

THE EFFECT OF IMPLEMENTATION OF CANVA BASED DIGITAL HANDOUT DEVELOPMENT ON PANCASILA PHASE B EDUCATION SUBJECT USING THE RICOSRE LEARNING MODEL IN PRIMARY SCHOOL

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Abstract

The covid-19 pandemic has has a major influence on obstacle in the learning process which has resulted in a decrease in learning outcome. This obstacle refers to the lack of teaching materials that support the learning process, while the learning process must be carried out online. Therefore, it is necessary to use technology that can make it easier for educators to present material and give students the freedom to carry out the learning process wherever and whenever. Considering that online-based technology has a high level of flexibility. The research aims to explain the effect of implementing Canva based digital handout development on Pancasila Phase B Education subject with the Reading, Identifying, Construction, Solving, Reviewing, Extending (RICOSRE) learning model in primary schools. The subjects of this research were fourth grade students at state primary school 81 Palembang. The research method used is Research and Development with reference to the Rowntree research model. Data collection techniques were carried out through observation, interviews, questionnaires and group discussion forums (FGD).

The research results refer to the increase in learning outcomes shown through the pretest with an average pretest score of 61.66% and an average posttest of 90.33%, while the N-Gain results show 0.76 which is in the high category. This shows that there is an increase in learning outcome of 28.7% and is included in the very effective category. Based on the research results, it can be concluded that the implementation of Canva-based digital handout development can have an influence that refers to improving learning outcomes in Pancasila Phase B Education subject.

Keywords: Digital handout; RICOSRE model; Pancasila education phase B; Elementary school.

Abstrak

Pandemi Covid-19 memberikan pengaruh yang besar terhadap hambatan dalam proses pembelajaran yang mengakibatkan penurunan hasil belajar. Hambatan tersebut merujuk pada minimnya bahan ajar yang mendukung proses pembelajaran, sedangkan proses pembelajaran harus dilaksanakan secara online. Oleh karena, diperlukan pemanfaatan teknologi yang dapat memudahkan pendidik menyajikan materi dan memberikan keleluasaan kepada peserta didik melaksanakan proses pembelajaran dimanapun dan kapanpun. Mengingat teknologi berbasis online memiliki tingkat fleksibilitas yang tinggi. Penelitian ini bertujuan untuk menjelaskan pengaruh implementasi pengembangan *handout* digital berbasis *canva* terhadap mata pelajaran Pendidikan Pancasila Fase B dengan model pembelajaran *Reading, Identifying, Conctruction, Solving, Reviewing, Extending* (RICOSRE) di sekolah dasar. Subjek penelitian ini adalah kelas IV di SD Negeri 81 Palembang. Metode penelitian yang digunakan yaitu *Research and Development* dengan mengacu pada model penelitian rowntree. Teknik pengumpulan data dilaksanakan melalui observasi, wawancara, angket dan *forum group discussion* (FGD). Hasil penelitian merujuk peningkatan hasil belajar yang ditunjukkan melalui pretest dengan rata-rata nilai *pretets* 61,66% dan rata-rata nilai *posttest* yaitu 90,33%, sedangkan hasil N-Gain menunjukkan 0,76 termasuk kategori tinggi. Hal ini menunjukkan bahwa terdapat peningkatan hasil belajar sebesar 28,7% dan termasuk dalam kategori sangat efektif. Berdasarkan hasil penelitian, dapat disimpulkan bahwa implementasi pengembangan *handout* digital berbasis *canva* dapat memiliki pengaruh yang merujuk pada peningkatan hasil belajar pada mata pelajaran Pendidikan Pancasila Fase B.

Kata Kunci: *Handout* digital; model RICOSRE; Pendidikan Pancasila Fase B; Sekolah dasar

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Introduction

The Covid-19 pandemic is one of the difficult times experienced by humans on earth. This phenomenon inhibits all elements in human life, all offline activities stop and move to online method (Turan-Güntepe, Durmuş, and Dönmez-Usta 2023). The transition from offline activities to online activities is an effort made by humans so that all elements of life can continue as usual. One element of life that has quite serious obstacles is the element of education (Ngabiyanto et al. 2022). Almost all levels of education in the world experience obstacles to the learning process (ATA et al. 2021). This is caused by various factors, including; 1) lack of flexible teaching materials, 2) lack of internet connection to search for information, 3) lack of activities in the learning process, 4) decreased interest in learning and reading among students (Trijuni Putro, Widyastuti, and Hastuti 2020). It doesn't stop there, educators have unlimited creativity of course. Then the educators create online teaching materials as an effort to create solutions to problems experienced in the learning process (Abdillah and Balya Ali Syaban 2023). Digital teaching materials have a high level of freedom and flexibility, making them suitable for implementation in the learning process (Puspita Dewi, Aeni, and Nugraha 2023). One of them is digital handout teaching materials.

Digital handouts are online teaching materials that present various learning materials that are comprehensive, communicative, complex, easy to use and flexible (Gusteti et al. 2023). Digital handouts are designed, arranged and created in a systematic and structured manner. This refers to the selection of literature that is in accordance with the needs analysis in the learning process and has been adapted to the independent curriculum as the curriculum system used in Indonesia right now (Kerneža and Kordigel Aberšek 2022). Digital handouts have various advantages, including; 1) flexible, 2) concise, 3) concise, 4) contains diverse literature, 5) easy to use. Besides that, digital handouts can increase interest in learning and reading as proven by the frequency of their use (Tabroni et al. 2020). This is an effort to achieve the purposes of creating digital teaching materials to improve learning outcomes (Rhodes and Calder 2022).

Digital handouts certainly have standardization indicators before being implemented in the learning process. This refers to; 1) appropriateness of material, 2) appropriateness of language, and 3) appropriateness of presentation. These indicators certainly provide guidance to educators in creating teaching materials that suit learning needs with clearly measurable standards (Putri and Rinaningsih 2021). Attention to appropriateness standardization is very important, considering that appropriate teaching materials will provide a meaningful impression for students. This meaningfulness will help students understand the material more easily and be able to construct the material studied with phenomena that exist in the social environment (Rusminah, Kaspul, and Utami 2022).

As proven by research carried out by (Nurriazalia, Husin, and Waty 2020). that digital teaching materials provide an interesting and practical impression in the learning process. These digital teaching materials are certainly in line with current developments, flexible and make it easier for educators to design, compile and create. Besides that, students can use it wherever and whenever, thus increasing the frequency of their learning. This is supported by research carried out by (Firmansyah and Muslihasari 2020). The research results showed that there was increase in students learning outcome by 22.6%. This result was shown through the pretest results of 65.5 and increased through the posttest results to 88.1.

Based on observations and interviews carried out by researchers at the public primary school 81 Palembang in January 2023, researchers found various characteristics possessed by

students in grade four. Students have the characteristics of being active, creative, thinking critically and innovatively in the learning process. This is seen from the learning process which shows that students actively listen to explanations of learning material delivered by educators and provide feedback in the form of critical questions. Besides that, students like to learn together.

Not only reviewing the existing situation and conditions, researchers also reviewed the average learning outcomes in fourth grade. This review provides researchers with a perspective that the average learning outcomes of students especially in Pancasila Phase B Education subjects are not yet optimal. Many students have not achieved the criteria for achieving learning objectives (KKTP). Based on the data obtained, it shows that Pancasila Education Phase B is the subject that has the lowest level of completeness compared to other subjects. The following is data on the criteria for achieving learning objectives (KKTP), including;

Table 1. Criteria for Achieving Learning Objectives (KKTP)

No	Subjects	Students who achieve KKTP	Students who have not yet reached the KKTP
1	Indonesian	40.75 %	59,25 %
2	Pancasila Education Phase B	29.80 %	70,20%
3	Mathematics	31.65 %	68,35 %
4	Natural and Social Sciences	41.90%	65.60 %
6	Art and Culture	43.23 %	56,77%

Source: 2023 primary data processing results

Based on the table 1.1 that has been presented, it shows that only 29.80% of students have achieved the criteria for completing the learning objectives (KKTP) and there are 70.20% of students who have not reached the criteria for completing the learning objectives (KKTP). Then the researcher reviewed and compared the characteristics of the students. In this review, researchers discovered the phenomenon that there were no structured and systematic supporting teaching materials specifically for the Pancasila Phase B Education subject. The teaching materials used are thematic books that refer to the 2013 curriculum, while the fourth grade has implemented the independent curriculum. Automatically, the material being studied cannot be understood by students considering that the teaching material is not appropriate. Researchers also found that post-pandemic students tend to have a low interest in reading.

The next stage, researchers distributed a needs questionnaire to students and educators in fourth grade. Based on the distribution of the needs questionnaire, it can be concluded that there are no interactive teaching materials that can support the learning process during the Covid-19 pandemic and post-Covid-19 pandemic (currently). This results in a decrease in interest in learning and reading which has an impact on reducing learning outcomes. This of course requires immediate treatment with the right solution.

Then the researchers conducted a forum group discussion (FGD) with educators in the fourth grade. The results of the forum group discussion (FGD) stated that there is a need to update digital teaching material literature that can increase interest in learning and reading, so that it can improve student learning outcomes especially in the Pancasila Education Phase B subject. Educators also provide suggestions for using Pancasila principles material and applying Pancasila principles in everyday life. Apart from being a novelty and a solution to problems in the learning process, it can also help students improve good, noble character, love of the country, and foster polite attitudes that are useful in social life.

Based on the results of the review and needs analysis, the research attempted to create a novelty namely a digital handout. As handouts are complex teaching materials and utilize digitalization as a medium or container, this concept will provide flexibility for educators and participants to use them wherever and whenever (Pratama and Sakti 2020). The use of digital handouts can be carried out independently whether with the guidance of educators or parents or not. This digital handout refers to the flexibility aspect where students can increase the frequency of learning and reading activities (Nabilah and Wahyuningsih 2021).

This research created a novelty, namely a Canva-based digital handout based on the Reading, Identifying, Constructing, Solving, Reviewing, Extending (RICOSRE) learning model. The Canva application was chosen as a platform for using digital handouts because this application is easy to use or operate and can be easily used anytime and anywhere (Rosmalinda and Sherli Pamela 2023). Educators can easily design, compile and create teaching materials that suit learning needs. The advantage of the Canva application is that it has many interesting templates, so it can increase students' interest in learning and reading (Rahmi Susanti et al. 2022). The RICOSRE learning model has learning steps, including; 1) read the reading text, 2) identify the problems contained in the reading text, 3) plan an appropriate problem solution, 4) create a problem solution according to the reading text, 5) review the problem solution to see if it is correct and appropriate, 6) explain the solution problems in front of the class to educators and peers (Sumiati, Mahanal, and Zubaidah 2018).

The reason for choosing the RICOSRE learning model is because this learning model is an interactive learning model, so it is able to encourage students to be more active, creative, think critically and innovatively as are the characteristics of fourth grade students at public primary school 81 Palembang. The difference between this research accrued out and previous research is the use of the Canva application which contains learning activity in the Reading, Identifying, Constructing, Solving, Reviewing, Extending (RICOSRE) learning model. The innovation in this research is certainly a differentiator and innovation in creating digital technology based teaching materials. This is proven by research carried out by (Sumiati, Mahanal, and Zubaidah 2018) that the RICOSRE learning model has the big effect in improving student learning outcomes This is proven by research results which show that there is an increase in learning outcomes of 26.9%. This confirms that the RICOSRE learning model has a good effect especially on aspects of students' cognitive abilities.

Based on the problems that have been explained, it can be concluded that the novelty in this research is creating Canva-based digital handouts in the Pancasila Phase B Education subject using the RICOSRE learning model. The aim of this research is to find out three things, including; 1) validity test results of Canva-based digital handouts, 2) effectiveness test results of Canva-based digital handouts, and 3) Practicality test results of Canva-based digital handouts. Canva-based digital handouts are expected to be able to help students increase interest in learning and reading, improve critical thinking skills, improve problem-solving abilities and improve learning outcomes in Pancasila Phase B Education subjects. It is hoped that the Canva-based digital handout will be able to encourage students to practice the principles of Pancasila in their daily lives.

Research Method

The research method implemented in this research is the Rowntree research model. The choice of the Rowntree method was based on the suitability of the research objective, namely creating open materials in the form of Canva-based digital handouts. This research will describe a Canva-based digital handout that measures its validity, effectiveness and

practicality (John W. Creswell 2012). This research does not develop teaching materials that have already been implemented, but rather creates new teaching materials that have never been created and implemented in the schools used as subjects in this research. The following are the stages of development research which refer to the Rowntree model.

This research was carried out at public primary school 81 Palembang. The population in this study was 30 students and an educator in class four A and class four B. The sampling carried out in this research used a purposive sampling technique which refers to interview activities, distributing questionnaires and forum group discussions (FGD). Interviews and group discussion forums (FGD) were aimed at fourth grade A and fourth grade B educators. The distribution of questionnaires was aimed at fourth grade A and fourth grade B educators and students.



Figure 1. Stages of Research and Development of the Rowntree Model

Source: 2023 primary data processing results



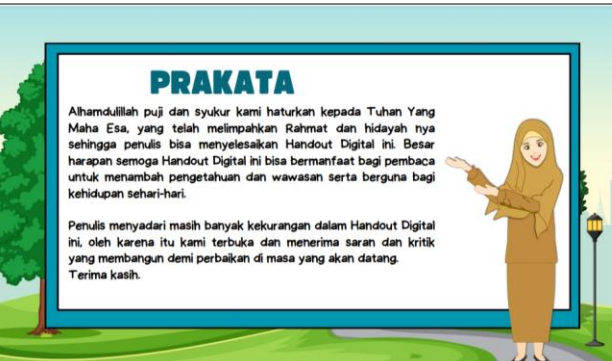
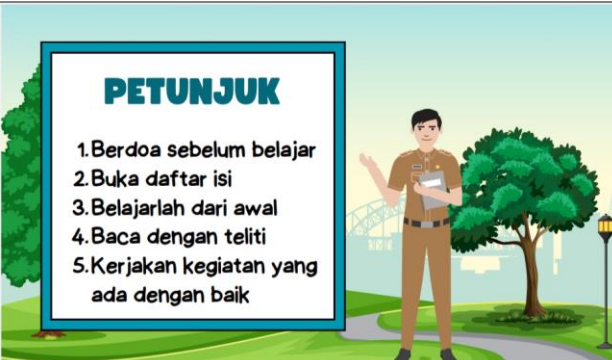
The explanation for each stage is as follows; 1) Stage 1: Planning, at this stage researchers design research product by creating storyboards and flowcharts to make it easier for researchers to develop research product. 2) Stage 2: Development, this stage refers to the development of research products by referring to the storyboard and flowchart schemes that have been created. This aims to ensure that the development stage are carried out well. 3) Stage 3: Evaluation. This stage is the evaluation or testing stage of the product before it is implemented in the learning process in order to find out the weaknesses and shortcomings of the product, so that it can be refined again. As the aim of this article was created, it was to explain the influence of effectiveness of Canva based digital handout. Data analysis used to determine this influence is through carrying out pretest and posttest. The pretest aims to determine students' initial abilities regarding the material to be studied, while the posttest aims to determine the improvement in learning outcome after carrying out the learning process with Canva based digital handout.





Result and Discussion

Canva-based digital handouts are digital teaching materials as a solution to problems that occur in the learning process. The Canva-based digital handout contains Pancasila Education Phase B subjects, especially material on Pancasila principles and the application of Pancasila principles in everyday life. The activity steps in this handout refer to the Reading, Identifying, Construction, Solving, Reviewing, Extending (RICOSRE) learning model. These learning steps refer to six activities, including; 1) read the reading text, 2) identify the problems contained in the reading text, 3) design an appropriate problem solution, 4) create a problem solution according to the reading text, 5) review the problem solution to see if it is correct and appropriate, 6) explain the solution problems in front of the class to educators and peers.

Teaching materials containing the Pancasila Phase B education subject are expected to be able to help students have good character, be virtuous and love their country. Besides that, it can foster good manners. The teaching materials developed must of course contain contextual illustrations and images, so that they can encourage students to increase their interest in learning and learning outcomes. The following is a display of a Canva-based digital handout;

Table 2. Canva-Based Digital Handout Display

No	Material	Display
1	Title	 <p>HANDOUT MATERI PENERAPAN PANCASILA DALAM KEHIDUPAN SEHARI-HARI FASE B, KELAS 4 SEKOLAH DASAR</p>
2	Writers name	 <p>Di Susun Oleh : Maya Novitasari Dr. L.R. Retno Susanti, M. Hum Dra. Evy Ratna Kartika Waty, M. Pd, P.hD</p>
3	Foreword	 <p>PRAKATA</p> <p>Alhamdulillah puji dan syukur kami haturkan kepada Tuhan Yang Maha Esa, yang telah melimpahkan Rahmat dan hidayah nya sehingga penulis bisa menyelesaikan Handout Digital ini. Besar harapan semoga Handout Digital ini bisa bermanfaat bagi pembaca untuk menambah pengetahuan dan wawasan serta berguna bagi kehidupan sehari-hari.</p> <p>Penulis menyadari masih banyak kekurangan dalam Handout Digital ini, oleh karena itu kami terbuka dan menerima saran dan kritik yang membangun demi perbaikan di masa yang akan datang. Terima kasih.</p>
4	Instructions for use	 <p>PETUNJUK</p> <ol style="list-style-type: none"> 1. Berdoa sebelum belajar 2. Buka daftar isi 3. Belajarlah dari awal 4. Baca dengan teliti 5. Kerjakan kegiatan yang ada dengan baik

5	List of contents	 <p>DAFTAR ISI</p> <ul style="list-style-type: none"> • COVER • KATA PENGANTAR • PETUNJUK PENGGUNAAN • DAFTAR ISI • ELEMEN DAN CAPAIAN PEMBELAJARAN PENDIDIKAN PANCASILA • TUJUAN PEMBELAJARAN PENDIDIKAN PANCASILA • GAGASAN DASAR NEGARA • LAMBANG PANCASILA • ARTI LAMBANG PANCASILA • PANCASILA • PENERAPAN PANCASILA • PENERAPAN PANCASILA DI LINGKUP SEKOLAH, KELUARGA, DAN MASYARAKAT • NILAI-NILAI PANCASILA • LATIHAN SOAL • DAFTAR PUSTAKA
6	Elements of learning outcomes	 <p>ELEMEN DAN CAPAIAN PEMBELAJARAN PENDIDIKAN PANCASILA FASE B</p> <p>ELEMEN PANCASILA</p> <p>Peserta didik:</p> <ol style="list-style-type: none"> 1. mampu menyebutkan makna sila-sila Pancasila serta menceritakan contoh penerapan sila Pancasila dalam kehidupan sehari-hari sesuai dengan konteks peserta didik. 2. menerapkan nilai-nilai Pancasila di lingkungan keluarga, sekolah dan masyarakat
7	Learning purposes	 <p>TUJUAN PEMBELAJARAN</p> <ol style="list-style-type: none"> 1. Melalui kegiatan diskusi kelompok kecil peserta didik diharapkan dapat menyebutkan tokoh yang menjadi penggagas teretusnya pancasila beserta ide pemikirannya dengan benar. 2. Melalui kegiatan Brainstorming, peserta didik diharapkan dapat menyebutkan makna dari lambang Negara Indonesia dengan benar. 3. Dengan menggunakan media gambar dan video tentang penerapan nilai Pancasila, diharapkan peserta didik dapat memahami penerapan nilai Pancasila di lingkungan keluarga, sekolah dan masyarakat dengan benar.
8	Opening	 <p>Halo anak-anak, Siapakah tokoh yang menggagas perumusan Pancasila ?</p>

9	Lets reading	<p>Ayo Membaca</p> <h3>PROSES PERUMUSAN GAGASAN NEGARA</h3> <p>Dr. Radjiman Wedyodiningrat selaku ketua BPUPKI, dalam sidang proses perumusan dasar negara Indonesia. Pada saat sidang rumusan calon dasar negara, majulah beberapa orang, di antaranya Mr. Muhammad Yamin, Prof. Mr. Soepomo dan Ir. Soekarno untuk memaparkan gagasannya. Gagasan tersebut kemudian dimusyawarahkan dan disepakati hingga akhirnya menjadi nama PANCASILA yang menjadi dasar negara Indonesia</p>  <p>Gambar 11 Sidang BPUPKI Sumber: arni.go.id (2020)</p>
10	Observing videos	

Source: 2023 primary data processing results

As research that has been carried out is creating digital handouts based on Canva. Novelty in this research refers to the creation of teaching materials in the Pancasila Education Phase B subject, especially material on Pancasila principles and the implementation of Pancasila principles in everyday life. This is the results of testing the effectiveness of influence of Canva based digital handouts on improving learning outcomes.

Effectiveness testing is one of the most important tests in development research, considering that effectiveness testing is a test that aims to find out how much effect the teaching materials have. The following are the results of testing the effectiveness of Canva-based digital handouts, as follows;

Table 3. Digital Handout Effectiveness Test Results

Mark interval	Total students		Percentage (%)		Category
	Pretest	Posttest	Pretest	Posttest	
90-100	0	19	0	60,16	Very good
80-89	0	11	0	30,16	Good
70-79	8	0	18,83	0	Enough
60-69	15	0	30,66	0	Not Enough
0-59	7	0	12,0	0	Very less

Source: 2023 primary data processing results

Based on the table 3 it shows that there is an increase in learning outcomes from pretest to posttest. During the pretest there were 8 students who got scores in the range 70-79, there were 15 students who got scores in the range 60-69 and there were 7 students who got scores in the range 0-59. The increase in learning outcomes was proven through the posttest results which showed that there were 19 students who got scores in the 90-100 range and there were 11 students who got scores in the 80-89 range.

Assessment of the effectiveness aspect is obtained through pretest and posttest based on N-Gain provisions. The research data related to effectiveness analysis through the N-Gain test are as follows;

Table 4. Recapitulation of Average Pretest, Posttest and N-Gain Results

Pretest Average	Average Postets	N-Gain
61,66	90,33	0,76
Categori		High

Source: 2023 primary data processing results

Based on the table 4 are presented it shows that the average pretest and posttest results obtained an N-Gain result of 0.76 and are included in the high category. These results show that Canva-based digital handouts are effectively implemented in the learning process in Pancasila Phase B Education subjects so that they are able to improve student learning outcomes.

The stage tests the effectiveness of Canva-based digital handouts. This was carried out with the aim of knowing and measuring the effectiveness of student learning outcomes after carrying out the learning process using Canva-based digital handouts in the Pancasila Phase B Education subject. This evaluation is carried out through a pretest and posttest by giving questions that are appropriate to the material presented in the implemented handout. The pretest was carried out before implementing the Canva-based digital handout, while the posttest was carried out after implementing the Canva-based digital handout. The results of both show significant changes or improvements in learning outcomes.

This was proven during the pretest, there were 8 students who got scores in the range 70-79, there were 15 students who got scores in the range 60-69 and there were 7 students who got scores in the range 0-59. The increase in learning outcomes was proven through posttest results which showed that there were 19 students who got scores in the 90-100 range and there were 11 students who got scores in the 80-89 range. This is in line with research carried out by (Wahyuni et al. 2022) The effectiveness of improving student learning outcomes is demonstrated through the use of digital teaching materials. This shows an N-Gain value of 97% and is included in the very high category.

The results of this research are in line with research carried out by (Setiawan and Raharjo 2022) The results of research on the development of interactive hyperlink PowerPoint media based on contextual teaching and learning models refer to; 1) media expert validation results obtained a percentage of 88.57%, 2) learning design practitioner validation results obtained a percentage of 90%, 3) material practitioner validation results obtained a percentage of 92.50% and all of these tests were said to be very valid. Apart from that, field trials related to student learning outcomes obtained a percentage of 86%.

Conclusion

Based on research that has been carried out, namely creating Canva-based digital handout teaching materials using the RICOSRE learning model. This research provides a contribution in the form of teaching materials implemented in the Pancasila Education Phase B subject on Pancasila principles and the application of Pancasila principles in everyday life. All purposes of this research have been achieved effectiveness test which received the very effective category It is hoped that this research can become a reference for research that will be carried out in the future. Educators are expected to be more creative and innovative in designing and creating teaching materials in accordance with needs analysis in the learning process.

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