



Collaborative-Social Media as Utilization of Advertising Text Learning Media

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Abstract. Maximum utilization of learning media can be carried out by applying the use of social media. This article aims to (1) describe the preparation of collaborative-social media in advertising text learning; (2) describe the implementation of the use of collaborative-social media in advertising text learning; (3) describe the results of implementing the use of collaborative-social media in advertising text learning; and (4) describe students' responses to the use of collaborative-social media in advertising text learning. The method used in this study is descriptive qualitative with interactive data analysis techniques. The results obtained include: (1) teachers can prepare learning materials using collaborative-social media; (2) the implementation of collaborative-social media-based advertising text learning can be used both offline and online; (3) the results obtained from learning collaborative-social media-based advertising text produce products in the form of video advertisements that can be uploaded to TikTok application; and (4) students give a positive response to the use of collaborative-social media, which means that the learning media can be applied to students. This article fulfills the need for the use of digital-based learning media by utilizing technology that is already widely used, namely social media. The learning media used in this paper is collaborative-social media.

Keywords: learning media · collaborative-social media · advertising text · digital learning · social media

1 Introduction

The change in the implementation of learning from offline to online is one of the results of technological developments and amplified with the emergence of the pandemic. In relation with the emergence of the pandemic, educators must immediately respond by implementing distance learning [1]. Online learning is the only option implemented by the government in supporting education during a pandemic [2]. Educators in carrying out online learning are required to create learning that is more effective than offline. This can be assessed from the aspects of strategy, media, methods, and learning materials used in the implementation of learning [3]. The way out that can be taken by educators is to make improvements to the technological aspects that will be used in learning. Educators who

use technology in learning are expected to have the skills to use technology properly [4]. Learning by utilizing technology can facilitate the delivery of material without having to meet face to face [5]. Learning can be done through devices without any boundaries between space and time making it possible to use various learning methods at once [6].

Learning media in this case has an important role. Before utilizing learning media, educators and students must first equip themselves with knowledge about learning media. This is based on the fact that it is often found in the field that educators and students do not understand learning media [7]. The reason why an educator must use the media is so that messages or learning materials can be delivered clearly and realistically. In practice, educators are still found not using any media and prefer to use lecture method [8]. The lecture method is considered the easiest method because the teacher is not required to prepare equipment to support teaching and learning activities. The lack of learning media used by teachers can hinder the development of students' mindsets. Furthermore, the selection of learning media must be adjusted to the characteristics contained in the subject and learning objectives. Accuracy in selecting media is a benchmark for the results and success obtained by students [9].

The use of cell phones as learning media can provide convenience for students in accessing learning materials so they can independently explore learning materials at home [10]. Social media is the most widely adopted service in educational development. One of the advantages of social media is that it can be accessed easily via cellphone without having to consider the location [11]. This is in line with [12] which states that technology plays an important role in encouraging the teaching and learning process in education. Social media platforms have influenced pedagogical practice and given rise to new theoretical approaches that prioritize the connectedness of learning with the aim of improving learning outcomes [13]. Learning outcomes achieved using social media have variations and innovations that are more developed than manual learning outcomes. Social media used for learning is media that teachers and students are familiar with [14].

Social media that can be utilized by educators in learning includes TikTok, YouTube, Instagram, Twitter, Facebook, and so on which can be accessed using gadgets. Some of the social media mentioned earlier are social media that are widely used by the public, especially students. In line with the results of research [15] which states that Twitter is one of the popular social media that has a significant impact on its users, one of which is students [15]. Furthermore, it was explained that TikTok application was the most downloaded social media in 2018 by 46 million times [16]. The large number of users of TikTok application is an option that educators can use as a learning media. The results of the study [17] stated that learning media through YouTube can make it easier for students to understand the material presented rather than just delivering it textually or conventionally. The use of social media as a medium of learning is quite common in the field of education.

TikTok can be used as an interactive and interesting learning medium, especially in language subjects [18]. The various features provided in TikTok can increase student creativity in producing new works. TikTok can improve students' skills in the field of language starting from listening, speaking, scrutinizing, and writing skills. YouTube social media is social media that can be used as a learning medium by utilizing video uploads in it [19]. Youtube can complement the limited duration of video uploads on

TikTok so that the material presented can be explained with more depth. The purpose of this social media collaboration is as an effort to maximize learning media in the form of social media specifically for advertising text learning materials.

Related with the various problems that have been described in the previous discussion, this research aimed to: (1) describe the preparation of collaborative-social media in learning advertising text; (2) describe the implementation of the use of collaborative-social media in advertising text learning; (3) describe the results of implementing the use of collaborative-social media in advertising text learning; and (4) describe students' responses to the use of collaborative-social media in advertising text learning.

2 Theoretical Review

2.1 Learning Media

Learning media is a form of effort to deliver messages from the sender to the recipient with the aim of being able to develop thoughts, feelings, concerns, interests and willingness of students which can then achieve learning objectives effectively [20]. Another opinion states that learning media is anything that can be used as a messenger through various channels, can stimulate students' thoughts, feelings, and willingness so that it can encourage the creation of a learning process to give new information to students. Meanwhile, after these things have been implemented, the learning objectives can be achieved with good results [21]. One of the characteristics of learning media can be seen according to its ability to generate stimulation in students' senses of sight, hearing, touch, and smell [22]. Information technology that is used as a learning media can be used to process, pack, display and disseminate learning information using audio, audio visual, even multimedia or what is now called Virtual Learning [23].

Some of the uses of learning media, including (1) deliver the contents of the message clearly to avoid too much verbalistic impressions; (2) provide solutions to the limitations of space, time, energy, and senses; (3) increase student learning enthusiasm by creating direct interaction between students and learning resources; (4) provide opportunities for students to learn independently according to their talents, visual, auditory, and kinesthetic abilities; (5) provide stimulation, equate experience, and generate the same perception; and (6) the learning process carried out contains five communication components. The necessary communication components include: teachers (communicators), learning materials, learning media, students (communicants), and learning objectives [24]. The development of the era face teachers in the development of media towards digitalization. Digital media is used in learning to increase student activity through learning by doing. This is in line with research [25] which discusses video games as digital media for children. In connection with various explanations regarding digital-based learning media, it can be concluded that digital learning media is media that works by utilizing digital data. Digital learning media can produce a digital image which can then be processed, accessed, and disseminated through digital devices [26].

2.2 Collaborative-Social Media

Following up on the research that has been conducted, this research focuses on social media collaboration in supporting teaching and learning activities. The word collaboration in the Big Indonesian Dictionary means an act of cooperation. Collaboration occurs due to the presence of more than one related party [27]. On Collaborative-Social Media, TikTok social media will collaborate with YouTube. YouTube is closely related to humans, especially in this case children. This is based on the fact that YouTube provides interesting content in the form of audio-visual videos [28]. The number of daily viewers on YouTube can reach one billion with hundreds of millions of contents [29]. This indicates that YouTube is an application that is easily accessible and is a basic need for people in the world. YouTube users come from various backgrounds, such as politicians, news organizations, educational institutions, business community, music and film artists, as well as people from different stratum. Interaction on YouTube social media is done by commenting on the video comments column [30]. Comments can be read by anyone who accesses the video, both viewers and the video uploader.

TikTok as a social media application can be used as a potential educational tool in the future because it makes it possible to deliver small and dense learning units in a short span of time [13]. Initially, TikTok was only used as an entertainment application in which there was interesting content as well as product promotion content that was packaged in such a way. This is then used as an opportunity for the community in terms of doing business that is related to advertising text material [31]. The learning material presented in TikTok video can only contain the main points in outline because the video duration is not as long as in YouTube. This is also the basis for collaboration between TikTok and YouTube with the aim of being able to complement each other's existing deficiencies. The video base that is disseminated through TikTok is considered very potential to reach various users. By 2021, TikTok users have reached more than 800 million users worldwide with an average use of 52 min a day [32].

Collaboration between TikTok and YouTube requires the help of a third-party application, which is linktree. Linktree is used as a useful supporting application for collecting various links needed in learning [33]. Linktree can make it easier for teachers to share various learning media application links to students with only one type of link. Linktree can combine various links without worrying about how many links will be combined using the application. Collaboration used in collaborative-social media learning media is enhanced by providing access to communicate with educators. Students are expected to be able to explore their knowledge by submitting questions or opinions to educators, in this case the subject teacher.

2.3 Advertising Text

Advertising is an attempt to market products [34]. Advertising text is language in spoken and written form that is used to promote and market certain product. Advertising texts are often found in real life, both in the form of printed and electronic media which are now better known as social media [35]. In line with the development of the times and technology, advertising is one of the results of these developments. Advertisements, which at first could only be broadcasted via radio, can now be broadcasted via television

and the internet [36]. Advertising text is persuasive with the aim of inspiring people's minds to consume products in the form of goods or services offered [37]. The purpose of ad text is to advertise or disseminate information about goods or services to the public, to attract the public's attention to make them interested in buying and using the products or services. The function of advertising text is as an approach that directs potential customers to buy the goods offered as well as providing information about new products and as a reminder to consumers to always use the advertised product.

Material discussing advertising text in Indonesian language subjects is included in the 2013 curriculum on basic competencies 3.3 and 4.3 which also discuss slogans and posters. These basic competencies are listed in Ministry of Education and Culture Regulation (Permendikbud) No. 37 of 2018. Material that can be studied in the chapter on advertisement text, slogans and posters, includes: (1) characteristics of advertisements, slogans and posters; (2) differences in advertisements, slogans and posters; (3) editing advertisements, slogans and posters based on certain aspects; (4) content conclusions from advertisements, slogans, and posters; and (5) creating effective advertising content, slogans and posters in accordance with the language conventions of the advertising text. This material can then be studied in the Independent Curriculum at the 7th grade junior high school level and the senior high school level.

Language characteristics of advertising text are including: (1) using slogans, which are words or sentences that are interesting, distinguishing, and easy to remember. The slogan becomes the main attraction of an advertisement that attracts potential customers; (2) using persuasive sentences, such as sentences that aim to convince and persuade potential customers; (3) using the first-person subject. The subject used in the ad text is the first-person plural subject, which is "us". The language rules of advertising text are including: (1) persuasive, which is sentences used with the aim of convincing, inviting, seducing readers or consumers in carrying out activities according to what is delivered by the advertiser; (2) imperative, which is a sentence that commands or gives instructions that requires it to be done; (3) poetic rhyme, which is using sentences that contain repeated rhymes or sound similarities; (4) has a positive impression, which does not contain sentences that drop competitors' products; (5) concise, such as using short, brief, and clear sentences to minimize advertising costs [38]. The characteristics of good and correct advertisements include (1) informative, (2) communicative, (3) short and concise language, and (4) interesting [39].

3 Method

This is qualitative descriptive research. Process is more important in research that applies qualitative methods. The process has an important role because the material under study is clearer if it is carried out in the observation process. The data collection procedure used is in the form of: (1) observation which is carried out by collecting and recording data that has been observed; (2) interview method, which is data collection techniques to obtain information from research subjects who can deliver information validly according to the questions posed by researchers; and (3) documentation is a way of recording events that have occurred in the form of writing, drawings, or works that are important. This research was conducted at Muhammadiyah 1 Junior High School Surakarta class

VIII Special Program II. The subjects of this study were students of class VIII Special Program II. The data sources in this study were uploads of the assignments results for the Indonesian language subject of advertising text materials on the TikTok account, results of interviews, and results of students' questionnaires. Interactive data analysis techniques is used in this research. It contains four components of the analysis process, including: (1) data collection; (2) data reduction; (3) data presentation; and (4) drawing conclusions. Researchers observed the learning process which applies collaborative-social media and the results of the implemented ad text learning.

4 Result and Discussion

4.1 Preparation in the Learning Process Using Collaborative-Social Media

Teacher carries out the preparation of learning material on the steps of creating advertisement text. Material about the ad text can be accessed through YouTube. This is because the duration of the video on the YouTube is not limited so that it can be used to explain further on the ad text. YouTube users can upload videos in an unlimited number and duration [40]. The material shown in the YouTube video includes description of the ad text which also covers slogans and posters, the function of the ad text, the types of ads, the language rules of the ad text, and the steps for creating an ad. The teacher prepares advertisements that will be used as material in modeling Indonesian language material for advertising text. Ad impressions can be uploaded to TikTok account with a shorter duration than on YouTube. Links on the YouTube and TikTok are then connected using third-party applications, linktree. Linktree functioned to connect several links into one [41]. The steps to create learning media using collaborative-social media are summarized as follows:

- a) Go to YouTube application then upload the teaching material of the ad text on the teacher's account.
- b) Go to TikTok application and then upload an example of an advertising video on the teacher's TikTok account.
- c) Prepare an example of an advertising video that has been equipped with the yellow basket feature in the TikTok application. The yellow basket works as an advanced feature in creative text. The existence of these features can help students explore the field of advertising directly and can interact with buyers.
- d) Combining YouTube and TikTok application links using linktree.
- e) The linkree application can be accessed through the website <https://linktr.ee/>.
- f) The teacher does not only link YouTube and TikTok, but also WhatsApp and Telegram links with the aim of making it easier for students who want to contact the teacher to consult regarding the material or assignments (Fig. 1).

The learning media that has been made can then be used as a learning media for advertising text to students. Students can watch creative text videos on the menu that connects to the YouTube app. Videos that have been watched by students can be played back if students do not understand the material that has been presented. Furthermore, students can watch examples of video advertisements on TikTok on the menu that connects to the TikTok application. The TikTok application also provides examples of product

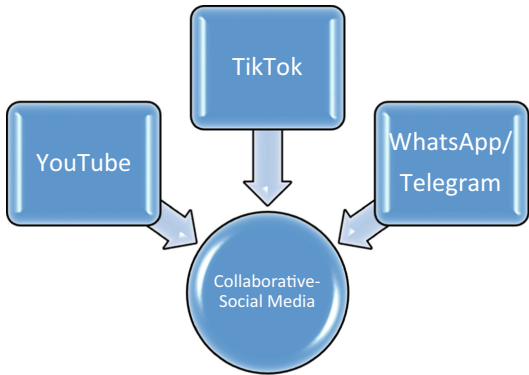


Fig. 1. Overview on Collaborative-Social Media

sales advertising videos that have been equipped with the yellow basket feature. The yellow basket feature was installed with the aim of making it easier for consumers to buy the products offered without the need to open other applications or come to the store directly. The yellow basket or shopping cart feature is provided by TikTok as a solution, feature, and also a tool that can provide business opportunities for anyone who wants to focus on selling [42]. The main menu display on collaborative-social media learning media can be seen in Fig. 2.



Fig. 2. Display of Learning Media Collaborative-Social Media

4.2 Implementation of Learning Using Collaborative-Social Media

The teacher gives instructions to students to prepare their respective smart phones. Next, the teacher distributes links to collaborative-social media learning to all students so that they can be accessed simultaneously. Each student can easily access the link provided by the teacher without any problems. This is caused by students who are already familiar with cell phones. The habit of operating cellphones experienced by students cannot be separated from the large number of students who have cellphones from various backgrounds, in this case not only the upper class [43]. Obstacles faced by students is the poor network to access the internet which makes it longer to open links on search pages. Next, the teacher explains each menu on the display of collaborative-social media learning. The explanation of each menu on the link is as follows:

- a) The text at the top displays the account name and account description.
- b) The TikTok logo if accessed can direct students to TikTok application that the teacher uses.
- c) The WhatsApp logo if accessed can direct students to the WhatsApp application which students can use if they want to consult about advertising text learning materials or assignments about advertising text. This feature makes it easy for students to connect with subject teachers.
- d) The telegram logo, if accessed, can direct students to the telegram application that students use when they want to consult about ad text learning materials or assignments about ad text. Inclusion of two links as communication access to the teacher as an anticipation if there is a disturbance in the application that students want to use.
- e) Menu on learning materials, including: (1) advertising text, slogans, and posters; (2) the structure and language of the ad text; (3) writing advertisement text, can direct students to learning videos uploaded on the YouTube application.

The menu of advertising text, slogans and posters explains the general understanding related to advertising text, slogans and posters. On the material menu, the structure and language of the ad text explains the structure of the sections in the ad text and the language rules used. The advertising text writing material menu explains the steps that students need to take in making an advertisement. The duration of each learning video varies according to the amount of material that needs to be delivered to students.

Sequentially, the teacher invites students to watch the video showing the material that has been given. In the first step, students and teachers watch a video explaining the ad text, slogan and poster. The second step, students and teachers watch a video that explains the structure and language of the ad text. The third step, students and teachers watch a video that explains the steps for writing an ad. During the breaks between the first, second, and third videos, the teacher provides opportunities for students who want to ask questions if they encounter difficulties in understanding the materials. The teacher directs students to visit shared TikTok account by clicking on the TikTok logo on the initial menu display. Students are directed to observe video advertisements uploaded on TikTok which is accompanied by a yellow basket or shopping cart menu. This feature make it easier for consumers who want to order goods without having to go to the store. This menu can be linked to the final product of learning advertising text so that students can apply the creative economy directly.

In the last stage of learning, the teacher instructs students to form small groups between 2 to 3 students. Next, the teacher asks students to practice the steps for making advertisements in the form of videos which will later be uploaded to a shared TikTok account. The duration of videos that can be uploaded to the TikTok is limited to five minutes. This is in accordance with the rules for creating ad text which promotes the presentation of ad text in a concise manner. Students in groups began to compile creative ideas in creating product advertisement videos. These creative ideas emerged after students observe examples of advertising videos that were used as models. Next, students make videos according to the scenarios that have been prepared by each group. Video production can be completed during the Indonesian language class. Some groups take advantage of existing properties in the classroom, such as tables, chairs, drinking water bottles, and air freshener. The videos can be taken inside or outside the classroom or school yard.

4.3 The Results of the Implementation of Learning Ad Text Using Collaborative-Social Media

The implementation of ad text learning using collaborative-social media resulted in variations of video advertisements created by students. Each group offers different products with utterances aimed at attracting the attention of potential customers. The majority of the products offered are in the form of food products that can be consumed directly and there is one group that chooses to promote air freshener. The description of the student's video ad is as follows:

4.3.1 Coffee Promotion Ads

Students choose a ready to drink coffee product. The initial stage carried out by students was to arrange the flow of the video to be made. Students compose sentences by applying linguistic rules to advertising text. Sentences are delivered with directly without unnecessary additions. A short duration of only 22 s can cover the language rules found in advertisements. Students offer a drink to prevent drowsiness and refresh the mind for their potential customers. The offer is presented in the form of a sentence, "Feeling sleepy and need a refresher?" Next, students provide solutions by displaying the coffee products offered. The advantages presented in the coffee advertisement video are in the form of an economical price and one hundred thousand consumers who have proven the freshness of the coffee product. The coffee advertisement video ends with the use of a persuasive sentence in the form of, "Find the coffee products at the nearest store immediately before they run out!" This is a sentence inviting consumers to immediately buy the beverage products offered.

4.3.2 Bottled Mineral Water Promotion Ad

The second video features bottled mineral water. The initial stage carried out by students was to arrange a plot that would be displayed on the video. The storyline chosen is a daily activity that is loved by both children and adults, which is playing games on cell phones. Students are inspired to use this story because playing games is a hobby that they usually

do in their spare time. While the students were playing games on their cell phones, one of their friends stopped and said that he was thirsty. At that time another friend offered bottled mineral water products which were then consumed together. Students who feel their thirst has disappeared then use linguistic rules in the form of a positive impression of the drinks they have consumed. Mineral water drinks can make the throat feel cold so consumers can feel the freshness. The making of a mineral water drink advertisement video is intended so that consumers who see the advertisement can be interested in buying the product by seeing the reaction of the characters in the advertisement who feel the freshness of the drink directly.

4.3.3 Candy Promotion Ads

The third ad video features one of the food products which is stick candy. The initial stage carried out by students was to arrange a plot that would be displayed on the video. In the video display, one of the actors demonstrates himself consuming a red stick of candy and one of the others explains about the product being offered. Students deliver the advantages of the product in the form of a delicious, sweet taste, cute shape at a low price. Stick candy can be enjoyed only by spending five hundred rupiahs. This price is definitely friendly for students from kindergarten, elementary school, junior high school, as well as senior or vocational high school. At the end of the video, students deliver persuasive sentences in the form of an invitation not to forget to buy the products offered.

4.3.4 Jelly Promotion Ads

The fourth ad video shows jelly product. The initial stage carried out by students was to compose a storyline that would be displayed on the video. The jelly advertising video emphasizes the advantages of the product with the aim of luring consumers to consume jelly. Students provide the raw materials and the contents of the jelly. The price offered to get one pack of jelly is considered economical. The choice of variations offered for packed jelly products is also diverse and the taste of jelly is delicious. These advantages are provided based on facts and opinions of consumers who have consumed them before. Implicitly students have used persuasive sentences in the form of product offerings that are tempting for consumers. The duration used by students in making the video is 17 s. This duration implements concise language rules of the ad text.

4.3.5 Air Freshener Promotion Ad

The fifth ad video shows one of the products that people use at home which is air freshener. The initial stage carried out by students was to compose a storyline that would be displayed on the video. One of the students demonstrated the scene of a person entering a room with an unpleasant odor. The cast commented that the unpleasant smell of the room really disturbed the activities. Next, another person appeared who offered a bottle of air freshener that can change the smell of a room to be fragrant and comfortable to use. The room that initially smelled bad immediately became fragrant due to the air freshener that had been sprayed. This method is used with the aim that consumers are

interested in buying products because they believe that the products offered have proven results.

The steps taken by students in making video advertisements are in accordance with the material presented on the YouTube page which has been presented through collaborative-social media. Students can conclude what they have listened to properly and apply the steps in the YouTube video into real steps. Utilization of collaborative-social media can assist teachers in carrying out student-centered learning. Student-centered teaching and learning activities can be characterized by the absence of high dependence of students on the teacher as a learning source in the classroom, the teacher does not apply the lecture method and takes notes in class, the lesson plan (RPP) prepared is not oriented towards the interests of the teacher to complete the demands of the subject matter set out in the curriculum [44]. This exposure directs teachers to improve skills in implementing digital learning.

Digital learning requires periodic design and material changes that can be made by the teacher. This is done to keep pace with digital developments that occur from time to time [45]. The use of social media, especially in this case YouTube, is an important factor for predicting student academic performance which is related to the use of social networking media for online learning purposes [46]. As for the use of collaborative-social media, it can maximize the use of social media as a learning medium for teachers and students and help the sustainability of the education system.

A good education system will give birth to a strong foundation for student growth and development in adapting to the environment and student learning resources [47]. The use of attractive advertising media to teach advertising text can improve students' ability to create advertisements and self-learning attitudes [48]. The priority of education in modern society is to develop creative and good students' personalities. A highly moral personality can be formed properly by involving the active inclusion of students in artistic and creative activities [49]. The goal of creative education is to be able to provide a good support system and environment to foster student creativity. This goal is then realized in order to assist students in obtaining results and benefits through experimentation and experience in every innovation process by developing their ideas. Innovations carried out as a result of utilizing information as well as students' knowledge and understanding [50].

The results of student creativity can then be utilized in real life. Video advertising products which are then uploaded to TikTok application can improve students' creative economic spirit from an early age seeing this material being taught to students at the junior high school level. Students are expected to be able to practice knowledge related to advertising text material as a provision in real life. The learning material taught in class does not stop at being learned but can also be applied in real terms. This is the real purpose of learning.

4.4 Student Responses to the Implementation of Ad Text Learning Using Collaborative-Social Media

Students gave an enthusiastic response to the implementation of ad text learning using collaborative-social media. Based on observations that had been made prior to the implementation of learning, students stated that online learning had previously been carried

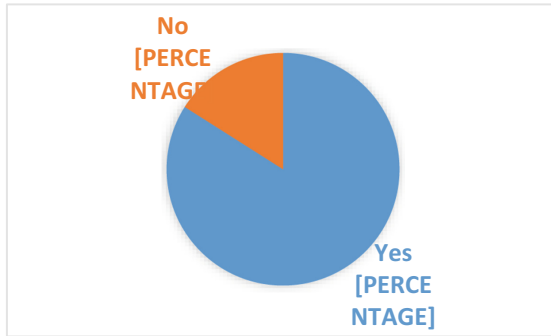


Fig. 3. Diagram of Student Response to the Implementation of Learning Using *Collaborative-Social Media*

out only through WhatsApp and Google Classroom applications. Teachers have never used social media as a learning medium. The task given by the teacher when learning advertisement text is in the form of making advertising posters. It can be concluded that the products produced by students from learning advertising text have not been utilized optimally and are still applied in conventional products.

After learning is carried out, students can follow the flow of learning using collaborative media-social media. This is based on student life which has been surrounded by technological advances, especially the massive presence of gadgets. The ease of accessing social media is one of the factors of collaborative-social media learning media that can be applied in learning ad text. Teachers can deliver material through collaborative-social media which is close to students. Based on the questionnaire that was distributed after the students carried out learning ad text using collaborative-social media, it can be concluded in Fig. 3 that as many as 84% of students who said yes means agreeing to use collaborative-social media and understand ad text material easily. Meanwhile, as many as 16% of students stated that they could not understand the material presented using collaborative-social media.

5 Conclusion

Learning media has an important role in the continuity of teaching and learning activities. Collaborative-social media is one of the media that can support learning activities, in this case advertising text material learning. The use of digital-based learning media which is then realized in the form of social media is one of the steps that educators can choose. The research that has been carried out produces several conclusions. The conclusions from the research results include: (1) teachers can prepare learning materials using collaborative-social media; (2) the implementation of collaborative-social media-based ad text learning can be used both offline and online; (3) the results obtained from studying collaborative-social media based advertising text produce products in the form of video advertisements that can be uploaded to TikTok application; (4) students give a positive response to the use of collaborative-social media, which means that learning media can be applied to students. Not limited to uploading ad text videos, students can

also promote goods or services to potential customers by uploading them to the TikTok. Consumers can then buy products via the yellow basket or shopping cart shown. This is a form of educational goals in terms of the creative economy.

Acknowledgments. The researcher would like to thank the Muhammadiyah University of Surakarta which has provided the opportunity for researchers to carry out this research smoothly. The researcher also expresses his sincere thanks to SMP Muhammadiyah 1 Surakarta and the students of class VIII Special Program 2 who have given permission and the opportunity to carry out this research. Hopefully this article can be used as a guideline and provides benefits for educators in carrying out a learning process that is able to make students more active and creative in digital learning so that they can welcome education towards a creative economy and can be used as a reference for future researchers.

Authors' Contributions. The first author fully contributed to this study. The second author guides and provides direction in completing this article.

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