

Practice Of Using Interactive Multimedia In Improving Fiqh Learning Outcomes

Raudhatul Fuad¹, Dhiauddin², Saifuddin³

Universitas Islam Aceh, Indonesia^{1,2,3}

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Abstract

This study aims to examine the implementation of interactive multimedia in Fiqh learning at MIN 13 Pidie Jaya. Using a qualitative descriptive method, this study explores information through data triangulation including observation, interviews, and documentation. The results of the study indicate that the use of interactive multimedia in Fiqh learning has a significant impact on the learning process and outcomes of students. Interactive multimedia makes Fiqh learning, which was previously considered monotonous, more interesting and enjoyable. The role of teachers in the implementation of interactive multimedia is very strategic, namely as learning designers, facilitators, motivators, evaluators, and technical assistants. Through interactive multimedia, students are more motivated, actively participate, and show an increase in understanding of complex Fiqh concepts. This study recommends the need for improved technology infrastructure, ongoing training for teachers, selection of appropriate media, periodic evaluation, and collaboration with parents to optimize the use of interactive multimedia in Fiqh learning

Keywords: Interactive Multimedia, Fiqh Learning, Teacher Role, Learning Outcomes.

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✉ Corresponding author

Email Address : turaudhah@gmail.com

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Introduction

Since the time of the Prophet Muhammad SAW, learning media has been a part of Islamic education. As a wise educator, the Prophet used various types of media to convey Islamic teachings to his companions, even with simple means. However, he was able to convey the message clearly so that it was easy to understand. In several hadiths, it is mentioned that the Prophet once used pictures, his fingers, and pebbles as tools in preaching. Learning media includes various tools or means used by educators to support the smooth running of the teaching and learning process, so that the learning carried out becomes more interesting and effective. Media acts as an intermediary in conveying information or material from educators to students, as well as helping students understand the concepts taught.

The use of learning media aims to strengthen interaction, improve understanding, and encourage active participation of students in the learning process. These media can be printed materials such as books, handouts, and leaflets, audiovisual media such as videos and sound recordings, electronic devices such as computers and tablets, three-dimensional media such as models and real objects, and various other types of media that support learning. (Syafaatul Hidayati, 2023)

Nowadays, the use of technology in learning media has a very crucial role. Technology-based media allows educators to create more interactive and interesting learning experiences. In addition,



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technology helps in conveying information more clearly, so that students can understand the material being taught better.

In this digital era, technological developments are taking place very rapidly, including in the use of media to deliver learning materials.

In general, technology-based learning media can be classified into three types, namely visual media that can be seen, audio media that can be heard, and audiovisual media that combines visual and audio elements simultaneously. The use of these three types of media needs to be adjusted to the learning material, the objectives to be achieved, the characteristics of the students, and the conditions of the classroom.

The use of technology is one strategy to improve the quality of learning, both in the process and the results achieved. The application of information and communication technology in education presents new methods in delivering knowledge, allowing teachers and students to collaborate and build more effective communication.

In today's digital era, the use of information and communication technology (ICT) in learning has become a necessity. One form of ICT integration in learning is the use of interactive multimedia that allows students to interact directly with learning materials in an interesting and dynamic way. As stated by Mayer, learning multimedia is defined as the presentation of materials using words and images designed to enhance learning (Mayer 2009: 19)

The use of ICT-based learning media is not only limited to general subjects such as mathematics and science, but has also been applied in religious learning, including Fiqh. As a discipline that discusses Islamic law and religious practices, Fiqh requires effective learning methods so that students not only understand the concept theoretically, but are also able to apply the principles of Islamic law in everyday life. (Hadis & Muna, 2015:120)

Fiqh learning in Madrasah Ibtidaiyah has a strategic role in forming students' initial understanding of Islamic laws related to practical worship. As a subject that contains concepts and practices, Fiqh is often considered difficult for students to understand if it is only taught conventionally through lecture methods and textbooks. This difficulty has the potential to cause learning boredom and has an impact on low student learning outcomes.

Fiqh, as a discipline that emphasizes the interpretation and application of Islamic law, faces its own challenges in its learning process. With extensive and complex material, and the need for a clear understanding of the historical and social context of each law, making learning Fiqh something that is not simple.

In this context, interactive multimedia offers a huge opportunity to support and enhance the Fiqh learning experience. Through technology, various resources can be accessed, such as interactive learning materials, real-life situation simulations, and communication platforms that can facilitate more intense interactions between educators and learners. (Erna Nur Ma'sumah, et al., 2024:182)

Interactive Multimedia as part of ICT media has a dual role, both as learning resources or as a tool that can help students develop certain competencies. In this case, technology has a role like a teacher, namely as a facilitator, motivator, material deliverer, and assessor in the learning process. (Sodiq Anshori, 2018:98-99)

One of the main advantages of the interactive multimedia learning model is its ability to accommodate a variety of learning styles. Every individual has different learning preferences, some prefer reading, listening, or viewing. This model allows educators to present information in a variety of forms that can be tailored to each learner's learning preferences. For example, kinesthetic learners may be more engaged in learning that involves animation or simulations, while auditory learners respond better to audio and voice recordings.

In addition, interactive multimedia learning models can also increase student engagement and participation. By involving them directly in the learning experience, students become more active in receiving and processing information.

Interactive media such as online quizzes, simulations, and educational games make learning more fun and trigger a higher spirit of exploration. With a deep understanding of information and communication technology (ICT), teachers can optimize the benefits of ICT media in the learning process. This contributes to realizing the goal of national education, namely to educate the nation's generation.

Learning outcomes serve as the main indicator in assessing the success of learning, both in terms of strategy and media use. Media that is tailored to the material will be more effective in attracting students' attention.

Since learning outcomes are used as a measure of learning success, it is also a reference in assessing teacher performance. However, without the support of appropriate tools, the learning process can be less interesting for students. In order to improve learning outcomes, teachers must choose learning strategies, models, and media that are in line with the objectives and materials being taught. This is very important, especially in Fiqh subjects, which often only rely on lecture methods, reading, and taking notes. Therefore, innovation in teaching methods is needed so that the learning process becomes more interesting and effective.

The use of interactive multimedia can be a solution to present Fiqh material that is often considered monotonous and less interesting to be more enjoyable. With a more interactive and easy-to-understand approach, this media is able to increase motivation and active involvement of students, even in understanding abstract concepts.

The vast and diverse Fiqh material demands teacher creativity in compiling and delivering learning so that the objectives that have been set can be achieved optimally. Teachers need to choose appropriate methods and media so that the material is not only understood theoretically, but can also be applied in everyday life.

With innovative approaches, such as the use of technology and interactive methods, Fiqh learning can become more interesting and easier for students to understand.

In addition, teachers' creativity in packaging materials also plays a role in increasing learning motivation, encouraging active participation, and helping students develop a deeper understanding of the principles of Islamic law.

The success of learning can be seen from the extent to which the objectives that have been set are achieved, which is assessed through the learning outcomes of students. Learning outcomes include aspects of knowledge, attitudes, and skills obtained after following the learning process. In addition to mastering theory, learning also plays a role in forming ethics, practical skills, and supporting the development of talents, interests, ideals, aspirations, and hopes of students for the future. (Rusman, 2013:123)

MIN 13 Pidie Jaya is the best madrasah with the most students at MI Pidie Jaya level, as an innovation madrasah, in the learning process teachers have implemented various learning media including ICT-based learning media. ICT media has been used in every subject including Fiqh lessons.

Regarding the use of ICT-based learning media in the learning process, teachers at MIN 13 Pidie Jaya use interactive multimedia, therefore the researcher is interested in reviewing information on how to integrate interactive multimedia in Fiqh learning at MIN 13 Pidie Jaya, so that it can improve students' learning outcomes in the Fiqh subject.

So the research conducted in addition to finding out the implementation of interactive multimedia in Fiqh learning, also examines accurate information about the role of teachers in using media, how students respond and are involved in learning using interactive multimedia and how there are changes in students' understanding of the material and learning outcomes of Fiqh.

Methodology

This research is qualitative, meaning that the research method is based on the philosophy of postpositivism, which is used to research in scientific conditions where the researcher himself is the instrument, data collection techniques and qualitative analysis emphasize more on meaning. (Sugiyono, 2019: 9)

The type of research is qualitative descriptive research, namely a method that aims to describe in full and in depth the social reality and various phenomena that occur in the community that is the subject of the research so that the characteristics, character, nature and model of the phenomenon being studied are described in detail. (Sanjaya, 2015:47)

This study aims to describe in detail and systematically the phenomena that occur. Through this study, it is expected to obtain a comprehensive understanding of the factors that influence and the relationship between the variables studied. (Moeloeng, 2000:6)

The data collection technique in this study was carried out using a triangulation approach, which involved observation, interviews, and documentation. Data analysis was carried out inductively, with a focus on understanding the meaning of the generalization of qualitative research results. (Sugiyono, 2019: 241)

In this study, the data analysis technique used refers to Huberman and Miles' theory, which includes:

- a. Data reduction, namely the process of selecting, focusing, simplifying, abstracting, and transforming raw or rough data obtained from field notes.
- b. Data presentation, namely the process of organizing or classifying information that has been compiled to make it easier to draw conclusions.
- c. Data verification, namely a dynamic research process, where the initial conclusion is not final, but becomes more detailed and in-depth as the data increases, until the final conclusion forms a complete configuration. (Sugiyono, 2019:246)

The subjects of this study were the head of the madrasah, the deputy head of curriculum, the deputy head of student affairs, the Fiqh teacher, and students at MIN 13 Pidie Jaya.

The researcher hopes that this study can provide a deeper understanding and increase teacher awareness of the importance of utilizing information technology in the learning process, so that it can have a positive impact on student learning outcomes. The results of this study are expected to be conveyed to educational institutions, teachers, and policy makers to contribute to the development of more effective learning methods.

Result and Discussion

Results

Based on the results of interviews with the head of MIN 13 Pidie Jaya, data was obtained that MIN 13 Pidie Jaya has implemented ICT (Interactive Multimedia) in the learning process in every subject

including Fiqh. The implementation of interactive multimedia in Fiqh learning has great potential to improve student learning outcomes.

With the use of interactive multimedia, Fiqh material that was previously delivered conventionally and boringly, is now available in various forms of digital media such as videos, infographics, and interactive articles and presented with various models that can increase students' motivation to be actively involved in learning, so that it can improve students' understanding and learning outcomes.

Through interactive multimedia, students can access materials anytime and anywhere. This media is able to support independent learning and is able to provide a deeper understanding because interactive multimedia is a form of learning media that combines various elements, such as text, images, audio, animation, and video, to convey learning materials in a more interesting way.

Mobile applications and web-based software also enable online discussions and collaboration between learners, which can enrich their understanding of a particular topic, as explained by the head of the madrasah,

"With interactive multimedia, learning Fiqh becomes more interesting and effective. Students can learn more actively and interactively, and have wider access to learning resources. Apart from that, interactive multimedia also helps teachers understand students' understanding more objectively."

Interactive multimedia enriches learning methods and allows teachers to be more creative in delivering Fiqh material. The use of interactive multimedia also helps teachers create simulations of real situations related to Islamic law, making it easier for students to understand and apply Fiqh principles. Visual aids, such as diagrams or animations, also clarify abstract concepts, making them easier for students to understand.

Thus, interactive multimedia not only improves the quality of material delivery, but also motivates students to be more active in learning, which can ultimately contribute to improving learning outcomes. This explanation was also conveyed by the vice curriculum and Fiqh teacher,

*"The use of interactive multimedia in Fiqh learning provides many benefits, such as increasing **student** enthusiasm because previously difficult material becomes more interesting through visualization and interaction. Student understanding also increases, especially with the presence of videos showing the correct way to worship. In addition, evaluation through online quizzes allows teachers to save time and immediately find out students' understanding of the material being taught."*

The implementation of interactive multimedia in Fiqh learning can make students more actively involved in learning, understand the material better so that their learning outcomes improve.

Based on the interview results, students are of the opinion that,

"The use of interactive multimedia in Fiqh learning has changed the way we learn. Fiqh materials that used to be boring are now more interesting and easier to understand. With various learning media, I can learn better and achieve better results too."

The use of interactive multimedia in Fiqh learning has a significant impact on students' understanding and even learning outcomes, with media such as videos, animations, and simulations making abstract material more concrete and interesting. Multimedia also allows active interaction between students and teachers through discussion forums or interactive quizzes, which facilitate questions and answers and direct feedback, making learning more interactive and enjoyable. This is in line with the opinion of Fiqh teachers,

"In our opinion, the use of interactive multimedia at MIN 13 Pidie Jaya has a very positive impact on students' understanding of Fiqh. Multimedia allows us to present Fiqh materials in a more interesting way, such as using videos, interactive applications, and images that make it easier for students to understand sometimes complicated Fiqh concepts..."

The same thing was also conveyed by students, Khairul, Fadhil, Haura and Putri who said that after the teacher used interactive multimedia, the learning process became very enjoyable.

"We feel happy to learn Fiqh using interactive multimedia, because the lesson material delivered by the teacher becomes more interesting. By using learning videos, I can see directly how to perform ablution, tayamum, how to pray and other worship procedures correctly..."

Another positive impact of using interactive multimedia in Fiqh learning is increasing students' motivation to learn. When the material is presented in an interesting and interactive way, students will be more motivated to learn. They do not just memorize, but also understand the concepts of Fiqh more deeply.

In addition, interactive multimedia can also help students learn independently. With various online learning resources, students can access learning materials anytime and anywhere. This is very useful for students who have different learning styles.

The use of interactive multimedia has brought about significant changes in Fiqh learning, overcoming the challenges faced by teachers in explaining abstract concepts. Now, Fiqh is no longer considered boring, but rather an interesting, liked, and even enjoyable subject for students. With the use of interactive multimedia, Fiqh material can be presented in a more varied way, from learning videos to the use of animation, which makes the material easier to understand and more interesting for students. This was conveyed by a teacher who teaches Fiqh

"The use of multimedia in Fiqh learning at MIN 13 Pidie Jaya provides extraordinary benefits to students' understanding, motivation and learning outcomes..."

The results of interviews with students also explained that through interactive multimedia, students are more motivated, find it easier to understand Fiqh material, even though the material is about abstract or complicated things, and is able to improve student learning outcomes.

"Learning Fiqh is now fun, because learning Fiqh is no longer just reading books, we can also watch videos or use applications that explain Fiqh materials. Interactive multimedia helps us to understand Fiqh materials more easily. Some difficult materials, such as the laws of Fiqh in the book, can be easier to understand if there is a video or application that explains it..."

Teachers have a very important role in the use of interactive multimedia in learning. Although technology provides tools and platforms, teachers remain the main facilitators who determine the success of interactive multimedia interactions.

This was explained in the teacher interview,

"My role as a teacher in the use of interactive multimedia is very diverse and strategic. I act as a learning designer, as a facilitator, as a motivator, as an evaluator, and I also often act as a technical assistant who helps overcome technical obstacles that may arise during learning."

So it can be seen that in the use of interactive multimedia, teachers still play an important role in the learning process, even though technology is increasingly sophisticated, the personal touch and guidance of teachers remain irreplaceable in ensuring that interactive multimedia truly functions optimally in improving the quality of learning.

Discussion

Interactive multimedia is a medium that is arranged and designed in a modern way by utilizing ICT and used in the learning process. With this technology, teachers can deliver Fiqh material more effectively, both for abstract and difficult to understand concepts and materials that require memorization. In this case, teacher creativity is needed to develop learning media in the form of interactive multimedia that supports Fiqh learning. This creativity is the main factor in creating more effective learning, which is ultimately expected to improve student learning outcomes. With a better understanding, students are expected to be able to apply the knowledge they have acquired and avoid deviant behavior. (AR, H. S, 2020)

The use of interactive multimedia in Fiqh learning has transformed teachers' methods by increasing their effectiveness. Technologies such as animated videos, simulations, and online learning platforms allow abstract material to be presented visually and interactively.

For example, to explain the procedure for ablution, teachers can use animated videos that show the steps in detail, helping students visualize and understand the ablution movements better. (Ahmad, 2018:124)

One of the positive impacts of using interactive multimedia in Fiqh learning is increasing motivation and participation in student learning. By presenting material in an interesting and interactive way, students not only memorize, but also understand the concept of Fiqh more deeply. In addition, interactive multimedia allows independent learning, because students can access the material anytime and anywhere. The results of the study showed that students who used interactive multimedia experienced a significant increase in understanding of Fiqh concepts compared to those who only used textbooks. (Tsi-Tsiani Hurum I'n, 2023:8)

Interactive multimedia allows students to be more active in online discussions and quizzes. Features such as discussion forums and automatic evaluations increase interaction with teachers and classmates, and deepen understanding of the material. Interactive Fiqh learning encourages active student involvement in learning, which has an impact on their learning outcomes. Online quizzes provide instant feedback, helping students recognize their strengths and improve their own weaknesses (Sari, 2021:115).

The success of using interactive multimedia in learning depends on the readiness and skills of teachers. Skilled teachers can design interesting and easy-to-understand learning, while less skilled teachers may have difficulty using technology effectively. Technology training for teachers is important to optimize the potential of ICT in improving Fiqh learning outcomes. (Mustafa, 2019: 145-158).

The role of teachers in the use of interactive multimedia is very diverse and strategic. First, teachers act as learning designers, where teachers choose and adjust the right multimedia according to learning objectives and student characteristics. Teachers must ensure that the multimedia used truly supports the competencies to be achieved.

Second, the teacher acts as a facilitator who guides students to use multimedia properly. The teacher provides initial guidance, helps students who are having difficulties, and ensures that all students can access the material properly.

In addition, teachers also act as motivators who encourage students to actively interact with multimedia content. Teachers also design supporting activities such as group discussions or follow-up projects that help students maximize their learning experience.

No less important, teachers act as evaluators who observe the development of students and assess the effectiveness of the multimedia used. The results of this evaluation become the basis for improving and developing further learning. In practice, teachers also often become technical assistants who help overcome technical obstacles that may arise during learning.

The use of interactive multimedia in Fiqh learning has great potential to improve the quality of learning, but its success depends on factors such as infrastructure, teacher skills, and support from various parties. To optimize the benefits of multimedia, integration with conventional learning methods and regular evaluation are needed to assess its impact on student learning outcomes.

The use of interactive multimedia as a learning medium not only provides benefits for students, but also for teachers as designers, developers, and implementers of the learning process. (Shodiq Ansori, 2018:98-99)

The presence of interactive multimedia really helps teachers in various aspects, such as:

- a. More interesting and interactive learning
The use of media such as images and videos can attract more students' attention compared to oral explanation methods. Teachers can create varied activities and actively involve students through visual media that are relevant to the learning material.
- b. More concrete and real learning
Learning media is very suitable for students at the Elementary School level, especially the lower grades, who are still in the concrete operational stage. With this media, students can more easily understand the material through direct experience in seeing, hearing, or even feeling the objects being studied.
- c. Effectiveness and efficiency in learning management
Teachers do not need to write or draw too much on the blackboard because the illustrations and materials needed can be presented quickly via computer or other digital devices.
- d. Encourage students to learn independently
Specially designed learning media allows students to learn individually or in groups without having to always rely on teachers.
- e. Improving the quality of learning
The use of multimedia makes the learning process more effective and efficient, thereby improving the overall quality of education.
- f. Flexibility in the learning process
Audio, video, and computer-based programs, both offline and online, allow learning to take place anywhere and anytime according to the needs of teachers and students.
- g. Cultivating a positive attitude towards learning
Media designed according to students' needs can increase their interest and motivation to learn, thus creating a more enjoyable and effective learning atmosphere. (Robinson S, 2013:18)

Conclusion

The use of interactive multimedia in Fiqh learning at MIN 13 Pidie Jaya, has a significant impact on the effectiveness and quality of learning. Multimedia such as learning videos, animations, interactive applications, and various other digital tools, can improve the quality of teaching by allowing the delivery of materials in a more interactive and interesting way. The use of multimedia helps students understand the material better and reduces boredom in the teaching and learning process. In addition, multimedia also makes it easier for teachers to present materials using various media formats, while the internet provides additional access to expand students' knowledge. The use of interactive multimedia in Fiqh learning has also

succeeded in increasing the interest and enthusiasm of students. With more interesting learning media, students become more involved in the learning process and more motivated to understand the material being taught. The successful implementation of interactive multimedia in Fiqh learning faces challenges, such as unequal access to technology, lack of teacher skills, and selection of media that is not appropriate to the material or the character of the students, therefore there are several things that must be done so that the use of multimedia has optimal benefits.

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