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THE USE OF LMS PADLET AS A LEARNING MEDIA FOR ARABIC LANGUAGE: A LITERATURE STUDY

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ABSTRACT

This study aims to describe the use of Padlet as a digital learning medium in Arabic language education and to analyze its effectiveness in enhancing students' motivation and participation. This research employs a library research method by reviewing relevant national and international journal articles on Padlet-based Arabic language learning. The findings reveal that Padlet facilitates both teachers and students in sharing materials, submitting assignments, and engaging in collaborative discussions synchronously and asynchronously. Its implementation has been shown to increase student involvement, particularly in writing (mahārah kitābah) and speaking skills (mahārah kalām) through peer interaction and feedback. However, several challenges were identified, such as limited features in the free version, dependence on internet connectivity, and insufficient digital literacy among some educators. With proper instructional planning and adequate technical support, Padlet can serve as an innovative and effective learning medium to support Arabic language education in the digital era.

Keyword

Padlet, Arabic language learning, digital media, collaboration, learning motivation

مستخلص البحث

يهدف هذا البحث إلى وصف استخدام تطبيق "بادلت" (Padlet) كوسيلة تعليمية في تعلم اللغة العربية، وتحليل فعاليتها في رفع دافعية الطلاب ومشاركتهم في العملية التعليمية. استخدم هذا البحث منهج الدراسة المكتبية (البحث المكتبي - Library Research) من خلال مراجعة عددٍ من المقالات العلمية الوطنية والدولية ذات الصلة بتعلم اللغة العربية المعتمد على استخدام "بادلت". أظهرت نتائج الدراسة أن "بادلت" يسهل على المعلمين والطلاب تبادل المواد التعليمية، ورفع الواجبات، وإجراء المناقشات التعاونية سواء في بيئة متزامنة أو غير متزامنة. وقد ثبت أن استخدام "بادلت" يسهم في رفع تفاعل الطلاب داخل الصف، ولا سيما في تنمية مهارتي الكتابة (مهاره الكتابة) والمحادثة (مهاره الكلام) من خلال التفاعل وتبادل التغذية الراجعة بين الزملاء. ومع ذلك، تبين وجود بعض التحديات مثل محدودية الخصائص في النسخة المجانية، واعتماد التطبيق على شبكة الإنترنت، وضعف الكفاءة الرقمية لدى بعض المعلمين. ومع التخطيط التربوي الجيد والدعم التقني الكافي، يمكن أن يكون "بادلت" وسيلة تعليمية مبتكرة وفعالة لدعم تعلم اللغة العربية في العصر الرقمي.

بادلت، تعلم اللغة العربية، الوسائط الرقمية، التعلم التعاوني، الدافعية للتعلم

كلمات أساسية

Introduction (المقدمة)

The development of digital technology today has brought a significant impact on various aspects of life, including education. Digital transformation encourages educators to adapt their methods, strategies, and learning media to be more innovative. In the context of Arabic language learning, digitalization has become an urgent necessity to ensure that the teaching and learning process remains relevant and capable of meeting the demands of a generation increasingly familiar with technology. Hilmi and Hasaniyah (2023) emphasize that the use of digital media in Arabic language learning is not merely a matter of keeping up with the times, but also serves as an essential means to enhance the quality of learning and the language skills of students.

The role of teachers in the digital era is no longer limited to delivering material; it has evolved into that of a facilitator who can create an active, interactive, and engaging learning environment. To achieve this goal, teachers need learning media that align with students' needs. One of the increasingly popular digital media tools is Padlet, a web-based platform that enables collaboration, discussion, and idea sharing in various formats such as text, images, and videos. Research by Lestari et al. (2019) shows that Padlet effectively increases student participation in madrasahs and encourages a more collaborative learning process.

In addition, Padlet is considered to have great potential in supporting interactive learning. Through its various features, students can actively engage in the learning process, while teachers can guide and organize classroom activities in more diverse ways. Azizah et al. (2025) found that the use of Padlet contributes to improving students' learning motivation and encourages their involvement in discussions. However, the implementation of Padlet also presents some limitations, such as the restricted number of boards in the free version, dependence on internet connectivity, and the need for teachers to have adequate skills in managing discussion boards to avoid confusion.

Based on the above discussion, this study formulates three main research questions: (1) What is the concept of using Padlet in Arabic language learning? (2) What are the advantages of Padlet as a digital learning medium? and (3) What challenges are encountered in its implementation in Arabic language classes? These research questions form the basis for determining the research objectives, namely to describe the concept of using Padlet in Arabic language learning, analyze the benefits of Padlet as an interactive medium that supports language skills, and identify the challenges and limitations in its implementation.

This study is expected to provide both theoretical and practical contributions. Theoretically, it can enrich the literature on digital-based Arabic language learning media. Practically, it can serve as a reference for teachers and lecturers in selecting and integrating interactive media relevant to students' needs, thereby enabling the teaching and learning process to be more effective, engaging, and in line with technological developments.

Methods (منهجية البحث)

This study employs a library research approach with a descriptive qualitative method. This approach was chosen because the research focuses on a conceptual and empirical review of the use of the digital platform Padlet in Arabic language learning, based on findings from previous studies. According to Zed (2014), library research is a series of activities related to data collection from literature, reading, note-taking, and processing research materials derived from relevant sources.

Data were collected through an extensive review of national and international scholarly articles indexed in Google Scholar, DOAJ, and educational journal databases such as the Journal of Education and e-Learning Research and Frontiers in Medicine. The selection of sources was based on thematic relevance, methodological validity, and publication recency within the last five years.

Data analysis was conducted in three stages, data reduction, data presentation, and conclusion drawing, as outlined by Miles (2014). The reduction stage involved selecting literature relevant to the use of Padlet in the context of language learning and online collaboration. The data presentation stage categorized previous research findings into several key themes, including the effectiveness of Padlet in enhancing collaboration, learning engagement, and writing skills. Finally, the conclusion stage synthesized various findings to provide a comprehensive overview of the roles and challenges of using Padlet in Arabic language instruction.

This approach aligns with empirical studies by Al Momani (2022), who examined the effectiveness of Padlet in distance learning, and Rath (2025), who explored its implementation as a collaborative learning tool in higher education.

Results & Discussion (نتائج البحث ومناقشاتها)

History of Padlet Development

Padlet originated from a platform called Wallwisher, which was launched in 2008 by Nitesh Goel and Pranav Piyush, two graduates of the Indian Institute of Technology (IIT). Initially, Wallwisher was designed as a digital tool for collective idea recording, inspired by the activity of sticking sticky notes on a physical board

during brainstorming sessions. The early design was very simple, consisting only of a blank board with a plain background and a “Post a Note” feature for adding small square notes (Azizah et al., 2025). At this stage, Wallwisher had no file attachment feature, did not support multimedia, and had no login system; users could simply share a link and participate without registration.

The next development occurred around 2011–2012, when Wallwisher began to attract attention from educators in the United States and Europe who were seeking a lightweight and uncomplicated collaborative tool similar to modern Learning Management Systems (LMS). The developers then expanded its technological capabilities by adding HTML5 support, making the platform more stable and accessible across various browsers and touchscreen devices. In 2013, Wallwisher was officially renamed Padlet. This rebranding was not only for marketing purposes but also symbolized the transition from a simple note board tool into a collaborative digital canvas. During this phase, several important features were introduced, including multimedia uploads (images, videos, YouTube links, PDF files), board layout options (wall, canvas, stream, grid), privacy and access settings (secret link, password, invite-only), and account synchronization via email or Google login.

Entering the 2015–2017 period, Padlet began to expand its services into the formal education sector by launching Padlet Backpack (for schools and universities) and Padlet Briefcase (for companies and professional organizations). These versions offered stricter administrative control, such as user management (teachers or admins could create accounts for students), content locking to prevent unauthorized editing, moderation features (teachers approving content before uploading), and automatic archiving for classroom documentation (Müller & Mildenerger, 2021). Padlet’s growth peaked during the COVID-19 pandemic (2020–2021). When the education world shifted to online learning, many teachers found platforms like Google Classroom or Moodle too complex for light interactive activities. Padlet became a popular alternative because it required no heavy installation, could be used without login (for students), and had a visually intuitive interface that was easy to understand even for elementary school children.

Several studies have noted that the number of Padlet users increased sharply during the pandemic, especially in Southeast Asia and the Middle East, where foreign language teachers (including Arabic teachers) used it for vocabulary wall, collaborative writing, and peer feedback activities (Lestari et al., 2019). Today, Padlet has evolved even further with the addition of AI-integrated tools, such as auto-suggestions for post titles, AI-generated summaries, and content recommendations based on users’ collaboration patterns. This indicates that Padlet is no longer just a digital sticky-note board but is moving toward becoming an adaptive learning platform powered by artificial intelligence.

The Concept of Padlet in Education

Padlet is a web-based platform that allows users to create virtual boards as collaborative spaces where they can upload text, images, links, videos, and documents simultaneously. In the context of education, Padlet functions as an interactive medium that can be used for classroom discussions, assignment collection, idea mapping, learning reflection, and formative assessment (Azizah et al., 2025). According to Lestari et al. (2019), Padlet has a simple interface structure that is easy to use by both educators and learners, even those with limited technological experience. Students can participate without having to create formal accounts, as teachers can share the board link directly via Classroom, WhatsApp, or Learning Management System (LMS). This makes Padlet an inclusive and accessible tool suitable for various educational levels.

Theoretically, the use of Padlet aligns with the principles of constructivism, a learning theory that emphasizes that knowledge is constructed by learners themselves through experience and social interaction. When students write ideas, comment, or respond to their peers' posts on Padlet, they do not only learn individually but also collaboratively through mutual interaction (Hilmi & Hasaniyah, 2023). In some cases, students who tend to be passive in oral discussions become more courageous to participate through written posts, as they feel more comfortable expressing opinions indirectly (Azizah et al., 2025). As an interactive learning medium, Padlet also supports both asynchronous and synchronous learning principles. Teachers can open task forums accessible anytime (asynchronous) or use them as live discussion boards during class (synchronous). This flexibility makes Padlet effective for face-to-face, online, and blended learning contexts.

Functionally, Padlet offers several core features relevant to educational practices. First, its board layout options (wall, grid, stream, canvas/timeline, map) enable teachers to design information representation according to learning objectives, for example, a wall for brainstorming, a grid for vocabulary collections, a timeline for historical chronology, and a map for linking geography with vocabulary. Second, its multimedia upload capability (images, audio, video, documents) supports language learning by allowing students to hear pronunciation, view word-meaning illustrations, and write example sentences within a single integrated space (Alabbad & Bin Huwamel, 2020). Third, the comment and reaction features facilitate peer feedback and both asynchronous and synchronous discussions, enhancing revision quality and academic reflection (Awaludin, Abd Karim, & Mohd Saad, 2017). Fourth, the access control and moderation functions allow teachers to manage privacy settings, pre-moderate posts, and prevent inappropriate content. Additional features such as polling and voting also enable students to actively participate in classroom decision-making (Müller & Mildenerger, 2021; Budiarti et al., 2022).

Furthermore, according to Eliyah and Agustin (2022), the use of Padlet as a learning medium begins by creating an account through the official Padlet website using a Google or Facebook account. After installing the Padlet application on the device (see Figure 1), users can log in through the main page by choosing their preferred login method such as Google, Microsoft, or Apple (see Figure 2).

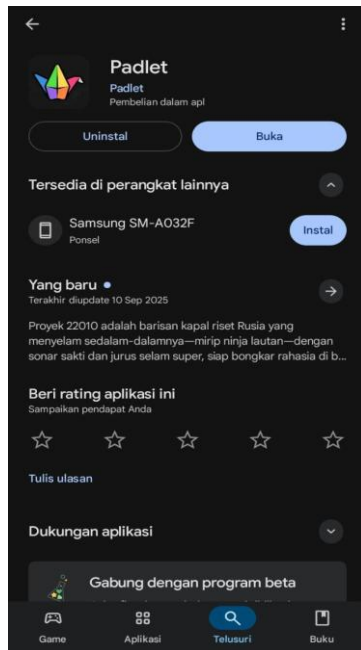


Figure 1



Figure 2

Once logged in, users are directed to the homepage displaying a list of previously created boards (see Figure 3). To create a new board, users can select the "Create" menu and choose the board format, wall, grid, canvas, map, timeline, or stream, according to learning needs (see Figure 4).

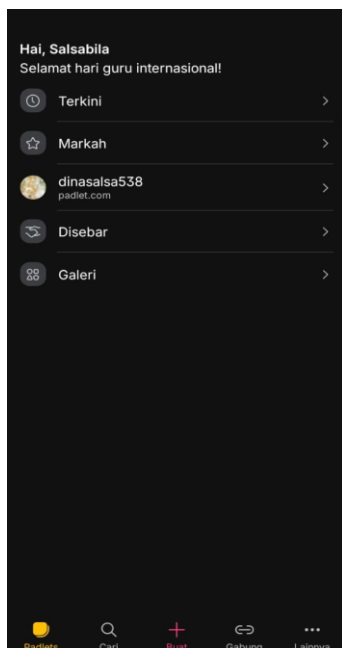


Figure 3



Figure 4

Teachers can then adjust the board settings such as title, description, icon, wallpaper, color scheme, and font style to match the learning context (see Figure 5). After the board is ready, both teachers and students can add content in the form of text, links, images, videos, or documents (see Figure 6).

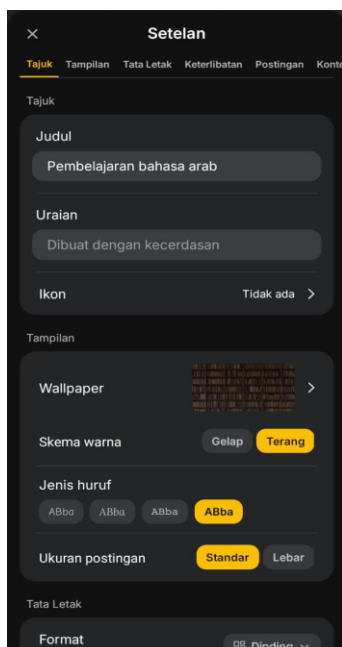


Figure 5

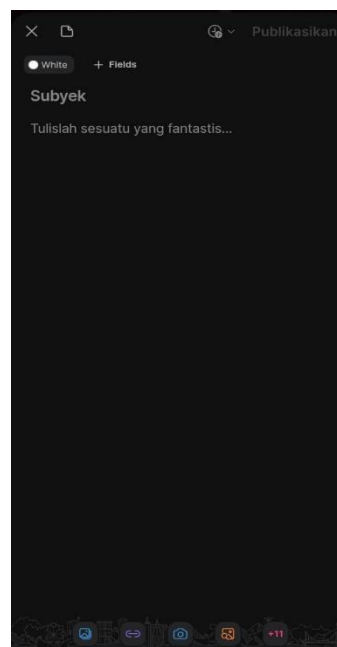


Figure 6

When the learning activity is completed, the collaborative results on Padlet can be shared via link or QR code, or exported into various formats such as PDF, image, or CSV (see Figures 7 and 8).

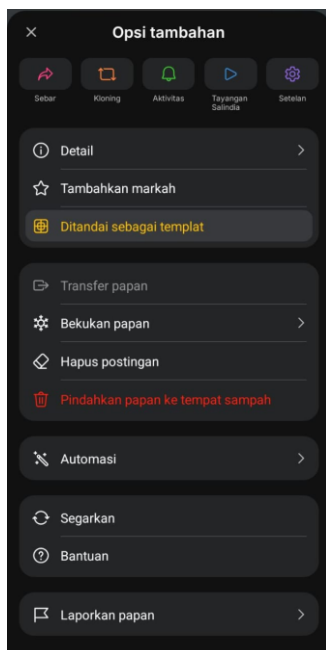


Figure 7

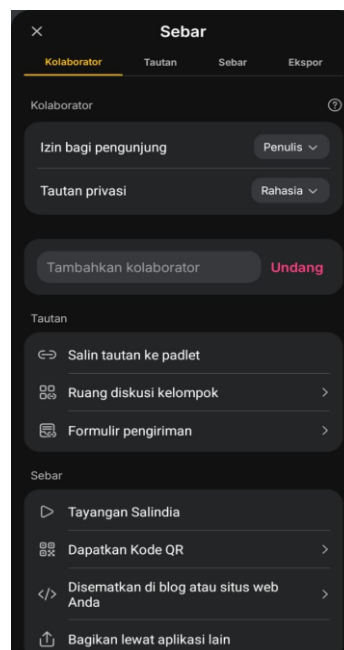


Figure 8

With its diverse features and flexibility, Padlet functions not only as a communication tool but also as a digital collaborative space that encourages learners to think critically, create creatively, and interact actively.

Implementation of Padlet in Arabic Language Learning

In the context of Arabic language learning, Padlet is widely utilized as an interactive virtual discussion board. For example, at MA Bilingual Batu, teachers use Padlet to teach maharah kitābah (writing skills) by posting lesson materials and assignments on a Padlet board. Students then write their responses or ideas on the same board. One observed practice is the use of Padlet to teach tarkīb idhāfah. The teacher posts images of idhāfah phrases (Arabic noun constructs) as mufradāt (vocabulary) and asks students to compose example sentences using the same structure on Padlet. Each response uploaded is labeled with the group's name, allowing the teacher to identify which group submitted their answer first. This approach creates a positive element of competition, where the fastest group is declared the winner while others learn to correct their mistakes together. As a result, the classroom atmosphere becomes more active and engaging, as students feel they are “playing” while learning (Hilmi & Hasaniyah, 2023).

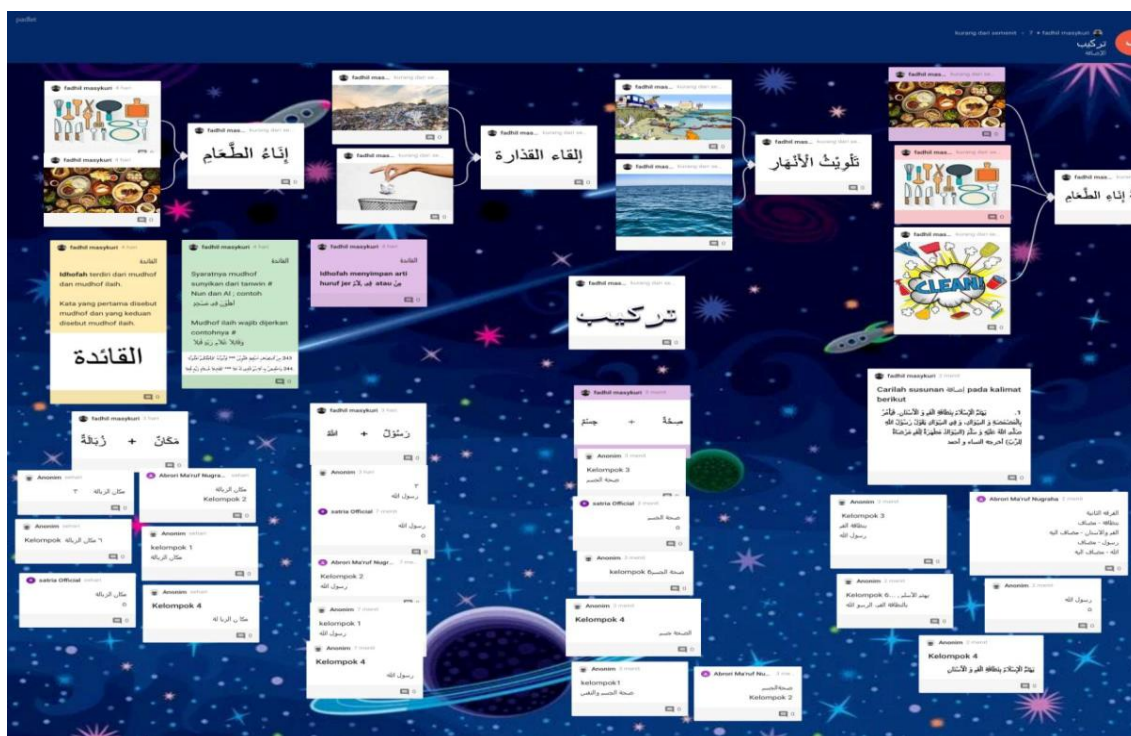


Figure 9. Screenshot of Padlet use in the XI MIPA I class of MA Bilingual Batu on the idhāfah topic (Lestari et al., 2019)

Padlet also facilitates collective feedback. All students with the link can view and revise their answers or add comments, while teachers can directly provide input. In this way, students learn to understand their mistakes and reinforce their learning through repeated revisions (Arikunto, 2008; Hilmi & Hasaniyah, 2023). This approach makes the learning process more reflective and participatory. Moreover, Padlet is effective for group collaboration. Each group can upload supporting materials such as videos, images, or links to strengthen their example sentences. Other groups can then review these posts, creating a peer review process that broadens the understanding of the entire class (Musa & Al Momani, 2022; Hilmi & Hasaniyah, 2023). This method also helps students develop critical thinking skills and teamwork abilities.

Overall, the use of Padlet in Arabic language learning fosters an inclusive, interactive, and enjoyable learning environment. Students can share their learning outcomes and receive feedback directly from both teachers and peers. Despite certain technical challenges, such as internet connectivity, Padlet has proven effective in increasing student engagement and enriching the maharah kitābah learning process (Hilmi & Hasaniyah, 2023).

The Benefits and Limitations of Using Padlet in Arabic Language Learning

Using Padlet as a learning tool for Arabic brings various conveniences and advantages that support an active, collaborative, and interactive learning process. Some of the main benefits include: a) Easy access to materials and assignments: Students can easily access learning materials, tasks, and instructional videos anytime and anywhere, b) Facilitating peer assessment: Padlet's comment and rating features help students conduct peer assessments, which enhance their communication and collaboration skills, c) Boosting learning motivation: Students tend to feel more enthusiastic, confident, and excited when using Padlet in class. The learning environment becomes more engaging, encouraging students to participate actively in understanding Arabic materials, d) Strengthening collaboration and discussion: Padlet creates a collaborative space where students can discuss, share ideas, and evaluate each other's work. In the context of Arabic learning, this feature helps enrich vocabulary, sentence structure, and writing and reading skills through peer interaction and e) Supporting self-reflection and language literacy: Padlet also encourages self-assessment. Students can review their own work, identify mistakes, and make improvements, ultimately enhancing their reading and writing literacy.

Despite its many advantages as an interactive learning platform, Padlet has several limitations, especially in Arabic learning, which requires precision in writing and text aesthetics. Some common challenges include: a) Free account and file size limits: Free Padlet accounts can only create up to three active walls, and uploaded files are limited to 25 MB. This restricts teachers who need multiple discussion boards for different topics (e.g., nahwu, sharaf, muhadatsah). Large Arabic pronunciation audio or video files also become difficult to upload, b) Limited font options: Padlet's font choices are very limited and do not fully support Arabic script, c) No right-and-left alignment settings: The platform doesn't provide full text alignment control for Arabic's right-to-left writing system, d) Dependence on internet connection: Weak internet connections can cause Padlet to load slowly or fail to display content, e) Device flexibility: Padlet works better on laptops or computers than on mobile phones, especially for editing layouts, managing columns, or typing Arabic text with diacritics. The mobile interface can be unstable and limited, for example, it's often difficult to adjust Arabic text position, change font size, or move text columns accurately and f) Potential for plagiarism: Padlet makes it easy for students to copy answers from Google and paste them without critical thinking. In Arabic learning, this reduces the quality of learning, since students aren't truly practicing writing or understanding the text themselves.

Strategies for Implementing Padlet in Arabic Language Learning

Based on research findings showing that Padlet increases students' interest and enthusiasm in learning Arabic, its implementation should be designed with attention to interactivity, collaboration, and communication. The strategies include: 1) Fostering Motivation and Interest: The first step is to create an engaging learning environment by introducing Padlet as an interactive digital space. Teachers can start with light activities such as greetings, daily vocabulary (mufradāt al-yaumiyyah), or short Arabic sentences on the Padlet wall. This builds excitement because students can immediately see their work and friends' comments in real time, 2) Using Padlet as a Communication and Evaluation Tool: Padlet serves a dual function, as a medium for delivering information, a discussion forum, and a formative assessment tool. Teachers can upload Arabic learning materials (texts, images, or videos), use comment sections for feedback, and hold open evaluations where students write short answers or opinions in Arabic.

This allows teachers to monitor participation easily while giving instant feedback, 3) Developing Writing Skills (Mahārah Kitābah): Research shows Padlet helps students write more easily, enjoyably, and quickly. Teachers can use Padlet's post wall feature for descriptive writing exercises, sentence-building, or text summarizing. These can be paired with peer reviews, where students give feedback on each other's work using simple Arabic expressions, 4) Encouraging Collaboration and Brainstorming: Padlet can also be used for group work and brainstorming activities. For example, students can be divided into groups to create mind maps on topics such as "الحياة اليومية" (daily life) or "المدرسة" (school). Each group adds new ideas or vocabulary to a shared wall, promoting active collaboration and vocabulary enrichment, 5) Optimizing Technical Aspects and Addressing Limitation: While Padlet is flexible, it works best on laptops or computers, especially when editing Arabic text and setting right-to-left layouts. Teachers can prepare a brief technical guide for students and encourage them to use more stable devices during writing sessions. A good internet connection is also crucial to ensure a smooth learning process.

Conclusions (الختاتمة)

Padlet is a digital learning medium that holds great potential in Arabic language education. It supports the development of writing skills in a collaborative and interactive manner. Padlet creates a dynamic learning atmosphere, increases participation, and fosters communication between teachers and students. Its key features make it flexible for various learning situations. The pedagogical approach of Padlet aligns with the principles of constructivist learning theory. However, there are some challenges, such as the limitations of the free version, dependence on a stable internet connection, and the risk of plagiarism. Therefore, the implementation of Padlet requires careful planning and appropriate strategies.

Overall, Padlet can modernize Arabic language learning, but it requires proper teacher training and technical guidance to be effective.

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