnest so that every potential can be a cornerstone in next stage of development.

Nurvitasisari[2] explained that aspects of early childhood development included aspects of physical, cognitive, language, social, religious and moral development. All of aspects such developments can be developed through precise stimulation so that the development aspect is right on the target. Language development is not only in verbal form of language, but includes four language skills. Satria[3] mentioned language skills include four facets i.e., 1) Listening skills, 2) Speaking skills, 3) Reading skills, and 4) Writing skills. In one part of the development of the language is listening and reading. Dalman[4] stated that reading is a process of changing the form of a symbol/mark/inscription into a meaningful form of sound. Reading ability is a very fundamental ability because

reading skills are the basis for developing other abilities. Reading ability in kindergarten (TK) is known pre reading. The level of achievement of language development of children aged 5-6 years in the kindergarten curriculum program is: 1) the children are able to mention the symbols of the known letters, 2) the children are able to recognize the sound of the initial letters of the names of objects, 3) the children are able to mention the group Images that have the same initial sound/letter, 4) the children understand the relationship between the sound and the shape of the letter, 5) The children are able to read and write their own name [5].

Hartati[6] revealed that the language development phases of children aged 5-6 years is able to know the simple writing and able to compose simple sentences. Accordingly, Suyanto[7] revealed that children aged 5-6 years are at the pre-operational stage. At this stage, the child begins to demonstrate a clear thought process; the child begins to recognize some symbols and punctuation, including language and images. Child Language Mastery is systematic; the child can do a symbolic game. Reading ability can be developed in kindergarten, as expressed by Dhieni, Fridani, Muis, & Yarmi[8] one of the ability aspect that should be developed is the ability to read and write. Learning to read early on will get much information from what he has read. Therefore, based on the above opinion, reading ability can be developed in kindergarten. Listening and reading capabilities can be developed through the media teachers use in learning. According to Doludea & Nuraeni[9] listening is an active process done

by the child in the process of thinking. Listening can be done during learning activities both inside and outside the classroom. The listening skills will be the basis for the development of other language skills, as listening is paramount before having the skills of speech, reading skills, and writing skills.

Listening and reading capabilities can be developed through the media teachers use in learning. Media Learning is a tool that works and is used to convey information or messages. Fadhl[10] concluded that learning media is one of the learning success factors, with the medium of learners can be motivated, engage physically and psychic active, maximize the entire sense of learners in learning and Make learning more meaningful. The Media that teachers use can develop abstract and concrete reading skills, enhance and direct learners' attention, thereby raising motivation in the learning process. Therefore, it is necessary to make the abstract concepts into concrete and interesting learning for learners, one way through a series of task activities in the form of child Worksheets (LKA). Trianto[11] stated that LKA contains a set of fundamental activities that students must take to maximize their understanding of basic skills formation in accordance with indicators of achievement of learning outcomes. Therefore, LKA given to students must be designed well with regard to the needs and characteristics of learners. LKA is effective in learning is to give students widest opportunities and interest to understand learning materials in a fun way.

LKA actually serves as a teaching material. Teaching materials are information, tools, and text that educators or instructors need for planning and studying the implementation of learning. As such, teaching materials are all forms of material used to assist educators or instructors in conducting teaching and learning activities in the classroom. Teaching materials can be printed, audio, visual and visual audio.

To optimize the LKA both in terms of content and quality, regarding the proper media selection the authors see that LKA-based multimedia Interactive is one of the preferred alternatives that are more appropriate as a learning medium in developing Listening and reading skills in children. Through an interesting interactive multimedia-based questions the child's interest in listening and reading skills can be optimally developed.

Seels & Glasgow[12] says interactive Learning Media is a teaching delivery system that presents recorded video materials with computer control to spectators (learners) who not only hear and see Video and sound, but also provides an active response, and that response that contributes to the speed and sequencing of the presentation.

According to Ilhan & Oruç[13] that, "Multimedia increases students success, affects students attitudes in the positive way and make lessons more enjoyable and understandable". It means that multimedia is able to increase the success of students, influence the attitudes of learners in a positive way and make lessons more enjoyable and easy to understand. Media that can be used to present the material of reading skills in the form of fact

components, data, images, photos and videos by using Adobe Flash CS6 application for the creation of LKA Interactive multimedia-based. The reason for using Adobe Flash CS6 application in the multimedia creation of LKA Interactive in this study because, this software has the advantage of being able to combine images, audio and video interesting.

The same thing described in the research of Darmawan, Yuwono, & Cahyono[14] that, the application of Adobe Flash is able to create a media according to the rules of cartography with the impartial of the six aspects of cartographic assessment. The research by Oktaviani, Hartono, & Marwoto[15] explains that the Adobe Flash application is able to provide the motivation of learners in an interesting and enjoyable learning process.

Based on the observation conducted on 10 May 2018 in TK Bhayangkari Painan, the author found the problem in listening skills and reading children aged 5-6 years, among others (1) media used by teachers to improve Less effective reading skills. Teachers usually introduce the letter one by one and then spell it out, if the reading is taught in a conventional way, where the child is faced with a book and a pencil, a chalkboard and a marker. Children will feel bored that reading activities are something unpleasant. But we know, that reading interest should grow since the beginning. (2) Found problems in the development of language is still low ability of the child in listening. It is seen that the child does not pay attention to what the teacher wants to convey, because the child is more fun playing and chatting with his friend even the child asks for permission to enter the classroom. Most children are not able to answer the questions posed by the teacher and the child cannot redigest what the teacher previously described. (3) The teacher did not use LKA in the learning, so that the learning provided by the teacher on that day was just gone without adhering to the child's memory. (4) In learning, learners are less active in participation because teaching materials are very limited so that learning is carried out less attractive and does not provide a concrete experience to learners, (5) Teachers do not follow the development IPTEK in the development of learning media.

Based on the above Problema because of the learning resources used by learners has not been varied. Teachers have not designed the media and teaching materials that are interesting and fun for learners. Like LKA, teachers have not yet designed and yet created LKA that is capable of creating fun and meaningful learning. In addition, the fact is not all teachers who are able to investigate technological advances as well as its application in the field of education, especially on listening and reading skills in children 5-6 years.

After observing in TK Bhayangkari Painan, the authors also gathered information from various sources such as books, articles and scientific journals on media issues used by teachers to improve listening and reading skills on Children aged 5-6 years old. According to research Sulistyawati & Sujarwo[16] in his research explained that, the problem found in kindergarten at the age of 5-6 years of 26 children only 3 people who can read the beginning

according to the criteria of developing very good (BSB). This is due to lack of learning media that facilitates teachers in the process of listening and reading skills in early childhood.

According to Oktaviani & Fanny[15] in his research explaining that, "the problems facing Indonesia schools today is the lack of availability of learning software, especially in kindergarten, which form interactive multimedia. Similarly, it found in Aida's research, Suprapti, & Nasirun[17] says that improving early reading skills in children can developed through audiovisual media. Audio Visual is a modern instructional medium that complies with the development of IPTEK that is able to acquire the knowledge, skills and attitude of the child towards a better. Research conducted by Ramadan & Setiadarma[18] which has not been accompanied by LKA-based interactive multimedia, researchers designed LKA started from making designs on HVS paper by using markers, and also not to improve Listening and reading skills in children, but LKA is applied to learn the influence of learners' interest.

2. LISTENING AND READING ABILITY IN CHILDREN AGED 5-6 YEARS

Children aged 5-6 years old are included in the early childhood category. At this age, children have developments in many aspects. One of these aspects is the language. At the age of 5-6 years, children's language grew rapidly. Children have great curiosity and enthusiasm for something around it. Thus, the language development aspect should be stimulated to develop according to the development phase.

Listening and reading skills are part of the development of language skills. According to Satria[3] Speaking skills include four facets i.e., 1) Listening skills, 2) speaking skills, 3) reading skills, 4) writing skills. Further Amalia, Rahmawati, & Farida[19] categorizes language skills, receptive language skills and productive language skills. Receptive language skills are language skills that are applied to understand something that is conveyed through spoken and written language. The receptive language is a listening and reading activity. Productive language skills are language skills that are applied to convey information both in writing and orally. As for those that include productive language is a writing and speaking activity.

To follow is a process of listening to oral symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content or message, and understand the meaning of communication that has been conveyed Speaker by speech or spoken language [20]. According to Abba[21] the notion of listening is a process for organizing what is heard and placing the message of voices, being heard, captured, being an acceptable meaning. Further, according to Imam[22] hearken is an interactive process of transforming language so that the meaning of thought activity or capturing meaning is heard is part

According to Suhartono[23] there are five stages of the listening process, they are 1. The child knows the various sounds through listening sound, 2. The child knows almost the same words through observation, 3. The child understands the order, implements and coordinates the contents of the order, 4. Children are interested in listening to the content of the story and can internalize and appreciate it, and 5. The child knows simple sentences and distinguishes true and false sentences.

Reading skills in children aged 5-6 years is a starting reading skill, which is the initial stage in learning to read that is focused on identifying symbols or signs related to the letters so that it becomes a foundation for can proceed to the beginning stage [24]. According to Hartati[6], reading in fact is physical and mental activities to find the meaning of the writings, although in this activity there is the introduction of letters. Physical activity related to reading is eye movement and visual acuity mental activity includes memory and understanding. People can read well if they are able to see the letter clearly, being able to move the eye in a nimble manner, remembering the exact language symbols and having enough reasoning to understand the readings. Early reading or reading the beginning according to Steinberg[25] is a read taught programmatically to preschoolers. The focus of this program is that the words are intact, meaning in the personal context of children and materials given through games and activities that are interesting as an intermediary for learning.

Dalman[4] says that reading is an activity or cognitive process that is in the form of discovering the information contained in writing. Reading is not just a look at a collection of letters that have formed words, groups of words, sentences, paragraphs, and wancana, but more so that reading is an activity to understand in interjected symbols/marks/writings means that the author's message is acceptable to the reader. Coordinate the contents of the order, 4. Children are interested in listening to the content of the story and can internalize and appreciate it, and 5. The child knows simple sentences and distinguishes true and false sentences.

Steinberg[25] stated that the ability to read early childhood at the age of 5-6 can be divided into four stages of development, namely the incidence of consciousness on writing, the reading of the image, the phase of reading, and reading Smoothly. Yulsyofriend[26] further presents five stages of developmental reading early Childhood, the fantasy stage (magical stage), the self-concept stage formation, the stage of reading pictures (bridging reading stage), the stage of reading the readings, and Phase reading (Independent reader stage).

3. LISTENING AND READING BASED ON CHILD WORKSHEETS INTERACTIVE MULTIMEDIA

Early childhood education is a playground with fun and freedom to learn. Thus enabling the child to express and

develop their talents, interests and creativity. As well as gaining knowledge skills and the development of child behavior attitudes in a poise atmosphere [27].

In early childhood, Education (PAUD) the existence and role of the media became a very important thing. Through the media, both the environment and the manipulative objects of the child will be creative, imagining, or impropation in the framework of growing and developing their intelligence [28]. In addition, the media can also be used as a presenter of messages from teachers to children, motivations, or the presenter of subject matter. Asmariani[29] calls the media to be all forms of communication tools that can be used to convey messages with the aim of stimulating the mind, feelings, interests and care of students while following the learning.

One of the media that can be used, is multimedia-based learning media by combining and Synergize all the media consisting of text, photographs, video, animation, and music programmed based on the theory of learning. Learning using this interactive Compast Disk (CD) makes learners easier to understand the learning material because with this CD involves many senses. As Dale suggests that 75% of students' learning experiences were gained through vision (eyes), 13% through auditory senses (ears) and 12% through other senses, the more senses are involved, the more easily learners receive lesson materials [30].

Interactive CDS is media in the form of multimedia animation programs. According to Arsyad[12] multimedia is a wide variety of combinations of graphics, text, sound, video, and animation. This merger is a unity that jointly displays information, message and content of the lesson. According to Majid[31] explaining interactive multimedia is a combination of two or more media (audio, text, images, animations and videos) which by its users are manipulated to control the natural commands or behaviors of a presentation. One of the reasons why the interactive CD as a learning medium is because of the assumption that to learn something quickly and effectively, we must look, listen and feel it. According to Tjong[32] explain the noncortex part of our brain is divided into several special functions such as speaking, listening, viewing and touching. We store the sensory memory in different places. If you want to have a strong memory, we should keep the information using all our senses, seeing, listening, speaking, blocking and smelling.

Stating that, interactive multimedia is a multimedia equipped with a controller tool and can be operated by the user, so that the user can choose what is desired for the next process. This statement suggests that one feature of interactive multimedia is to have a controlling tool. This controller tool allows the user to define the process as desired. Robin & Linda says that interactive multimedia is a tool that can create dynamic and interactive presentations that combine text, graphics, animations, audio, and video [14]. Munir[33] states that interactive multimedia is a multimedia display designed to meet the functionality of informing the message and having interactivity with its users. This sense refers to the ability of interactive multimedia to communicate with its users. The look

designed so that users can get interactive information. According to Kurniawati & Nita[34] explaining interactive multimedia-based learning is a learning that uses the help of computer/multimedia by utilizing Android. According to Munadi[35] interactive multimedia media has some benefits, such as (1) interactive, so it can be used by students individually, students are invited to engage in an auditory, visual, and kinetic so that the information is possible easy to understand, (2) provide an individual climate that means it can accommodate students who are slow in receiving the lesson because they are run independently, never forget and bored and are very patient in carrying out the instructions as Want to, (3) improve the motivation for learning because it can accommodate students' needs, (4) Provide immediate feedback on student learning outcomes, (5) Its utilization control is entirely on the user because it is programmed for learning independently.

Therefore, referring to the Depdiknas[5] the preparation steps of LKA as follows. Firstly, the curriculum analysis, which is determining which materials require the LKA teaching materials, to see the subject matter and learning experience of the material to be taught, then the competencies that must be owned by the learners. Secondly, it compiles the map needs LKA. Compiling a map of LKA needs is indispensable for knowing the number of LKA to be written; the LKA order can also be seen. These LKA sequences are indispensable in determining the priority of writing. It usually starts with curriculum analysis and learning resources. Third, specifying the title LKA by KD, the basic materials, or learning experience contained in the curriculum. One KD can be used as a title LKA when the competence is not too large. If the KD is too large or much, it can be broken down into two or more LKA titles. One KD can be used as a title LKA when the competence is not too large, while the magnitude of KD can be detected by looking at the allocation of time set. If 4 JP, then the competence can be used as a title LKA. However, if it is described as more than 4 JP, it needs to be thought back when necessary to split, for example, to 2 titles LKA. Fourth, the writing of LKA can be done with some steps, they are (a) KD formula that should be mastered meaning the formula KD in the LKA directly derived from the standard content; (b) Determining assessment tools, meaning judgment is conducted on the process and outcome of students' work; and (c) the arrangement of material in LKA is highly dependent on KD to be achieved. LKA materials can be supporting information, i.e. the general description or scope of the substance to be studied. Materials can be extracted from various sources such as books, magazines, the Internet, and journal research results. In order to understand the learner's understanding of the material more strongly, then in LKA the reference is used so that the students read more about the material.

To prepare an interactive multimedia child spreadsheet (LKA) product is done through four steps, namely first, the material preparation. The material preparation in the learning media guided by the 2013 curriculum consisting of core competency standards, basic competencies,

indicators and learning objectives. Learning materials is one of the main components in learning media. Second, the selection of media. Media selection done to acquire tools that used to deliver or deliver learning messages. Based on the election that has been done was obtained that the media used to facilitate the child in reading is based on theory and is added by the assignment of a multimedia-based LKA, which contains an interactive Image or visual and audio or sound aspects. Third, format selection. The selection of this interactive multimedia-based LKA format for guidance in designing or designing learning content. The Format chosen is that meets the criteria of interesting, fun, easy, and helpful in learning to read children. Fourth, preliminary draft. The initial draft is the draft of all learning media that must done before the trial performed. Preliminary plans in the development of this learning media include flowcharts, storyboards, and interactive multimedia products. Flowchart is the physical depiction of steps and Urut-urutan procedures of a program. Storyboard is a sketch of images that arranged sequentially according to the script; with the storyboard, we can convey the idea of our story to others more easily. Create interactive multimedia products using Adobe Flash CS6 application on learning reading children aged 5 to 6 years.

4. CONCLUSION

The ability to listen to and read in children aged 5-6 years which in this case is a receptive language skill that emphasizes the language skills applied to understand something conveyed through spoken language and writing need Stimulated with learning that uses creative and engaging media. Remembering the child of that age has a great curiosity and enthusiasm for something around him. One of the combinable ones is the creation of an interactive multimedia-based kid's spreadsheet (LKA) using Adobe Flash CS6. As for the steps to prepare the interactive multimedia-based children's spreadsheet, namely (1) The material preparation, (2) The selection of the media, (3) The selection of formats used to design or design the content of learning, (4) make the initial draft A Flowchart, Storyboard, and interactive multimedia product using Adobe Flash CS6 application.

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