

Developing Advertisement Material for Different Learning Styles of Students Based Canva Power Point

Sry Rahayu Ningsih^{1*)}, Ahmad Laut Hasibuan²⁾, Asnawi³

^{1, 2, 3)} Universitas Muslim Nusantara, Indonesia

Correspondence author: sryningsih77@guru.smp.belajar.id

Article history: received January 10, 2025; revised February 17, 2025; accepted February 26, 2025

This article is licensed under a Creative Commons Attribution 4.0 International License



Abstract

This research focuses on the design of developing advertising materials tailored to various learning styles among grade nine students at SMP N 2 Perbaungan, Serdang Bedagai Regency. Recognising the diversity in learning preferences of visual, auditory, and kinesthetic students, this research aims to create Advertising materials using Canva's PowerPoint (PPT) to effectively address and engage various learning styles more effectively. This research follows a research and development (R&D) methodology, using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) to design the materials. Through analysis, students' predominantly visual, auditory, and kinesthetic learning styles can be identified to guide the material development process. The resulting materials are intended to be visually appealing, interactive, and flexible, which improves comprehension and retention. Data collected through student feedback, teacher evaluations, and pre- and post-assessment scores indicate that the customised materials have a positive impact on students' engagement and understanding of advertising concepts to enhance the learning experience and accommodate individual needs in a classroom setting. The results of the validator test of the overall media design meet the eligibility criteria (88.9%) so that the teaching materials can be used as teaching materials for students in the learning process. The results of the assessment of English teaching materials by experts regarding the substance of the material as a whole from the aspects assessed get the eligibility criteria (87.5%) so that the teaching materials can be used in the learning process. and the trial results show the average student score of 81.18% so that the criteria for effective teaching materials for different learning styles of students by using advertisements on writing skills in class IX SMPN 2 Perbaungan. research and development, implementation and evaluation) The instruments used are questionnaires to students, interviews to teachers, and the results of the last trial given to students. The results of the validator's test of the media design as a whole met the feasible criteria (88.9%) so that the teaching materials could be used as teaching materials for students in the learning process.

Keywords: *Language, Strengthening, high school students, word spinner*

I. INTRODUCTION

In teaching advertising materials, The teacher's strategy should be relevant to the differentiation students' need and using a good and affective language style gives a special attraction for students. Currently, there are platforms to place publications of products made by students in P5 learning (Project strengthening the Profile of Pancasila Students on the theme of entrepreneurship), local wisdom and suitable lifestyle can promote their work on media such as television, newspapers, radio, and other social media. Usually producers will be very careful in placing their publications. They will look at media that are passively used by the public and are interesting to see, hear or read. Advertising makers mostly use simple and interesting language styles to create beautiful sentences and persuade or influence readers or viewers to use the product.

Language is a fundamental aspect of human life. To communicate and establish relationship with other, people use language as tool of their communication (Wardhaugh, 2009). To communicate means to transfer ideas from one person to the others. If people did not have a tool to communicate, every people's activities and interactions would be stagnant. Wardhaugh (2009:1) states that language is what the members of a particular society speak. Therefore, the relationship between language and human or society is dependent. Wardhaugh (2009:1) further states that the definition of language and society is not independent. Thus, from the statement above, the researcher concludes that if there is no language in society, there will be nothing.

There are two kinds of language, spoken language and written language. Spoken language is an utterance which is formed from sound, such as conversation, speech, storytelling, discussion, radio, television broadcast, social media and etc. While, written language is an utterance which is formed in the written form, such as novels, comics, newspapers, magazines, letters, books, journals, articles, and etc. In expressing or delivering ideas in both forms, spoken and written

language, people have and use their own style because it is related to the social aspect. Chaika (1982:29) states that style refers to the selection of the linguistic forms to convey social or artistic effects. Style also acts as a set of instructions (Chaika, 1982).

Other opinions come from (Keraf, 2002). He states that style is the ability and the competence to make a sentence in a good way. Considering the problem above, the researcher enthusiastically will focus her study on the language style in writing simple advertising because style forms communication in the right way and determines how a social interaction will proceed (Chaika, 1982). In this case, style determines how a speaker speaks and how the listener takes the meaning of the communication in the right way; whether it is serious, humorous, dubious, or any other possible senses.

As stated above, people use written utterance in expressing their idea in written language. One example of written languages that is created by human being is a advertisement. Lapanska (2006:37) state advertisement is one of human life activities that can be found in radio, television, magazine, newspaper, and other source (Lapanska, 2006).

Writing skill is defined as the ability to use language to express ideas, thoughts or feeling to others using written language. However its implementation most students have problems in productive skill. One of them faced by is writing skill.

Advertising materials must provide students in the ninth grade with an understanding of advertising materials that are rich, meaningful and easy to understand or developing through the features contained in the Canva application. Uechi (2016) has added five principles to design writing materials: materials should help learners to develop their confidence, expose them to language in authentic use, be culturally relevant, stretch/challenge learners, and build their intercultural awareness (M., 2016).

Learning is an internal process that is measured through behavior. The existence of cognitive, affective and psychomotor differences between students influences their learning choices which appear in the form of differences in learning styles. Learning styles can explain learning differences between students in the same learning setting.

This research aims to develop advertising materials tailored to different student learning styles through the Canva PPT presentation platform. "By using Canva, this research focuses on how various visual, text and animation elements can be designed to meet the needs of students with diverse learning styles, such as visual, auditory and kinesthetic, so that it is hoped that it can increase effectiveness. and the appeal of advertising in learning.

Until now, research on developing advertisements based on student learning styles using Canva PPT has never been carried out in schools by teachers and students at SMP Negeri 2 Perbaungan.

so this topic is a new opportunity to explore. It is hoped that this research can provide new insights in designing advertising materials that are more effective and attractive according to students' different learning styles.

Learning styles are specific behavioral patterns in receiving new information and developing new skills, as well as the process of storing new information or skills (Sarasin., 1999).

for others. So, learning style is related to the way children learn, as well as their preferred way of learning. Meanwhile, according to Nasution (2009) learning style is a consistent way used by a student in capturing stimulus or information, how to remember, think and solve problems (Nasution, 2009).

The teacher's strategy must be relevant to the advertising learning needed in the school environment and where participants live with the different character needs of students. This strategy makes it possible to activate their various learning styles. The various learning styles in the classroom are generally categorized into auditory, visual and kinesthetic.

1. Auditory learning style is a type of learning that prioritizes the listener's senses.
2. Visual learning style is a type of learning process that relies on vision as a recipient of information and knowledge.
3. Kinesthetic learning style is a learning process where individuals or students usually like to touch something that provides certain information and knowledge so that they can remember it or experience it directly when learning with active hands.

After understanding advertising learning and student learning styles, researchers created a teacher strategy, namely in the form of effective learning media through aspects material, process and product. Researchers call it a creative learning media created by PPT Canva which implements students' learning readiness through initial diagnostic assessments in independent learning in the form of cognitive assessments at the start of learning and non-cognitive assessments. specifically with the aim of knowing the characteristics, conditions, competencies, strengths and weaknesses of students' learning models so that they know how far the students are understand advertising learning by designing according to the conditions of students' competency needs.

Differentiated Learning Media, initially delivered through PPT, is hoped by researchers to be transitioned to Canva, Canva is able to increase the success of learning Reading Comprehension, speaking, listening and writing quickly, enthusiastically on short functional text teaching materials in the form of Advertising so as to create a Pancasila student profile character, namely themselves able to exchange information, understand information, provide ideas independently which are the characteristics expected in working together, Independent, critical and creative reasoning because the three components of student learning styles are available in the learning process through this learning.

Media and can be used as examples/references for teachers English at SMPN 2 Perbaungan or English. teachers in the Serdang Bedagai district area. and throughout Indonesia by looking at the condition of the learning environment.

Recent research says that the learning environment, students' learning styles, and media technology can improve students' grades, their attitudes toward learning, and their evaluation of their learning experiences. Technology can also help increase interaction between teachers and students, as well as create a smooth student-centred learning process. In other words, designing learning media using audio, visual and kinesthetic media or computers in one Canva PPT design can certainly help students obtain useful learning. Teachers as learning media developers must know the differences in learning approaches so they can choose the right learning strategy. Learning strategies must be chosen to motivate student learners, facilitate the learning process, shape the whole person, cater to individual differences, encourage meaningful, creative and fun learning, encourage interaction, and facilitate contextual learning. There are several learning theories that underlie the use of technology/computers in learning, namely behaviorism, cognitivism, and constructivism.

Behaviorist theory views the mind as a "black box" in response to stimuli that can be observed quantitatively, completely ignoring the thought processes that occur in the brain. This group views behavior that can be observed and measured as an indicator of learning. The application of this principle in designing learning media is as follows: Students must be informed explicitly about the results of their learning. Students must be tested. Learning materials must be sequenced appropriately to enhance learning. Students must be given feedback

Cognitive Theory: This theory focuses on mental processes such as memory, problem solving, and critical thinking. In English learning, it means engaging in activities that challenge the mind, such as solving puzzles, reading complex texts, and thinking critically about language use Constructivist Theory: In this theory, learning is seen as an active process where students build their understanding. In English language learning, this involves creating opportunities for students to engage with the language actively, such as through project-based learning or creative writing.

Sociocultural Theory: This theory emphasizes the importance of social interaction in language development. Learning English in a social context, through conversation, group activities, and immersive experiences, is consistent with this theory.

Krashen's Input Hypothesis: This theory states that language learners acquire language best when they are exposed to input that is slightly above their current proficiency level. For English learners, this means being exposed to content that is challenging but understandable.

These theories and approaches can be combined to create an effective and dynamic English learning experience, tailored to the needs and preferences of students. I chose to incorporate these four theories in my thesis research because they are in line with the thesis title, namely: 'Development of advertising materials for students with different learning styles based on Canva PPT in class IX at SMPN 2 Perbangan, Behaviourism Theory, Cognitivism Theory and Constructivism Theory where behaviourism theory explains. Students should be told explicitly about learning outcomes so they can set expectations. Students should be tested on whether they have achieved their learning outcomes. Learning materials should be sequenced appropriately to enhance learning. Students should be given feedback.

In cognitive theory, learning materials must include activities for different learning styles. In addition to activities, information, adequate support should be provided to students with different learning styles. Students must be motivated to learn and when learning, students must be given the opportunity to reflect, while the constructivism theory of learning must be an active process. Students construct their own knowledge, not just accept what is given by the teacher. Knowledge construction is facilitated by good interactive learning, working with other students and students must be given control in the learning process. Students must be given time and opportunities to reflect. Learning must be made meaningful for students. Learning should be interactive and elevate learning to a higher level of social presence.

The development model in this research will be ADDIE according to Carry as cited by Endang (2011, p 200), that model is to design a learning system, There is an example of the activities at each stage of the development (Endang.M., 2011).

A. Analysis

At this stage, the main activity is to analyze the need for the development of models and new learning methods and analyze the feasibility and the terms of the development of models or new learning methods. The development of new learning methods is preceded by a problem in the model or learning methods that have been applied. Problems can occur because current models and learning methods environment, technology, characteristics of learners, etc.

Following the analysis of the problem, the researcher must develop models or new learning methods, researchers also need to analyze the capabilities and the terms of the development of models or new learning methods. In this analysis, there should be no draft models or methods. Good but cannot be implemented due to limitations such as lack of tools or teachers are not able to carry it out. Analysis of new learning methods needs to be conducted to determine the feasibility of learning methods being applied.

B. Design

In designing the model or learning methods, stage design has similarities with designing learning activities. This activity is a systematic process that starts from the set of learning objectives. Designing scenarios or learning activities, designing learning tools, designing learning evaluation of learning outcomes using materials and tools the design of the model and learning methods are still conceptual and will underpin the next development process.

C. Development

The development model of ADDIE contains the realization of product design activities. It was prepared during the design phase. Conceptual framework and application of the model or new learning methods in the development phase, which is still a conceptual framework, is realized. Into products ready to be implemented. For example, if the design stage has been designed using the model or new methods that are still conceptual, then, at the development stage, it is prepared of transformed into a learning model or new methods such as lesson plans, and subject matter device.

D. Implementation

At this stage, the designs and methods that have been developed are implemented in a real situation, which is in the classroom. During implementation of the design models and methods that have been developed applied to the actual conditions the material that is presented in accordance with the model or new method that was developed. Following the application of the method, an initial test will be performed evaluation to provide feedback on the application of the next model / method.

D. Evaluation

The evaluation stage is a procedure used to determine whether the system of development is either successful or unsuccessful. The purpose of evaluation is to evaluate. Each step in the process of creating the product is beneficial.

II. METHODS

Research methods in developing English advertising materials may vary depending on the specific aspects of learning or teaching we are interested in and need. The process includes a cycle of research and development, R&D on field testing, reviewing and refining the findings in the research. Commonly used research methods in the field of English language learning.

Researcher chose to use Qualitative and Quantitative Research because Qualitative Research: Qualitative research methods such as interviews with students after carrying out the learning activity process, of course the researcher has designed a differentiated learning process plan and learning media and determined learning groups that focus on different understandings. level of knowledge - different, can provide deep insight into the experiences and perceptions of English language learners and Quantitative Research: also involves collecting numerical data to analyze trends, patterns and statistical relationships in English language learning.

The R&D cycle of ADDIE (2020:32), an approach development process that is often used in the development of learning products or training Programs to produce effective and targeted materials. The R&D cycle with the ADDIE model integrates the research and development process in the five stages of ADDIE to ensure that the resulting product or programs meets the needs of users. Furthermore, it will proceed to the validation and revision steps.

From the definition above, researchers can conclude that Research and Development is related to certain materials, processes and products. Researchers developed the ADDIE model as a guide for developing material development. According to Risa Nur Sa'adah, Wahyu (2020: 30), developing a product using the ADDIE model is quite good. The reason is, the ADDIE model has 5 steps which are sufficient to be carried out.

Questionnaire One of the data collection techniques in this research is a questionnaire. According to Sugiyono (2013, p 199), a questionnaire is a data collection technique that is carried out by giving statements to respondents to answer (Sugiyono, 2013). It will be distributed to experts, teachers and students, which will be used to collect data on the suitability of the book, it will be filled in by experts, a questionnaire for teachers will be given before the learning process, and a student response questionnaire will be given after the learning process. The instrument, the results of data collection from the questionnaire, is a data collection instrument, namely (2008) as quoted by research participants. This is analyzed with various aspects of student attitudes. Aspects of student needs and interests will be considered in this research. Apart from choosing the appropriate answer, participants are also given the opportunity to provide comments and suggestions regarding the product.

Data analysis the development of advertising materials for students with different learning styles can be done with several approaches, especially using visual tools such as Power Point Canva that have features that can be customised to suit various learning needs So to understand the data collected, the data is analyzed based on its characteristics and purpose. Subject responses to the questionnaire will be calculated in percentage form. The answer to each question score is based on a Likert scale (Ridwan & Sunarto, 2010, p.21). The data collected was Questionnaire: Results of identification of students' learning styles (Visual, Auditory, Kinesthetic or VAK).Interview/Observation: Students' preferences regarding the format of teaching materials. Material Trial: Student responses to Canva PPT teaching materials. Response to media: Evaluation of elements such as visual (images, colours), auditory (narration, audio), and interactivity (animation, hyperlinks). Compare the effectiveness of Canva PPT-based teaching materials for each learning style with Comprehension time: How long it takes students to understand the material using this method.Grade improvement: Student performance before and after using the teaching materials.

III. RESULTS AND DISCUSSION

After validating the English Advertisement Material, the process is carried out tests on students Ninth Grade at SMP NEGRI 2 PERBAUNGAN. The researcher gave test to know the practicalities of English Advertisement Writing materials. While, in developing English Advertisement Writing materials the researcher used ADDIE model. Researcher was consisted of five phases that include analysis, design, development, implementation, and evaluation.

A. Analysis

Analysis In analysis step, the researcher analyzed students' needs and students' interest. Students' needs was analyzed through syllabus that is managed by Freedom Curriculum (Kurikulum merdeka). Besides, the researcher also analyzed the Worksheet that students used in learning English. While, students' interest was analyzed by identifying the students' interest by giving the questionnaires.

The needs analysis included the syllabus and students' needs. Firstly, the analysis of the syllabus of junior high school grade IX students should learn to write about the type of advertisement they choose. In the competency standards and basic competencies, students are expected to be able to write simple and interesting Advertising sentences with the display of using Canva Power Point as a student presentation where student achievement is measured by indicators. Secondly, students' needs are analysed by identifying students' needs, interests and performance. In terms of performance context, there are two meetings in a week, it takes 80 minutes for each meeting. The standard competence and basic competences for The Ninth grade students can be seen in appendix.

B. Design Stage

After doing the analysis, the next step is to design. This design stage includes two parts, namely compiling research instruments, making questions and teaching materials. (for Further see attachment A.2) student-made print advertising or short video adverts and podcasts.

C. Development Stage

The third stage is the development of teaching materials, as a follow-up to the design that has been carried out. The learning tools developed in this research are based teaching materials. Teaching materials developed at this stage will be evaluated by expert lecturers. The structure or framework chosen in the development of teaching materials should be simple and appropriate to the needs. After everything is finished, to get a valid and good teaching material, the researcher gives teaching materials to experts so that they are validated. The purpose of the development stage is to produce a product that has been revised based on input from the validator.

The assessment by media design experts aims to determine the feasibility of based English teaching materials in terms of media design. Media design experts give an assessment according to the media design expert grid. In the preparation of teaching materials, it is necessary for authors to master design skills, so that the physical appearance of teaching English materials will be able to arouse students' motivation in reading and studying them.

The validation of the English advertisement material in this teaching material is intended to be able to see the feasibility of the material in the developed teaching material. The material substance expert assessment includes three aspects, namely, content feasibility aspects, presentation feasibility aspects and linguistic aspects.

D. Implementation

There were thirty two students of IX -3 class of SMP NEGRI 2 PERBAUNGAN. Before the students used the product, the researcher show the product to the students in order to explain the process of using the product. Student response questionnaire Assessment of student questionnaire responses aims to determine the English teaching materials from the students' perspective.

E. Evaluation

The last stage in ADDIE is the evaluation stage. The researcher assessed this ability by following the results of the assessment test which was distributed to the students getting a good assessment with the overall average of the students' tests showing the categories.

F. Discussion

The data was analyzed by using descriptive quantitative analysis. The quantitative analysis was used to describe data of close-ended questionnaire from media expert, material expert, students validation, and test. The following is discussion of English Writig materials validity. The validation result in term of material is good, but it still need revision to perfection the product. The expert suggested to add the basic of competence. Based on the data, scores obtained is 88,9 %, it was high category. Where is the maximum score is 72, then the percentage is Based the data. The product is in the high category. But it still needs to be revised reach to perfection the product. Thus, the English reading.

Materials has been acquired after some revision and a was proper to be implemented. The validation result in term of English advertisement material is very good and appropriate to the students. Based on the data, scores obtained is 87,5%, it was very high category Where is the maximum score is 120, then the percentage is, the product is in the very high

category. After the material and media expert said that the product can be used for the students, then the product is given to the teacher as one to one trial.

He gave comment about the English Advertisement Material are interesting, good product and appropriate in learning as writing learning media. The validation result in term of material is very good and appropriate to the students. Based on the data, scores obtained are 76,07%, it was high category. Where is the maximum score is 2040, then the percentage is 76,07%, the product is in the high category. He recommended to continued for the implementation to the students.. There were 32 students as the users. Data from test was collected by using test. Based on the data, scores obtained is 2435, it was very high category. Whereas the maximum score is 3000, then the percentage is 81,18%, the product is in the very high category.

To conclude, a good learning media should have an impact to the students to attract their interest to learn such as a English advertisement materials writing should has good material based on the curriculum and syllabus, good performance of English reading materials design which is suitable with the students'need.

IV. CONCLUSIONS

This English reading materials was developed using ADDIE model. It was analysis, design, development, implementation and evaluation. The result of the English reading materihs had valid criteria with the score is 76,07% and by the students was practical with score 81,18%. It showed that the English reading materials was easy to use, helpful both of students or teacher and learning time more efficient. Based on the research that has be done, it can be concluded that the researcher made English reading materials for the first and second semester of eight grade students of SMP NEGERI 2 PERBAUNGAN. The English reading materials in the form of a printed instructional materials with 5A size (half of A4). It contains preaface, table content, syllabus, using instruction, learning materials, taks, bibliography / references and writer's profile. Each page of the English reading materials have different color and interest zone. The worksheet is presented in two language (English and Indonesian) . the conclusion based on the result it showed that the English reading materials as additional learning for English lesson that is interesting contextual, and congruen to syllabus..

ACKNOWLEDGEMENTS

Author thanks to all people and institution in most cases, sponsor and financial support acknowledgments.

REFERENCES

- Agusthia, M., Muchtar, R. S. U., & Ramadhani, D. (2023). PENGARUH EDUKASI TEEN MENTAL HEALTH FIRST AID TERHADAP TINGKAT PENGETAHUAN REMAJA DALAM MENGURANGI GANGGUAN MASALAH KESEHATAN MENTAL DI SMAN 3 BATAM. *Warta Dharmawangsa*, 17(1), 147–157. <https://doi.org/10.46576/wdw.v17i1.2929>
- Akbon, R. (2016). *Improving Students' reading skills thourgh Communicative Language Teaching*. *English Education Journal (Progam Pascasarjana Universitas Negeri Semarang)*, 7 (4) , 468-480. Aksara.
- Amiah, A. (2016). *Designing English Worksheet To Teach Writing Skill For Sevent Grade Students Of Islamic State Junior High School Jambi Timur*. Thesis Jambi : The State Institute For Islamic Studies Sulthan Thaha Saifuddin Jambi . UIN STS Jambi.
- Anggraini, M. R., Permatasari, P., Azahra, S., & Astuti, W. D. (2024). Efektivitas penilaian kinerja dan penggajian berbasis kinerja dalam peningkatan kualitas layanan kesehatan. *Indonesian Journal of Health Science*, 4(6s), 883–892. <https://doi.org/10.54957/ijhs.v4i6s.1260>
- Arafah, R. A., & Destiwati, R. (2024). Strategi Komunikasi Persuasif dalam Menghadapi Stigma Kesehatan Mental Menggunakan Pendekatan Inklusif. *Hulondalo Jurnal Ilmu Pemerintahan Dan Ilmu Komunikasi*, 3(2), 124–134. <https://doi.org/10.59713/jipik.v3i2.1012>
- Awais Irshad, M., Muhammad Amir, R., & Shaharyar Rafaqat, M. (2024). Towards Inclusive Classrooms: Identification of the Role of Teachers in Creating an Inclusive Learning Environment. *Journal of Asian Development Studies*, 13(3), 1323–1332. <https://doi.org/10.62345/jads.2024.13.3.108>
- Budiman, A. T., Dwi Utami, P., & Subaidi. (2024). Mengurangi Stigma: Menjelaskan Gangguan Mental “Ringan” dan Dampaknya terhadap Kehidupan Sehari-hari. *Jurnal Psikologi Dan Konseling West Science*, 2(01), 32–42. <https://doi.org/10.58812/jpkws.v2i01.1054>
- Chaika, E. (1982). *Language: The Social Mirror,common platforms for availability: Newbury House Publishers*.
- Chandra, S., & Loisa, R. (2024). Strategi Komunikasi Digital Komunitas Peduli Kesehatan Mental ETIQ Official di Ranah Media Sosial. *Koneksi*, 8(2), 516–526. <https://doi.org/10.24912/kn.v8i2.27743>
- Endang.M. (2011). *Metode Penelitian Terapan Bidang Pendidikan focuses on applied research methods in education .Alfabeta in Bandung*.
- Epalen, S. and L. (2018). *The Development of Teaching Material of Writing Complex-Procedure Text Based on Thinking Map for X Grade Students of State Vocational School 7 Medan*. the *International Journal of Education, Learning and Development (IJELD)*.
- Farika, S. A., Mirza, M. N., & Romas, A. N. (2024). Promosi Kesehatan tentang Pentingnya Menjaga Kesehatan Mental pada Remaja. *Jurnal Pengabdian Dan Pemberdayaan Kesehatan*, 1(1), 69–77. <https://doi.org/10.70109/jupenkes.v1i1.10>
- Ferdian, D., Hikmat, R., Zuqriefa, A. B., Ma'ruf, T. L. H., Noviana, M., Harahap, S. M. I., Sutanto, H., & Hutapea, M. R. R. (2024). Pengaruh Edukasi Kesehatan untuk Meningkatkan Pengetahuan tentang Kesehatan Mental. *MAHESA: Malahayati Health Student Journal*, 4(5), 2058–2067. <https://doi.org/10.33024/mahesa.v4i5.14585>

- Givrn. (2011). *Development as a multi-dimensional concept. The statement suggests that development, particularly in complex systems like socio-economic ones.* Amartya Sen.
- Gunawan.Wawan. (2023). *Modul Pendidikan Inklusif SMP. Kemitraan UNICEF.Platfom Merdeka Mengajar.*
- Jhonatan Pirdaus, Annisa Jamaica, Pangesti Dian Pratiwi, Eka Sari, Esa Kurniati, Ana Saranita, Fathinatun Nahdah, & Fathinatun Nahdah. (2023). Aspek Psikologis Dalam Diri Remaja Berkenaan Penyakit Mental di Generasi Milenial Sekarang Yang Mempengaruhi Kesehatan Mentalnya. *Proceeding Conference On Da'wah and Communication Studies*, 2(1), 78–86. <https://doi.org/10.61994/cdcs.v2i1.100>
- Kerf, G. (2002). *the art of argumentation and narration, exploring how to construct logical arguments and compelling stories.* Gramedia Pustaka Utama.
- Khalida Zia Br Siregar, Eka Wahyuni, & Happy Karlina Marjo. (2024). Literature Review: Intervensi untuk Meningkatkan Literasi Kesehatan Mental. *G-Couns: Jurnal Bimbingan Dan Konseling*, 8(3), 1706–1715. <https://doi.org/10.31316/gcouns.v8i3.6133>
- Lapanska, J. (2006). *Language of advertising with the concentration on the linguistic means and analysis of advertising slogans.* Bratislava.
- M., U. (2016). *Help learners develop confidence.*
- Morales., H. and. (2014). *material development in the Colombian educational context.* [jurnal HOW](.
- Muhammad, K. F., & Achadi, A. (2024). FACTORS INFLUENCING TELEHEALTH UTILIZATION IN MENTAL HEALTH SERVICES: SYSTEMATIC LITERATURE REVIEW. *Journal of Community Mental Health and Public Policy*, 7(1), 26–37. <https://doi.org/10.51602/cmhp.v7i1.168>
- Nasution, S. (2009). *“Metode Penelitian Naturalistik Kualitatif” (Qualitative Naturalistic Research Methods).* Tarsito, Indonesian publishing house.
- Nugroho, W. (2016). *“Upaya Peningkatan Keaktifan Siswa Melalui Pembelajaran Berdasarkan Gaya Belajar Di SMK Negeri 1 Saptosari”.* Jurnal Electronics, Informatics, and Vocational Education (ELINVO). Vol 1 No 2.
- Purnawan, A., & Panjaitan, J. D. (2023). Dampak Kekerasan Dalam Rumah Tangga Yang Berakibat Gangguan Mental Terhadap Anak. *COMSERVA : Jurnal Penelitian Dan Pengabdian Masyarakat*, 3(07). <https://doi.org/10.59141/comserva.v3i07.1034>
- Putri, M. A., Bimantoko, I., Hertton, N., & Listiyandini, R. A. (2023). Gambaran Kesadaran, Akses Informasi, dan Pengalaman terkait Layanan Kesehatan Mental pada Masyarakat di Indonesia. *Journal Psikogenesis*, 11(1), 14–28. <https://doi.org/10.24854/jps.v11i1.1961>
- Rahim., R. and. (2015). *Key Issues in Language Teaching.* Cambridge Core, Oxford Academic.
- Rahmah, H. (2018). PENERAPAN ASPEK KESEJAHTERAAN PSIKOLOGIS DAN PEMAAFAN DALAM MEMBENTUK KESEHATAN MENTAL. *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan*. <https://doi.org/10.35931/aq.v0i0.13>
- Rahmawati, A., Lestari, A., Manzahri, M., & Sudaryono, S. (2020). Pengetahuan Gangguan Jiwa Dengan Sikap Keluarga Terhadap Penderita Gangguan Jiwa (Knowledge of Mental Disorders and Family Attitudes Towards People with Mental Disorders). *Jurnal Kesehatan*, 9(2), 85. <https://doi.org/10.46815/jkanwvol8.v9i2.101>
- Rahmayanti, R. (2024). Hubungan Keaktifan dalam Bermedia Sosial terhadap Kesehatan Mental Siswa. *ISTISYFA: Journal of Islamic Guidance and Counseling*, 1(2). <https://doi.org/10.29300/istisyfa.v1i2.2419>
- Sabirov, S. R. (2024). Current trends in the development of the modern system of higher pedagogical education. *Development of Education*, 7(3), 60–66. <https://doi.org/10.31483/r-111715>
- Sarasin. (1999). *“Learning Style Perspectives: Impact in the Classroom”.* It focuses on understanding learning styles to enhance classroom teaching strategies. Atwood Publishing.
- Sofie, D. (2023). *Memetakan kompetensi dan kebutuhan murid.* Platform Merdeka Belajar. Kementerian pendidikan kebudayaan, Riset dan Teknologi.
- Su, C., & Guo, Y. (2021). Factors impacting university students' online learning experiences during the <sc>COVID</sc> -19 epidemic. *Journal of Computer Assisted Learning*, 37(6), 1578–1590. <https://doi.org/10.1111/jcal.12555>
- Sugiyono, D. (2013). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D.*
- Tambah, W. and S. (2018). *community health, education, or socio-economic issues in Indonesia.IJELD.*
- Tarr, C., Newman, T. J., Santos, F., & Turgeon, S. (2024). The Duality of Sport Social Workers Coaching Critical Positive Youth Development Within Competitive Youth Sport. *International Sport Coaching Journal*, 11(1), 124–135. <https://doi.org/10.1123/iscj.2022-0080>
- Wardhaugh, R. (2009). **An Introduction to Sociolinguistics* (edisi ke-6).* Wiley-Blackwell.