

THE EFFECTIVENESS OF YOUTUBE MEDIA IN INCREASING STUDENTS' MOTIVATION AND INTEREST IN FIQH LEARNING IN THE DIGITAL ERA

¹ Aulia Indah Wahyu Nurlaila, ² Muhammad Dwi Toriyono

^{1,2} State Islamic University of Sayyid Ali Rahmatullah Tulungagung, Indonesia.

¹ auliaindah254@gmail.com, ² dwi.toriyono@uinsatu.ac.id.

ABSTRACT: The era of digitalization requires teachers to innovate in learning, yet most still use outdated methods to deliver material to students. The lack of innovation in the learning process makes students feel bored, leading to a low impact on their motivation and learning interest. One step to address this is to integrate media and methods into the learning process. This study aims to test the effectiveness of YouTube media in increasing students' motivation and interest in learning fiqh subjects. The study uses a quantitative approach with a quasi-experimental design (pretest-posttest control group). Data collection was conducted using questionnaires and documentation, which were analyzed using a MANOVA test in SPSS software version 25. The results of the data analysis showed Sig. $0.000 < 0.05$ in both variables, which means that YouTube media affects learning motivation with a Partial Eta Squared value of 0.211 and learning interest with a Partial Eta Squared value of 0.298. The Partial Eta Squared indicated that the use of YouTube media in fiqh subjects contributed 21.1% to learning motivation and 29.8% to learning interest. Based on the interpretation of Partial Eta Squared, the results indicate large effects, suggesting that YouTube learning media can be applied in the learning process as a new form of innovation in the digital era.

Key words: YouTube Media; Learning Motivation; Learning Interest; Fiqh

INTRODUCTION

The digital era has brought about numerous changes in various aspects of life, including education. This era is characterized by the convenience of carrying out activities using digital technology. Digitalization in the field of education encourages a shift in the learning paradigm from initially conventional methods to digital-based learning that is more interactive and flexible. Changes often encountered in educational practices involve the use of teaching media that are integrated into digital technology. The media used in the learning process will undergo development and progress as times develop (Hasan et al., 2021). In this case, the application of media must be adjusted to the needs of the times so that there is no gap in learning practices.

Digital-based learning media refers to a learning approach that integrates information and communication technology to produce educational tools, including interconnected hardware components and the capacity to transmit graphic, video, and audio elements (Tiwow et al., 2025). Digital learning media, according to Kemp &

Dayton (in Hasan et al., 2021), have three main functions, including (1) arousing interest, (2) presenting information, and (3) helping to achieve learning goals. Based on Mayer's theory (Mayer, 2021), media that combine visual and audio elements can help students remember and understand the material more effectively, thereby triggering interest and encouraging continued learning. According to Sadiman (Sadiman et al., 2021), the existence of learning media can stimulate students' feelings, thoughts, attention, and interests.

Life in the digital era offers instant access to information, especially through platforms like YouTube. YouTube is an online video platform used by users to search for, watch, and share videos with people around the world (Fauzan, 2019). By the end of 2025, according to GoodStats (GoodStats, 2025), YouTube's user base reached 2.53 billion, equivalent to 30.9% of the world's population. On YouTube in Indonesia, there are 143 million users, which account for 5.65% of the total global user base. The average duration of YouTube use in Indonesia is 1,744 minutes, or about 29 hours and 4 minutes per month. The data indicates that Indonesians are mainly Current Generation Students who can spend hours watching a variety of digital content on YouTube, ranging from entertainment to tutorials to educational information. This condition requires teachers to adapt learning activities to remain relevant to the characteristics of the digital generation. However, the reality on the ground shows that most teachers still teach using a textbook-based approach and rely on direct verbal communication. The lack of teacher innovation will not meet students' learning needs in the digital era, potentially leading to low interest and discouragement of active learning.

Students' motivation and interest in learning are important factors that affect the success of the learning process. Motivation is defined as the impulse that arises from internal or external stimuli, leading to a desire to change certain activities for the better than the previous condition (Uno, 2016). Internal stimuli can take the form of personal needs, expectations, and goals. In contrast, external stimuli come from the learning environment, the role of teachers, and the use of appropriate learning methods and media. A person's motivation is closely related to their interest. A person with a strong interest in something tends to be motivated to engage in learning activities more actively. Interest can be defined as a psychological tendency that stimulates individuals to choose, pay attention to, and engage in certain activities. Conceptually, interest refers to an emotional response that generates enthusiasm for an activity that is perceived as interesting (Furqon, 2024). Students who have a high level of motivation and interest in learning tend to show attention, activeness, and perseverance in understanding the material presented. On the contrary, low motivation and interest in

learning lead to a lack of student participation, hindering the effective functioning of the learning process.

Low motivation and interest in learning among students are problems that often arise in the learning process. In the context of fiqh subjects, which are often considered theoretical and less interesting, low motivation and interest in learning are serious problems. This problem is inseparable from the lack of innovation in the media that teachers use to implement learning activities. The lack of teacher innovation, especially in fiqh subjects, is influenced by teachers' limited digital competence and their reluctance to integrate digital technology into the learning process. This results in less varied and less interactive delivery of teaching materials, leading to student fatigue. As a result, student involvement in learning activities decreases, disrupting the process of internalizing knowledge.

In the current digital era, integrating digital technology is needed to overcome low motivation and interest, for example, by leveraging popular platforms and multimedia used by students, such as YouTube, in the learning process, especially in the subject of fiqh. The platform YouTube, as one of the digital learning media, offers various advantages, such as the presentation of materials in an audiovisual manner, high accessibility, and a diversity of content tailored to students' needs and learning materials (Azhari & Hilmi, 2022). YouTube allows teachers to deliver more engaging, contextualized learning. With the right use of media, it is hoped that students' motivation and interest in learning will increase, making the learning process more effective, engaging, and relevant to the times, and producing competitive graduates in the global era.

METHOD

The research approach uses a quantitative, quasi-experimental design. A quasi-experiment is a type of research that aims to test cause-and-effect relationships by giving a treatment to a group of subjects without random assignment (Creswell & Creswell, 2022). The design used was a pretest-posttest control group, allowing researchers to compare pre- and post-treatment conditions within the experimental and control groups.

The research population comprises all grade VIII students at MTsN 2 Trenggalek, totaling 250 students. Sampling uses the Purposive Sampling technique, which selects samples based on specific criteria to ensure data obtained are more representative and aligned with the research objectives (Sugiyono, 2017). When the population is larger than 100, samples can be taken at 10-15%, 20-30%, or higher than 30% of the total population, depending on the needs of the study (Arikunto, 2018). The larger the

sample size, the lower the error rate, making the study's results more representative and generalizable (Cooper & Schindler, 2014). In this study, the researcher selected a 32% sample of the total population, which was considered representative of the population and sufficient for the research analysis.

Table 1. Total Population

Classes	Many Students	Classes	Many Students
VIII-A	28	VIII-F	28
VIII-B	28	VIII-G	27
VIII-C	28	VIII-H	28
VIII-D	28	VIII-I	27
VIII-E	28	Total Population	250

So, sampling based on the total population is as follows.

$$N = 32\% \times 250$$

$$N = 80$$

Because the sample was taken from classes with a predetermined number of students, it was obtained from three classes with a total of 82 students.

Samples were taken from classes VIII-F, VIII-G, and VIII-I as the experimental group, on the recommendation of the figh teachers, based on the similarity of the average of previous academic scores, relatively homogeneous student characteristics, and readiness to learn using YouTube-based media. Meanwhile, the control group chosen from class VIII-H, because it had equivalent characteristics, was not given treatment, allowing it to serve as a valid comparator. Before treatment, an independent t-test was conducted on the pretest scores to ensure comparable initial conditions between the experimental and control groups (Creswell & Creswell, 2022).

Data collection through questionnaires and documentation. Questionnaires with a closed-ended, statement-type format, with answer choices that allow respondents to choose only answers that meet their conditions (Sugiyono, 2017). Before the questionnaire was distributed, the instrument's validity was tested using the Product-Moment correlation, and its reliability was assessed using Cronbach's Alpha coefficient, with all items deemed valid and reliable based on $\alpha > 0,70$ (Hair et al., 2019). The questionnaire was given to the respondents twice, namely before and after treatment. The collected data were subjected to a normality test using the Kolmogorov-Smirnov test, then continued with a homogeneity test using the Matrix Variance-Covariance test (Box's M) as a prerequisite for the parametric test of multivariate analysis. Data analysis using the MANOVA test (Multivariate Analysis of Variance) with effect size Partial Eta Squared to see the contribution of learning media YouTube to the motivation and interest in learning in students.

RESULTS AND DISCUSSION

A. Learning Motivation Data

Table 2 Learning Motivation Score

Before treatment	Total Score	After treatment	Total Score
Maximum score	47	Maximum score	64
Minimum score	29	Minimum score	51
Mean/Average	39,58	Mean/Average	57,76
Standard deviation	4,497	Standard deviation	3,272

(Source: SPSS output version 25)

The increase in learning motivation indicates that the use of YouTube in learning activities can more evenly enhance students' motivation to learn. On YouTube, the material is presented clearly with good lighting and includes illustrations and direct demonstrations, which can make it easier for students to understand the fiqh material. Media that combine visual and audio elements are more effective in improving understanding, memory of the material studied, attention, interest, and encouragement to continue learning activities (Mayer, 2021). Increased motivation is inseparable from the presence of material content on YouTube, which makes it easier to understand and remember material concepts, especially in fiqh subjects.

Increased motivation to learn can be interpreted as a result of increased students' confidence in understanding the material. When students are able to follow the learning flow more clearly, they gain confidence in their own abilities, which is the main driver of intrinsic motivation. This is relevant to the Self-Determination approach, which places competence as an important element in building sustainable learning motivation (Ryan & Deci, 2020). Competency refers to the feeling of being able to face challenges and complete tasks. When students feel they can learn, they tend to show involvement, perseverance, and interest in learning activities. This emphasizes that sustainable learning motivation can grow when students feel able to master the material, have full control over the learning process, and gain support from their social environment.

More specifically, the occurrence of an increase in motivation is marked by several indicators such as the emergence of the desire to succeed, the emergence of motivation and need for learning, the existence of future hopes and ideals, the existence of rewards in learning, the existence of interesting learning activities, and a more conducive learning atmosphere (Uno, 2016). This shows that YouTube not only affects the cognitive aspect but also the affective and learning behaviors of students. YouTube media can move students from simply receiving information to being more active in the learning process. Derek Rowntree (in Charline et al., 2023), proposes how to create interesting activities in learning, one of which is through the application of media in the learning process, so that it can encourage student motivation, stimulate learning

activities, activate responses, and help them repeat the material and practice it appropriately.

B. Learning Interest Data

Table 3 Learning Interest Score

Before treatment	Total Score	After treatment	Total Score
Maximum score	37	Maximum score	61
Minimum score	23	Minimum score	46
Mean/Average	30,22	Mean/Average	53,90
Standard deviation	3,938	Standard deviation	3,530

(Source: SPSS output version 25)

The increase in learning interest suggests that using YouTube in the learning process can foster greater student interest. Using YouTube media helps students become more interested, focused, and actively involved in the learning process. The increase in students' interest is influenced not only by the content of the material but also by its presentation through engaging media and is tailored to students' characteristics. Usage of YouTube as a learning medium effectively increases interest in learning through its interactive visual appeal (Renninger et al., 2014). Visual attraction in the form of images, animations, sounds, and illustrations on YouTube provides an effective stimulus for arousing students' interest in learning.

YouTube is considered able to create a sense of pleasure and interest in students through the presentation of audiovisual, interactive, and communicative materials. The presence of visual elements and audio support makes the delivery of material easier to understand than in conventional media, which tends to be monotonous and focused only on lectures. When students are interested in the display and delivery of YouTube material, their attention is focused, generating curiosity and active involvement during teaching and learning activities. This condition shows that the use of YouTube media can create a more fun, less boring learning experience, encouraging students to participate more in learning activities. The 45.1% increase in interest was influenced by YouTube's media, which offers content that is interesting, flexible, practical, adaptive, and produces more varied learning (Buhari, 2023). Thus, YouTube, as a means of digital learning, can increase interest and cognitive engagement and foster a more interactive, varied, and contextually relevant learning environment.

C. MANOVA Analysis

The analysis shows that using YouTube media increases students' motivation and interest in learning fiqh, as evidenced in Table 4.

Table 4 MANOVA Analysis Results

Variable	Squares	Mean Square	F	Sig.	Partial Eta Squared
YouTube Media -> Learning motivation	334.983	334.983	28.888	0,000	0,211
YouTube Media -> Interest in learning	538.864	538.864	45.777	0,000	0,298

(Source: SPSS output version 25)

The Sig. values of 0.000 for both variables, with Partial Eta Squared values of 0.211 for learning motivation and 0.298 for learning interest, indicate that the use of YouTube media has a large effect on the improvement of students' affective aspects, namely motivation and interest in learning. The contribution of YouTube media to the 21.1% increase in learning motivation is driven by material that is more concrete and contextual, making it easier for students to understand, which ultimately encourages the willingness to continue learning. The increase in interest in learning was influenced by YouTube media by 29.8%, and the remaining increase was influenced by other factors. The contribution of YouTube media to increased interest is driven by the display of visually engaging content that piques students' curiosity. The use of media in learning activities by involving two senses at once, namely the senses of sight and hearing, from an image accompanied by sound (audio) or video, is more effective in attracting attention (interest) to increase understanding of what is being learned, which ultimately triggers the emergence of learning motivation (Kalang et al., 2025). This confirms that using YouTube is not only a complement to learning activities but can also create a more engaging and meaningful learning experience in fiqh. Conceptually, integrating digital technology into the learning process can shift learning dynamics from passive to more active and meaningful.

Teaching and learning activities are more effective when information is presented through a combination of visual and audio (Mayer, 2021). In this study, YouTube media allows students to receive fiqh material through images, animations, sounds, and videos of worship practice that are connected to real life, making it easier to understand the concepts. Fiqh learning on YouTube helps students understand the material through movement visualization, practice simulations, and explanations of concepts related to the material being studied. A more concrete and interactive presentation of the material helps students focus more during learning activities and increases their interest in the material being studied. The use of video shows can reduce students' cognitive barriers to fiqh learning that involves concepts based on sharia law and requires demonstrating worship practices. The use of media that has two channels, namely visual and audio elements, can overcome verbal barriers and reduce mental fatigue that

causes boredom in learning activities (Sadiman et al., 2021). The material presented on YouTube can provide a more meaningful experience, eliminating cognitive barriers that often occur when students feel they do not understand the material because delivery is limited to verbal communication. More than that, the delivery of material through YouTube can create a fun learning atmosphere because it not only focuses on learning, but also entertains students through attractive visual displays, so as to make learning activities no longer seem boring and able to motivate students to participate in learning actively (Fitria Zana Kumala, 2021).

Increased student motivation and interest in learning based on John Keller's ARCS model (Keller, 2010), depending on the use of eye-catching visual elements (Attention), the presentation of fiqh materials that are close to daily life (Relevance), so as to create more focused and conducive learning conditions. Content that can help students understand the material more easily and thus strengthen confidence (Confidence), as well as provide an enjoyable and satisfying experience (Satisfaction) for students. This condition prompts students to be more active and encourages them to follow the learning process. YouTube-based media effectively increases student attention and engagement through engaging video shows that are not boring and helps internalize abstract concepts that are not easily conveyed verbally (Oktiana, 2021). In its application, the media YouTube effectively deepens the internalization of concepts, thereby increasing students' learning motivation compared to conventional media (Sormin, 2024).

Maslow (in Naaz & Khalid, 2023), posits that a person will be motivated to meet his needs gradually through the stimuli he receives. Therefore, to foster and increase students' learning motivation, teachers need to first meet students' needs so that learning objectives can be achieved optimally. Stimuli that can be given, such as creating a safe, comfortable, and fun learning atmosphere through the application of interesting methods and media. Teachers play the role of active facilitators in the student learning process, according to Carl Rogers (Pinto, 2024), through several things, including: (1) creating a supportive classroom atmosphere, so that students can behave positively during the learning process; (2) help students understand their learning objectives and give them full freedom to learn; (3) help optimize students' future impulses and dreams as the main motivation in learning; (4) provide a variety of learning resources needed by students; (5) sincerely accept questions, opinions, and feelings submitted by students.

Interest and motivation are interrelated constructs, but they differ in their characteristics. Interest is a representation of liking and attraction to an object, while motivation reflects internal and external impulses that move individuals to make

behavioral changes. Interest and motivation are two elements that act as affective energy, reinforcing each other in the successful student learning process. The relationship between interest and motivation is that interest acts as an initial trigger for motivational growth. Interest can be considered a motivating force (Syah, 2017). Interest tends to involve feelings of pleasure and a desire to engage in learning activities. This situation then triggers motivation, characterized by the emergence of expectations and desires that can be satisfied upon mastering what is learned. Through more consistent situational support during learning activities, applying media on YouTube can transform interest in learning into personal interests that give rise to intrinsic motivation (Renninger et al., 2014). Understandably, motivation is more stable than interests, which often change depending on the situation.

When the use of digital media, such as YouTube, is done consistently and continuously, interest can develop more stably (Ashari et al., 2025). Interest in stable conditions can serve as an intrinsic motivator, encouraging student involvement in the learning process. In learning practices in today's digital era, to maximize interest and motivation to learn, teachers need to combine media with active, interactive learning strategies. Provide spark questions at the beginning of learning, then invite students to discuss them as a follow-up after completing the material via YouTube. Despite the teacher's position as a facilitator, the teacher needs to guide students in understanding the material, emphasize the key points they need to master, and help them draw conclusions from what they have learned to increase attention, participation, engagement, and deeper understanding. The YouTube media application is inseparable from various obstacles that affect its implementation, such as student characteristics. Some students show low enthusiasm for learning, get bored easily, lack focus, and tend to be passive during learning. Another obstacle is the difference in learning ability and confidence in the material mastered. Negative perceptions of fiqh learning materials constitute obstacles that require full attention, as their impact affects students' interest, confidence, and readiness to learn. In addition, the instability of the internet connection hinders the delivery of material, reduces student concentration, and can reduce students' interest in learning from disrupting the playback of material on YouTube.

The application of YouTube media in fiqh learning activities demonstrates that integrating learning in the current digital era is a strategic way to increase motivation and interest in learning. Effective teaching and learning activities do not depend solely on the content or material taught, but also on how it is presented, integrating cognitive and affective aspects in a balanced manner according to students' needs. Thus, the use

of YouTube as a pedagogical approach is highly relevant for supporting learning transformation in the current digital era.

CONCLUSION

The increase in students' motivation and interest in learning is influenced by YouTube content presented in a visual-auditory format, making learning more engaging, interactive, and innovative. In the context of fiqh learning, which involves abstract concepts and requires hands-on/practical simulation, video-based visualization helps students understand the material more concretely and reduces verbal barriers during the learning process. YouTube can serve as an alternative learning medium that increases students' attention, involvement, and understanding of fiqh materials. The practical implications of these findings emphasize the importance of innovation in learning activities to create adaptive learning environments that support the development of digital technologies. In this case, support from educational institutions is needed, including adequate technological facilities, training to improve teachers' competence in digitalization, and a curriculum that is adaptive to learning transformation in the digital era. Thus, the use of digital learning media, such as YouTube, can be optimized as part of pedagogical innovation to improve the quality of Islamic education in Indonesia.

REFERENCES

- Arikunto, S. (2018). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Rineka Cipta.
- Ashari, N., Pane, M. A. S., & Saleh, K. (2025). Analisis Pengaruh Penggunaan Media Pembelajaran Digital dengan Minat Belajar Siswa Jurusan Audio Video SMKN 4 Medan. *Rekognisi: Jurnal Pendidikan Dan Kependidikan*, 10(2), 25–33.
- Azhari, A., & Hilmi, D. (2022). Penggunaan YouTube Dalam Kajian Pembelajaran Bahasa Arab Pada Mahasiswa PGMI. *El-Ibtikar: Jurnal Pendidikan Bahasa Arab*, 11(1). <https://doi.org/10.24235/ibtikar.v11i1.9679>
- Buhari, A. R. (2023). *Pengaruh Penggunaan Media Pembelajaran Berbasis YouTube Terhadap Minat Belajar PAI Pada Peserta Didik Di Kelas XI SMKN 2 Parepare*. Institut Agama Islam Negeri Parepare.
- Charline, C., Jo, S., & Frédéric, E. (2023). Use of Learning Media to Increase Student Learning Motivation in Junior High Schools. *World Psychology*, 2(3), 176–189. <https://doi.org/10.55849/wp.v2i3.402>
- Cooper, D. R., & Schindler, P. S. (2014). *Business Research Methods*. McGraw-Hill.
- Creswell, J. W., & Creswell, J. D. (2022). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications Inc.
- Fauzan, A. (2019). Penggunaan Media Youtube dan Sikap Pengguna Media Youtube.

- Kinesik*, 6(3), 247–254. <https://doi.org/10.22487/ejk.v6i3.85>
- Fitria Zana Kumala. (2021). Pengaruh Penggunaan Youtube Terhadap Minat. *Jurnal Penelitian Pendidikan Dan Pengajaran Matematika*, 7(2), 107–116. <https://doi.org/10.37058/jp3m.v7i2.3365>
- Furqon, M. (2024). *Minat Belajar*. Mafy Media Literasi.
- GoodStats. (2025). *Indonesia Masuk Jajaran Pengguna YouTube Terbanyak Di Dunia 2025*. <https://goodstats.id/article/indonesia-masuk-jajaran-pengguna-youtube-terbanyak-di-dunia-2025-7Cvdz>
- Hair, J. F., Babin, B. J., Anderson, R. E., & Black, W. C. (2019). *Multivariate Data Analysis*. Cengage Learning.
- Hasan, M., Milawati, Darodjat, Khairani, H., Tahrim, T., & Anwari, A. M. (2021). Media Pembelajaran. In *Tahta Media Group*. Tahta Media Group.
- Kalang, M. M. T., Iswahyudi, D., & Romadhon. (2025). Pemanfaatan Media Pembelajaran Berbasis Audio Visual dalam Meningkatkan Motivasi Belajar Siswa pada Mata Pelajaran PPKN. *Jurnal Ilmiah Pendidikan Citra Bakti*, 12(2), 508–521. <https://doi.org/10.38048/jipcb.v12i2.5177>
- Keller, J. M. (2010). *Motivational Design for Learning and Performance: The ARCS Model Approach*. Springer.
- Mayer, R. E. (2021). *Multimedia Learning*. Cambridge University Press.
- Naaz, H., & Khalid, S. (2023). Relevance of Maslow's Hierarchy of Needs in the Education. *International Journal of Physical and Social Sciences*, 13(6), 1–8. <http://www.ijmra.us>
- Oktiana, H. (2021). *Pengaruh Penggunaan Media Video YouTube Terhadap Motivasi Belajar dan Hasil Belajar Pendidikan Agama Islam (PAI) di SMP Negeri 20 Kota Bengkulu*. Institut Agama Islam Negeri Bengkulu.
- Pinto, T. R. C. (2024). The Teacher Facilitator of the Second Decade of the 21st Century: Reflections on Carl Rogers' Humanist Theory. *Research, Society and Development*, 13(12), 1–12. <https://doi.org/10.33448/rsd-v13i12.47709>
- Renninger, K. A., Hidi, S., & Krapp, A. (2014). *The Role of Interest in Learning and Development*. Psychology Press.
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and Extrinsic Motivation from a Self-Determination Theory Perspective : Definitions , Theory , Practices , and Future Directions. *Contemporary Educational Psychology*. <https://doi.org/10.1016/j.cedpsych.2020.101860>
- Sadiman, A. S., Rahardjo, R., Haryono, A., & Rahardjito. (2021). *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya*. Rajawali Press.
- Sormin, N. (2024). *Pengaruh Penggunaan Media YouTube Terhadap Motivasi Belajar Pendidikan Agama Islam Kelas XI di SMA Negeri 1 Batangtoru*. Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan.
- Sugiyono. (2017). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan*

R&D). Alfabeta.

Syah, M. (2017). *Psikologi Belajar*. PT. Remaja Rosdakarya.

Tiwow, G. M., Manullang, D. R., Renol, S., Siahaan, A. L., & Komalasari, F. P. (2025). *Media Pembelajaran Digital*. Sonpedia Publishing.

Uno, H. B. (2016). *Teori Motivasi dan Pengukurannya: Analisis di Bidang Pendidikan*. Bumi Aksara.