

## RESPONDING TO THE GLOBAL ISSUES OF DIGITALLY DIFFERENTIATED ARABIC LEARNING FOR STUDENTS WITH SPECIAL NEEDS IN INTEGRATED ISLAMIC ELEMENTARY SCHOOLS

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### Abstract

This study aims to describe the application of digitally differentiated Arabic language learning for students with special needs in the Integrated Islamic Elementary School at SDIT Darul Falah Sukorejo Ponorogo. It is case study research involving seven students with special needs at SDIT Darul Falah. The data collection technique uses observation, in-depth interviews, and documentation. Meanwhile, data analysis is carried out by data reduction, data presentation, and conclusions drawn. The study results showed that Arabic at SDIT Darul Falah Sukorejo Ponorogo is a lesson within the framework of an informal curriculum that must be taught to regular students and students with special needs. Second, the Arabic learning methodology for students with special needs focuses on the self-esteem approach, which aims to increase student confidence, which can affect Arabic's motivation and learning outcomes. Third, Digital Differentiated Arabic Language Learning for students with special needs uses more digital media such as audio-visual media, animated graphics, and educational and social media; this effort is carried out on the principle of second language learning (B2), which must involve the needs of students, especially students with special needs. Digitally differentiated Arabic learning has shown its effectiveness in improving the quality of learning. This digital media can help students with special needs to understand and interact with Arabic more easily. Teachers at SDIT must be trained to use the self-esteem approach and digital technology to learn Arabic. This is so teachers can effectively teach students with special needs.

### Keywords

Arabic learning; Digital differentiation; Students with Special Needs.



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## INTRODUCTION

The strengthening of the flow of education development in the digital world to respond to global issues has become a concern for the entire world community, especially education policymakers. This transformation affects not only the way a person learns but also how education policies are formulated and implemented. In the digital era, access to education has become more open. Online learning platforms, such as MOOCs (Massive Open Online Courses), allow individuals from various backgrounds to get a quality education without having to be tied to a physical location (Rodriguez, 2013). However, challenges remain, especially in terms of the quality and relevance of learning materials. Education policymakers are increasingly aware of the importance of integrating technology in the curriculum. The use of digital tools, such as learning apps and interactive simulations, can enhance the learning experience and make the subject matter more engaging. In addition, technology also allows for personalized learning, where students can learn according to their own pace and learning style (Dewey, 2019). Digital education also plays an important role in responding to global issues, such as climate change, global health, and social inequality (Silalahi et al., 2022). Through digital-based education, students can access the latest information and learning materials relevant to these challenges. Educational programs focused on global problem-solving are increasingly being developed, encouraging students to become agents of change. In the digital age, skills such as critical thinking, collaboration, creativity, and digital skills are essential. Education must adapt to prepare students for the challenges of the ever-changing world of work. Therefore, education policymakers need to formulate policies that support the development of these skills at every level of education (Juditya et al., 2022). The government and educational institutions must ensure that there is adequate infrastructure to support digital education. This includes the provision of extensive internet access, adequate technological devices, and training for teachers to use technology in teaching. Without the right policies and infrastructure, the potential of digital education will not be fully realized (Maksum & Fitria, 2021).

The resistance to strengthening education in responding to global issues extends not only to the area of general education but also to inclusive education. This requires serious attention with the joint efforts of all policymakers, educators, parents, and the community in order to create a more inclusive educational environment and provide equal opportunities for all students to develop and learn. Inclusive education is not only the responsibility of schools but also a shared

responsibility to build a more equitable and sustainable society. Inclusive education is one of the main focuses in the Sustainable Development Goals (SDGs) agenda adopted by the United Nations in 2015 (Assembly, 2015). The SDGs aim to create a better and more sustainable world, with one of its main targets being to ensure inclusive, equitable, and quality education for all. SDG 4 specifically focuses on quality education. Targets related to inclusive education in SDG 4 include: 1) Target 4.5. Eliminate inequalities in education and ensure equal access for everyone, including women, children, people with disabilities, and marginalized populations; 2) Target 4.1: Ensuring that everyone can complete free, quality, and equivalent primary and secondary education and produce relevant and effective learning outcomes. Inclusive education plays an important role in achieving these targets by ensuring that all individuals, regardless of their background or special needs, have equal access to quality education. The benefits of inclusive education in the context of the SDGs include the following (Rambla & Langthaler, 2016): 1) It Reduces inequality. Inclusive education helps reduce inequalities in access to education. By providing opportunities for all individuals, including those with disabilities or from marginalized groups, one can build a more just society; 2) Supporting economic growth and sustainable development. Individuals who receive an inclusive education tend to have a better chance of contributing to economic growth. Quality education allows them to develop the skills necessary in the world of work, thereby contributing to sustainable economic development; 3) Increasing social engagement and welfare. Inclusion education not only focuses on the academic aspect, but also on the development of social skills. This can increase social engagement and individual well-being, reduce stigma, and build a more harmonious society.

Questioning the importance of inclusive education in welcoming the SDGs, the results of the researcher's observations at an Islamic educational institution in the suburbs of Ponorogo Regency need to be underlined. The researcher conducted an observation at SDIT Darul Falah Sukorejo Ponorogo, where this school has organized inclusion education for students with special needs. In order to fulfill the desire for educational equality and quality education for all, SDIT Darul Falah has designed an educational curriculum for school/madrasah units. Students with special needs who attend educational institutions are not left behind with students in general. All students, regardless of their background or special needs, have equal access to learning materials and school activities. In addition, the curriculum is designed to meet the needs and contexts of students, taking into account the diversity of abilities and learning styles. Several professional

teachers are selected to teach by utilizing digital technology. Arabic is one of the subjects included in the educational curriculum at SDIT Darul Falah. Why is that? Because Arabic is the *brand* of *Islamic Boarding School*. Arabic is a very relevant language in the context of Islamic education. Mastery of this language is important for understanding religious texts, including the Qur'an and Hadith. Learning Arabic allows students to delve deeper into Islamic teachings and understand religious concepts better. Mastering Arabic also provides students with important communication skills, both in local and global contexts, especially in Arabic-speaking countries. Teachers teach by following differentiated methods and considering the needs of students. Some of the strategies implemented include: 1) Use of digital technology. By utilizing digital technology, teachers can present material interactively. Students can learn through apps, learning videos, and online platforms that support their learning process; 2) Personal Approach. Teachers identify each student's individual needs and adjust teaching methods, whether it's through small group learning, customized assignments, or the use of learning aids; 3) Constructive feedback. Providing positive and constructive feedback to students helps them understand their progress and areas for improvement.

Learning Arabic for students with special needs requires a specific approach that accommodates a wide range of learning challenges. Several studies highlight the importance of modifying teaching methods, materials, and evaluation processes to improve accessibility and effectiveness. This synthesis explores key strategies to facilitate Arabic language learning among students with disabilities. *First*, a study to evaluate the performance of combining features in Arabic language learning to predict readability for students with disabilities. The proposed approach achieves a maximum accuracy of 77.47% (Azzaoui et al., 2023). *Second*, research on Arabic language learning for students with special needs at Al Firdaus Junior High School involves differentiated teaching to accommodate individual abilities, overcoming challenges such as mood regulation and difficulties in writing, reading, and memorizing. The results of the study show that the inclusive learning system is applied to Arabic subjects for students with disabilities. The modification system includes content, process, evaluation, product, time, and environment adjustment. An inclusive learning system can improve Arabic language skills for students with disabilities. Differentiated learning has accommodated the needs and abilities of individuals effectively (Nabilla & Inayati, 2024). *Third*, research that mentions the importance of learning Arabic for students with special needs in the involvement of planning, implementing,

and evaluating customized learning. Arabic learning methods include sign language, alphabet techniques, and the use of cards, as well as *Juz 'Ammah*, which allows students to identify letters despite challenges in pronunciation (Rachmayanti & Alatas, 2020). *Fourth*, a study that describes the stages of teaching Arabic to visually impaired students, including memorizing Braille codes, practicing Braille letters and punctuation, and developing from reading words to simple sentences, which ultimately leads to reading the Qur'an from short letters to long letters (Rubini & Setyawan, 2020), and *Fifth*, research on the use of MOALEM media, which is an assistive platform designed to support children with difficulties in learning Arabic. It offers personalized multimedia tutorials, allowing students to read, write, and understand Arabic through innovative methods, improving their learning skills in primary and specialized educational environments. The results of the study show that MOALEM media can improve students' Arabic language skills. This medium can effectively change the way you learn Arabic (Alja'am et al., 2018).

Some such studies have several *gaps*, both theoretically and empirically. *The gap* is theoretically the use of differentiated Arabic learning models and strategies. This is influenced by the approach used, whether behavioristic or reconstructive. So that it gave birth to various models and strategies for learning Arabic. The *gap* is empirically reduced by researchers selecting several research locations that are not only in primary education institutions but also in secondary education institutions. This means that Arabic is a universal lesson. As for this study, the researcher wants to respond to the strategic steps of digitally differentiated Arabic language learning for students with special needs at SDIT Darul Falah Sukorejo Ponorogo.

## METHOD

This research is a case study study involving seven students with special needs at SDIT Darul Falah Sukorejo Ponorogo. The researcher took a sample of Arabic lessons as the title of the research. This study aims to describe the application of digitally differentiated Arabic language learning to students with special needs at SDIT Darul Falah Sukorejo Ponorogo. By involving seven students with special needs, the study focused on how the teaching methods and support provided can facilitate their learning, especially by using differentiated methods for digital learning media.

The data collection technique uses observation, in-depth interviews, and documentation. The researcher conducted in-depth observations at the research location from March to August 2024, especially in the implementation of Arabic language learning in special needs classes. The respondents to the research were determined hierarchically, which included Arabic subject teachers, curriculum waka, students, and students' parents. The research documentation that supports the data includes student learning outcomes, learning activity documents, and curriculum archives.

Data analysis is carried out by data reduction, data presentation, and conclusions drawn. The researcher reduced some research data related to the application of digitally differentiated Arabic language learning to students with special needs at SDIT Darul Falah Sukorejo Ponorogo and then presented it in the form of a table. The researcher conducts a critical analysis of such problems with the theories presented and draws conclusions dialectically.

## FINDINGS AND DISCUSSION

### Findings

#### Arabic as a Compulsory Subject at SDIT Darul Falah

The results of the study show that Arabic at SDIT Darul Falah Sukorejo Ponorogo is learning within the framework of an informal curriculum that must be taught to regular students and students with special needs. Arabic language learning at SDIT Darul Falah is designed as an informal curriculum that emphasizes the importance of mastering Arabic in the context of Islamic education. Some of the important aspects of this curriculum include 1) Strategic position of the Arabic language. Arabic is taught not only as a subject but also as a tool for understanding religious texts, including the Qur'an and Hadith. This makes learning Arabic very relevant for students; 2) Integration with Islamic values. Arabic language learning is carried out with an approach that integrates Islamic values so that students not only learn the language but also understand the spiritual and cultural context behind it.

The obligation to learn Arabic as a subject matter at SDIT Darul Falah is an elaboration of the visions and missions of the Darul Falah Islamic Boarding School Foundation. In addition, there is a crucial attachment to *Islamic Boarding School*. SDIT Darul Falah operates within the framework of *the Islamic Boarding School*, which has special characteristics and educational objectives. This attachment adds weight to the importance of Arabic in the curriculum. In the

context of *Islamic Boarding Schools*, education does not only take place in the classroom but also in daily life in Islamic boarding schools. Arabic has become a daily communication tool and is important in the interaction between students and teachers. Activities outside the classroom, such as religious recitation and discussion, are often conducted in Arabic, thus improving students' ability to speak Arabic and deepening their understanding of religion.

### **Arabic Language Teaching Methodology for Students with Special Needs at SDIT Darul Falah**

The Arabic learning methodology for students with special needs at SDIT Darul Falah Sukorejo Ponorogo focuses on a *self-valued* approach that aims to increase students' confidence so that it can affect the motivation and learning outcomes of Arabic. The self-valued approach is a strategy designed to help students develop confidence in their learning process. In this approach, students are encouraged to accept themselves for who they are, including their strengths and weaknesses. This helps to create a positive and supportive environment. Students are taught to appreciate every step in the learning process, not just the end result. This reduces stress and increases motivation to learn. Then, the teacher provides positive and constructive feedback, which helps students feel valued and motivated to continue learning.

There are at least three goals in using *the self-valued* approach in special needs classes at SDIT Darul Falah, namely increasing self-confidence, learning motivation, and learning outcomes. By building students' confidence, they become more courageous in participating in learning activities, including the practice of speaking and writing Arabic. Students who have a high sense of confidence can contribute to increasing their motivation to learn Arabic so they are more active in following lessons. With higher motivation and confidence, students are expected to achieve better learning outcomes in Arabic. The Arabic language learning methodology that emphasizes the *self-valued* approach at SDIT Darul Falah has been proven to be effective in increasing the confidence, motivation, and learning outcomes of students with special needs. By creating a positive and supportive learning environment, students can feel safer participating and learning Arabic effectively.

### **Digital Differentiated Arabic Learning for Students with Special Needs**

Digital Differentiation Arabic Language Learning for students with special needs at SDIT Darul Falah uses more digital media, such as audio-visual media, animated graphics, and educational and social media. Audio-visual media is used to convey Arabic language learning materials in a more interactive and interesting way. In learning videos, for example, videos

explain vocabulary, phrases, and grammar visually to help students understand the context of using Arabic. The use of audio to listen to the correct way of pronunciation so that students can imitate and practice speaking better. Digital media of animation graphics. Animated graphics help students with special needs understand Arabic concepts in a visual and fun way. It involves concept visualization, which is an animation that depicts a specific situation or context, making learning easier to understand and remember. The interesting interactions. Interactive animations can increase student engagement, so they are more active in the learning process.

This effort is carried out based on the principle of second language learning (B2), which must address the needs of students, especially students with special needs. Digitally differentiated Arabic learning has shown its effectiveness in improving the quality of learning. This digital media can help students with special needs to understand and interact with Arabic more easily. Teachers at SDIT must be trained to use self-esteem and digital technology approaches to learn Arabic. Teacher training at SDIT Darul Falah on the approach of self-esteem and the use of digital technology in learning Arabic is very important to improve the effectiveness of teaching, especially for students with special needs. By training teachers to create a supportive learning environment and use technology optimally, it is hoped that students can learn Arabic better, increase their confidence, and achieve better learning outcomes. This effort will contribute to inclusive and quality education at SDIT Darul Falah.

## **Discussion**

The self-valued approach in learning Arabic for students with special needs at SDIT Darul Falah Sukorejo Ponorogo aims to create a positive and supportive learning environment. This approach encourages students to accept themselves for who they are, including their strengths and weaknesses, thereby increasing their self-confidence. With increased confidence, students become more courageous in participating in learning activities, such as practicing speaking and writing in Arabic. This increase in self-confidence also contributes to higher motivation to learn. Confident students tend to be more active in their lessons and show greater interest in learning Arabic. This high motivation encourages them to be more active in learning and try to understand the material better. The collaboration between increasing self-confidence and learning motivation has a positive effect on learning outcomes. Students demonstrate a deeper understanding of the material and a better ability to use Arabic. They are able to apply vocabulary, phrases, and grammar more effectively in relevant contexts. The use of digital media, such as audio-visual and



animated graphics, helps to convey learning materials in a more interactive and engaging way. Learning videos, for example, explain vocabulary, phrases, and grammar visually, helping students understand the context of using the Arabic language. Animated graphics make it easier to understand concepts that may be difficult to understand through text alone.

The self-valued approach is in line with the self-determination theory proposed by Deci and Ryan. This theory emphasizes the importance of basic psychological needs such as autonomy, competence, and connectedness in increasing intrinsic motivation. By encouraging students to accept themselves and appreciate every step in the learning process, the self-valued approach meets these needs, thereby increasing motivation and learning outcomes (Dunn & Zimmer, 2020). In Arabic language learning, the self-valued approach encourages students to accept and value themselves, encompassing both their strengths and weaknesses. By emphasizing this self-acceptance, students feel autonomous in their learning process, i.e. they feel that they have control over their learning experience. Self-acceptance also reduces external pressure and gives students the freedom to express themselves without fear, which is especially important for students with special needs who may have additional challenges in terms of self-acceptance (Kartini et al., 2014). Additionally, the self-valued approach supports the need for competence, where students are taught to appreciate every step of progress they make in learning, not just the end result (Kristjánsson, 2023). By appreciating this progress, students feel a sense of achievement and mastery of the material, which increases their sense of competence and confidence. This sense of competence, in turn, increases students' interest and drive to continue learning, strengthening their intrinsic motivation. Connectedness is also part of this approach, as teachers provide positive feedback that supports and creates a safe learning environment. With this atmosphere, students feel valued and connected with teachers and classmates, which strengthens their involvement in learning.

The use of digital media in learning Arabic for students with special needs is supported by the multimedia learning theory put forward by Mayer. This theory states that learning will be more effective if information is presented through a combination of text and images because it can facilitate more in-depth information processing (Mayer, 2009). The use of audio-visual media and animated graphics is in accordance with this principle, helping students understand the material better.

Research by Aziz et al. (2023) highlights the use of the PAILKEM (Active, Innovative, Environmental, Creative, Effective, and Fun Learning) strategy in learning Arabic for children with special needs (Aziz & Hasan, 2023). This strategy emphasizes the importance of creating a fun and interactive learning environment, which is in line with the self-valued approach applied at SDIT Darul Falah. Sholiha (2023) researched the implementation of Arabic language learning in visually impaired students at MTs LB/A Yaketunis Yogyakarta (Mar'a Aqila Sholiha, 2023). This study emphasizes the importance of modifying learning methods, strategies, and media according to the condition of visually impaired students, similar to the use of digital media tailored for students with special needs at SDIT Darul Falah. Ratnasari (2023) researched Arabic language learning strategies for students with special needs at SMAIT Nurul Fikri Makassar (Ratnasari, 2024). This study highlights the importance of using a tailored curriculum and appropriate learning strategies to meet the needs of students with special needs, which is in line with the digital differentiation approach applied at SDIT Darul Falah. Research by (Mahmudah & Paramita, 2023) discusses the transformation of Arabic language learning in the digital era, including the use of digital media in learning. This research supports the use of digital media, such as audio-visual and animated graphics, in Arabic language learning, as applied at SDIT Darul Falah. Research by (Mar'a Aqila Sholiha, 2023) highlights the application of digital learning media in Arabic language teaching, including the use of multimedia and electronic-based learning modules. This research is in line with the use of digital media in learning Arabic for students with special needs at SDIT Darul Falah. The self-valued approach and the use of digital media in learning Arabic at SDIT Darul Falah showed positive results. With this method, students with special needs are able to develop higher confidence and motivation, understand the material more deeply, and achieve better learning outcomes.

## CONCLUSION

The results of the study show that Arabic language learning at SDIT Darul Falah Sukorejo Ponorogo is included in the informal curriculum that must be taught to all students, both regular and special needs. The teaching methodology for students with special needs focuses on a self-esteem approach to increase self-confidence, which has an impact on motivation and learning outcomes. In addition, the digital differentiation approach is applied by utilizing digital media such as audio-visuals, animated graphics, and social education media according to the principles

of second language learning (B2) to meet the individual needs of students. Further research is recommended to explore the impact of the use of new technologies, such as interactive applications and virtual reality, in improving the engagement and Arabic language skills of students with special needs.

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