

THE ROLE OF DIGITAL LITERACY IN LEARNING MEDIA ACCORDING TO ISLAM

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ABSTRACT

Literacy aims to hone one's abilities and insights, besides that it is also a milestone in the rise of civilization in the western and Islamic world, especially in the current era known as modernity and provides opportunities and challenges in everyday life as a form of technological development and digitalization. Therefore the purpose of this study is to describe the role of digital literacy in learning media according to Islam. The method used is literature study with a descriptive approach, followed by collecting data, then analyzing the contents, then finally drawing conclusions. The results of the study show that the role of digital literacy in learning media according to Islam includes counteracting hoaxes circulating on social media, preventing bullying both verbally and non-verbally, counteracting online gambling that is rife around society, minimizing internet addiction for everyone. people who cannot be separated from cyberspace and prevent pornography which can lead to sexual crimes or commonly referred to as cyber sex. The hope is that knowing the important role of digital literacy in the current era can increase the awareness of parents, educators, participants and readers in general so that they can avoid the various evils above and can be wiser in using and utilizing technology that is growing rapidly at all times.

Keywords: Role, Digital Literacy, Learning Media, Islam

1. INTRODUCTION

Literacy becomes a very important thing because from literacy a person hones his abilities and scientific insights and that is in accordance with the essence of education itself. The essence of education is to make someone a true learner and love for knowledge. Literacy is an indicator of the consumption of information and knowledge in the modern era. It is undeniable that in this modern era the standard of success is determined and influenced by literacy skills. Literacy is so important in the progress of a nation, but so is the lack of interest and reading quality of students in Indonesia. Whereas literacy itself is a milestone in the rise of civilization, both in the western world and the Islamic world (Dewayani & Retnaningdy, 2017).

Islamic civilization is also remembered for its heyday in the mid-7th to 13th centuries. At that time Baghdad became the center of knowledge and baitul wisdom, namely the library and symbol of study which became the center of knowledge. Andalusia catapulted the city of Cordova as a metropolis that has a collection of more than 440,000 books. This proves that in Islam itself a student is required to foster a spirit of literacy. So the existence of literacy is the fruit of knowledge that must exist and is embedded in everyone's

motivation, more specifically a student in developing a literate mindset in order to form a person who has morals, character, and knowledge. In accordance with the educational objectives stated in Law Number 20 of 2003 concerning the national education system (Barnawi & Arifin, 2013).

The increasing demands of society on education and the advancement of science and technology have made it impossible for education to be managed solely through traditional methods, besides that this method is no longer in line with the needs and demands of society. Technological scientific revolutions, societal changes, understanding how children learn, advances in communication media and so on give their own meaning to educational activities and it is this demand that makes the policy to utilize technological media and technological approaches in the management of education education as part of culture is a means of writing values -values, ideas (Dim, 2010).

Literacy needs to become a knowledge paradigm that is reflected in a person's attitudes and behavior to face the challenges of the 21st century which is called the century of digital knowledge. The century labeled by futurologists as the era of globalization will give birth to a borderless world. This means, communication between humans becomes so easy and fast. As a result, the boundaries of space disappear. In this century, human roles are also needed that are of high quality (critical and creative), skilled, understand various cultures, able to communicate, knowledge oriented, and capable of long life learning (Yukaristia, 2019). The main challenge of today's modern society is the use of the internet and digital media which not only provide benefits for users, but also open up opportunities for various problems. Lack of digital skills in using hardware and software results in sub-optimal use of digital media. Weak digital culture can lead to violations of citizens' digital rights. Low digital ethics has the opportunity to create an unpleasant digital space because there is a lot of negative content. The fragility of digital security has the potential for personal data leakage and digital fraud (Adikara, Kurnia, & et al, 2021).

The development of digital tools and access to information in digital form has both challenges and opportunities. One of the concerns that arises is the number of young people who access the internet is very large, namely approximately 70 million people. They spend their time on the internet, whether via mobile phones, personal computers, or laptops, close to 5 hours per day. The high penetration of the internet for the younger generation is certainly troubling many parties and the facts show that data on access of Indonesian children to pornographic content per day averages 25 thousand people. Not to mention unhealthy internet behavior, shown by the spread of hoax news or information, hate speech, and intolerance on social media. These things are certainly a big challenge for parents (And Culture, 2017).

The 21st century is also often called the modern era because of the many developments in technology. If we talk about technology, there will be many examples based on it. However, what influences the life (and especially the thoughts and views) of society and Muslims in this era is the digitalization of social media through digital literacy. If in some previous periods, social media used newspapers, radio, television, telegrams and other simple tools. So today's era has been changed to be easier with technology. What needs to be considered in this case is, when these facilities do not limit all movements, the norms and some of the rules that apply become more rampant. The most worrisome

consequence is, Digital literacy will tend to be used as a tool to expedite various thoughts that will later be irrelevant and damage the order of life in accordance with applicable laws, religious teachings and norms. Therefore the authors are interested in discussing the role of digital literacy in learning media according to Islam.

2. METHOD

The method used in this research is library research, which means a series of activities related to the method of collecting library data, reading and recording and processing research materials.(Zed, 2014). This literature review utilizes library resources to obtain research data and then continues to collect it. Then summarize the contents of the literature using content analysis techniques and finally draw conclusions from the contents of the literature through a qualitative descriptive approach.

3. RESULTS AND DISCUSSION

Digital Literacy

The term digital literacy has been used since the 1990s to refer to the ability to relate to information. The concept of digital literacy emerges along with technological developments. Paul Gilster, the character who wrote a book called Digital Literacy to define it simply. In his book entitled Digital Literacy, digital literacy is defined as the ability to understand and use information in various forms from a very wide variety of sources which are accessed via computer devices.(Sulianta, 2020). Bawden offers a new understanding of digital literacy that is rooted in computer literacy and information literacy. Computer literacy developed in the 1980s, when microcomputers were widely used, not only in the business environment, but also in society. However, information literacy only spread widely in the 1990s when information became easier to compile, access, and disseminate through networked information technology. Thus, referring to Bawden's opinion, digital literacy is more associated with the technical skills of accessing, assembling, understanding, and disseminating information (And Culture, 2017).

Hague also suggests that digital literacy is the ability to create and share in different modes and forms; to create, collaborate, and communicate more effectively, and to understand how and when to properly use digital technologies to support those processes(Kurnianingsih, 2017). According to Martin, digital literacy is a combination of several forms of literacy, namely: computer, information, technology, visual, media, and communication. With these six basic literacy skills, Martin formulates the following dimensions of digital literacy (S, 2023):

- a. Digital literacy involves digital action skills that are tied to work, learning, fun and other aspects of everyday life.
- b. Individual digital literacy varies depending on the daily situations they experience and also lifelong processes as the individual's life situation.

- c. Digital literacy involves the ability to collect and use knowledge, techniques, attitudes and personal qualities as well as the ability to plan, execute and evaluate digital actions as part of solving problems/tasks in life.
- d. Digital literacy also involves a person's awareness of their level of digital literacy and the development of digital literacy.

Digital literacy itself can be seen as part of media literacy and the concept of digital literacy is not a completely new concept. Apart from digital literacy, there is actually another concept called computer literacy that emerged in the 1980s. However, this concept has a limited meaning because it refers to technical computer literacy or mere computer mastery. Therefore, the concept of digital literacy then surfaced because its understanding is not only related to technical mastery of computers but also knowledge and emotions in using digital media and devices, including the internet. Digital literacy is interpreted not only as a process of children interacting with digital media, in this case the internet, but also how this interaction contributes to various aspects of child development (Kurnia & et al, 2017).

From the several opinions above, it can be concluded that digital literacy is the knowledge and skills to use digital media, communication tools, or networks in finding, evaluating, using, creating information, and utilizing it in a healthy, wise, smart, careful, precise, and comply with the law in order to foster communication and interaction in daily life.

Components in Digital Literacy

Douglas AJ Belshaw in his thesis "What is 'Digital Literacy'" said that there are eight essential elements for developing digital literacy, which are as follows.

- a. Cultural, namely understanding the various contexts of users of the digital world;
- b. Cognitive, namely thinking power in assessing content;
- c. Constructive, namely creating something expert and actual;
- d. Communicative, namely understanding the performance of networks and communications in the digital world;
- e. Responsible self-confidence;
- f. Creative, doing new things in new ways;
- g. Critical in addressing the content; And
- h. Be socially responsible.

Basic Principles of Literacy Development

The concept of digital literacy, in line with the terminology developed by UNESCO in 2011, cannot be separated from literacy activities, such as reading and writing, as well as mathematics related to education. Therefore, digital literacy is a skill (life skill) that does not only involve the ability to use technology, information, and communication devices, but also social skills, learning abilities, and having attitudes, critical, creative, and inspiring thinking as digital competencies. The basic principles of developing digital literacy include the following (Kurnia & et al, 2017):

- a. understanding

The first principle of digital literacy is a simple understanding that includes the ability to extract ideas implicitly and explicitly from media.

b. Mutual Dependence

The second principle of digital literacy is interdependence which is defined as how one form of media relates to another potentially, metaphorically, ideally, and literally. It used to be that small amounts of media were created for the purpose of isolating and publishing more easily than ever before. Today with so many media, media forms are expected not only to coexist, but also to complement one another.

c. Social Factors

Sharing is not just a means of showing personal identity or information distribution, but can also create a separate message. Who shares the information, to whom the information is provided, and through what media the information is provided can not only determine the long-term success of the media itself, but can also form an organic ecosystem for finding information, sharing information, storing information, and ultimately reshaping the media. itself.

d. Curation

Talking about information storage, such as storing content on social media through the "save to read later" method is a type of literacy that is associated with the ability to understand the value of information and store it so that it is more accessible and can be of long-term benefit. Advanced curation must have social curation potential, such as working together to find, collect, and organize information of value.

Approaches that can be taken to digital literacy include two aspects, namely conceptual and operational approaches. The conceptual approach focuses on aspects of cognitive and social-emotional development, while the operational approach focuses on the technical abilities of using the media itself which cannot be ignored.

Digital Literacy Competence

Competence comes from the word competence which describes the appearance of a certain ability as a whole which is a dialectic (combination) between knowledge and ability. In a general sense competence has almost the same meaning as life skills or "life skills", namely skills, skills to express, maintain, maintain, and develop oneself. Competence or life skills are expressed in skills, habits, skills, activities, actions, or performance that can be observed and even measured. Someone can master digital literacy gradually because one level is more complicated than the previous level. Digital competence requires computer and technology literacy. However, to be said to have digital literacy, one must master information literacy, visual, media,(Sukmadinata & Syaodih, 2012). There are several versions that become digital literacy competencies. Among them according to Paul Gilster, Network of Digital Literacy Activists (Japelidi), Tular Nalar, National Cyber and Crypto Agency (BSSN), and the Ministry of Communication and Informatics, Cybercreation & Deloitte. Including the following:

- a. Paul Gilster groups them into four core competencies that a person needs to have, so that it can be said to be digitally literate, including:

1) Searching on the Internet (Internet Searching)

Competence is a person's ability to use the internet and perform various activities on it. This competency includes components, namely the ability to search for information using search engines, as well as perform various activities in it.

2) Hypertext Direction Guide (Hypertextual Navigation)

This competency is a skill to read and dynamically understand the hypertext environment. So one is required to understand the navigation (guidance) of a hypertext in a web browser which is of course very different from the text found in textbooks. This competency includes several components including: knowledge of hypertext and hyperlinks and how they work, knowledge of the difference between reading textbooks and browsing via the internet, knowledge of how the web works including knowledge of bandwidth, http, html, and url, as well as the ability to understand web page characteristics.

3) Evaluation of Information Content (Content Evaluation)

This competency is a person's ability to think critically and provide an assessment of what is found online accompanied by the ability to identify the validity and completeness of information referenced by hypertext links. This competency includes several components, including: the ability to distinguish between display and information content, namely the user's perception in understanding the appearance of a web page visited, the ability to analyze the background of information on the internet, namely the awareness to explore more about sources and makers of information, the ability to evaluate a web address by understanding various domains for each particular institution or country, the ability to analyze a web page, as well as knowledge about FAQs in a newsgroup/discussion group.

4) Knowledge Assembly

This competency is an ability to organize knowledge, build a collection of information obtained from various sources with the ability to collect and evaluate facts and opinions properly and without prejudice. This is done for certain purposes both education and work. This competency includes several components, namely: the ability to search for information via the internet, the ability to create a personal newsfeed or notification of the latest news which will be obtained by joining and subscribing to news in a newsgroup, mailing list or other discussion group that discusses or discusses a topic. according to specific needs or topic issues, the ability to cross-check or re-check the information obtained,

Instructional Media

The word media comes from Latin and is the plural form of the word "medium" which literally means intermediary or introduction. In general, media are all forms of intermediaries for spreading, carrying or conveying messages and ideas to recipients. So, the media can facilitate a teacher in teaching, besides that the use of media can generate motivation to learn in students. Gagne and Briggs say that learning media includes tools that are physically used to convey the contents of teaching materials, which consist of books, tape recorders, films, slides, (picture frames), photographs, pictures, graphics,

television, and computers (Mudlofir, 2017). In other words, media is a component of learning resources or physical materials that contain instructional material in the student's environment for learning (Azhar, 2014). According to Miarso, media is anything that can be used to channel messages, which can stimulate students' thoughts, feelings, attention, and willingness to learn (Wiarto, 2016).

Learning media is an intermediary for everything that can be used to convey messages and stimulate the learning process in a learner (student) (Aqib, 2013). Learning media are tools for providing a learning environment rich in stimulation or encouragement (eg multimedia, video, text and real objects). Media learning resources are useful tools in teaching and learning activities. The aids can represent something that cannot be conveyed by the teacher through words or sentences. Students' difficulties in understanding certain concepts and principles can be overcome with the help of aids. Even assistive devices are recognized to be able to give birth to good feedback from students. By utilizing acceptable tactics, teachers can increase students' interest in learning (Muhammad, 2012).

Learning media is defined as a tool to communicate information or ideas so as to improve the quality of learning. Media also refers to any type of format used to convey information. The format is in the form of visual or auditory which conveys the message to the recipient (students) so as to make the material more concrete. Students think that seeing and hearing makes learning more real and not just abstract. Learning media, refers to the type of media used in the teaching process which helps students more easily understand the goals set. Media implies an integration between teachers, teaching materials, and delivery procedures (Wamalwa & Wamalwa, 2014).

From some of the expert opinions above, it can be concluded that learning media is a tool used to channel messages from learning sources, namely books or modules and other learning resources to recipients, namely students, in order to create a conducive, efficient and fun learning environment. By using media a teacher is expected to be able to convey material more easily and students can also receive lessons well and have fun.

Islam

In the context of Islam, the word Islam according to language comes from the word "aslama" which can be interpreted as submission, obedience, and surrender. Islam is a revelation revealed by Allah SWT to His Messenger to be conveyed to mankind. Islam contains the teachings of Allah SWT which regulates relationships, both human relations with Allah, human relations with humans, and human relations with nature. Islam can be used as a foundation of life and provides all the answers to problems and the development of human culture until the end of its history. The relevance of Islamic teachings to the development of human culture is hinted at by Allah SWT in the Al-Quran and its purity is maintained. As QS. Al-Hijr (15) verse 9. This also includes education where education according to language has three words used. These three words, namely (1) "at-tarbiyah", (2) "al-ta'lim", and "al-ta'dib". These three words have interrelated meanings for the meaning of education in Islam. These three words have deep meanings concerning humans and society and the environment which in their relationship with God are interrelated with one another (Ramayulis, 2002).

In terms, according to Al-Abrasyi, it means that tarbiyah is preparing humans to live perfectly and happily, loving their homeland, physically strong, refined in their feelings, proficient in their work, sweet in speech, both orally and in writing. Al-Abrasyi emphasized that education is the achievement of perfection and happiness in life. Education is all activities or efforts consciously carried out by educators to students towards all aspects of personality development, both physical and spiritual, formally and informally which run continuously to achieve happiness and high values, both human and divine values (Salim & Kurniawan, 2012).

The Role of Digital Literacy in Learning Media According to Islam

From the explanation above, after careful analysis of the data content, the authors suggest that the Role of Digital Literacy in Learning Media According to Islam, includes:

1. Warding off hoaxes, the speed of access to this information causes that sometimes the information circulating is raw information that has not been edited and verified with the truth of the information first. Thus, the public becomes confused or 'confused' when news of facts and lies circulates one after the other so quickly. This symptom is often known as culture shock (Palupi, 2020). A person's lack of understanding in accessing computer devices and internet networks can be a trigger for someone to be trapped with fake information/news or what is called a hoax. the word hoax itself means a trick or a joke. Deceptive activities, deceptive plans, deceptive tricks are called hoaxes. One of the problems of digital literacy as a learning medium in the form of hoaxes can often trigger various information that is difficult to validate. Moreover, anyone can access the internet. In Indonesia itself, incidents of the spread of fake news (hoax) are rife. The incident of the spread of this hoax has caused public unrest in Indonesia, many parties feel disadvantaged by the circulation of the hoax. This is due to the rapid development of technology which makes it easier for people to get any information from various social media applications such as Whatsapp, Instagram, and Line. Social media is media that is often used by parties who have a special interest in spreading hoaxes.
2. Preventing Bullying, because bullying behavior can be in the form of physical, verbal, direct and indirect non-verbal as well as sexual harassment, the consequences that occur to victims of bullying involve physical and psychological aspects. Some of the physical effects that are usually caused by bullying are decreased endurance due to prolonged stress, even in extreme cases it can result in death. Psychologically or psychologically, when experiencing bullying, the victim feels many negative emotions (anger, revenge, upset, depressed, afraid, embarrassed, sad, uncomfortable, threatened) but is powerless to deal with it. In the long run these emotions can lead to feelings of inferiority that one is worthless as well as difficulties in adjusting to a social environment (Wharton, 2005). Bullying is not only done by one or two people, but various groups, regardless of young, old, rich and poor. What is more concerning is that bullying is often experienced and carried out by students. Almost every school in Indonesia has cases of bullying. Moreover, it is supported by digital devices or what we know as social media. Someone who is not wise in utilizing digital media can make it a separate

boomerang for committing crimes. For example, our disapproval of government figures or officials is expressed through various insulting memes/pictures and we feel satisfied and calm as if we were not affected by the sin of the harassment we did.

3. Prevent online gambling, because online gambling is an act that is contrary to religious, moral, decency, and legal norms, and is harmful to the livelihoods and lives of the people of the nation and state. The implementation of online gambling has a negative and detrimental impact on the morale and mentality of society, especially for the younger generation. Online gambling can be an obstacle to national development from a material aspect, because gambling educates people to earn a living improperly and forms a lazy character. It is very reasonable that gambling must be found in a rational way and solution for a solution, because it is clear that gambling is a social problem that can disrupt the social function of society (Subastian, 2010). The phenomenon of online games which were originally intended for children and teenagers, has now even been played and is in great demand by adults, the rise of online games has been followed by the emergence of various opinions regarding the effects of online games, there are some people who say online has a bad impact on children and adolescents, but there are those who reveal that online games can have a positive effect on their fans, but what if a game that was originally just to entertain now contains elements of gambling that will damage the nation's morals.
4. Minimizing internet addiction, because the Internet is like a double-edged sword. On the one hand, this technology can be useful if it is used for good and useful things, such as finding school study materials, discussion materials, looking for scholarship programs, consulting with experts, distance learning, looking for multimedia-based teaching methods and so on. But unfortunately the use of the internet actually shifts to negative things and this should be the concern of all people, because after all the internet is still needed as a means of information and communication that is global. The high intensity of use makes the internet a dream for young people. So that it can make someone feel at home playing the internet so that many things become neglected due to playing the internet too often. Someone is said to be addicted to the internet when they are unable to control the intensity of use so that they neglect their activities or even other obligations (Basr, 2014). Most teenagers think that the more active they are on social media, the more cool and social they will be considered. Meanwhile, teenagers who don't have social media are usually considered less cool or outdated. Even though teenagers as users of social media are still not able to sort out useful activities. They also tend to be easily influenced by social life on social media, without thinking about the positive and negative impacts arising from their activities. Social media does have many positive impacts on teenagers, but it also has a negative impact on the lives of teenagers. This is because teenagers are not able to control the use of the internet or social media
5. Prevent pornography, because currently porn sites in various views of the site are very tempting. In fact, various recent data show that the largest trading transactions

via the internet are obtained from this pornography business. Crime on the internet that ends with access to pornography is often referred to as cyber sex. Cyber sex can be accessed via the internet without knowing age restrictions, in the sense that if he is proficient or at least knows, he can access it (Makarim, 2003). Cyber sex can give adolescents a negative influence that tends to affect adolescents because of curiosity, bad associations, and the power of thought that sometimes does not see what prospects will be faced. But basically, with a developing human intellect and adequate education and sufficient finance, teenagers are able to explore these cyber sex sites without supervision. There are many factors that cause someone to be tempted to take advantage of this computer or internet media as a momentary gratification through prohibited sites on the internet. This happened due to a lack of provision of knowledge, both knowledge of using digital media and provision of religious knowledge.

4. CONCLUSION

From the elaboration above, it can be concluded that the role of digital literacy in learning media according to Islam includes preventing hoaxes circulating on social media, preventing bullying both verbally and non-verbally, counteracting online gambling that is rife around society, minimizing internet addiction for everyone. people who cannot be separated from cyberspace and prevent pornography which can lead to sexual crimes or commonly referred to as cyber sex. The hope is that knowing the important role of digital literacy in the current era can increase the awareness of parents, educators, participants and readers in general so that they can avoid the various evils above and can be wiser in using and utilizing technology that is growing rapidly at all times.

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