



DEVELOPMENT OF LEARNING MEDIA USING ADOBE FLASH PLAYER SOFTWARE AND THE ROLE OF SELF EFFICACY TO IMPROVE FEEDBACK OF ECONOMIC SUBJECT FOR X IIS GRADE MAN 1 PADANG LAWAS

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Abstract

This study aims to create and develop learning media using Adobe Flash Player software in economics subject X IIS MAN 1 Padang Lawas. This research is a development research with ADDIE development model. In addition, this study was also conducted to determine the interaction of Self Efficacy with the use of media in improving student feedback. This research was conducted at MAN 1 Padang Lawas. The population of this study were all of students in X IIS grade MAN1 Padang Lawas which consisted of three classes which consist of 100 students. The results of this study are learning media with Adobe Flash Player Software developed that meet the eligibility requirements (valid) to be used as learning media in economics subjects for X IIS grade. Based on media aspect's assessment, learning design and material aspects carried out by experts as well as responses or student's responses, the percentage of feasibility level is 86.33% so that the conclusion belongs to the "Very Eligible" category. The developed learning media is effectively used in economic learning. Then, there is an interaction between learning media and Self Efficacy on students' economic feedback.

Keywords: *Flash Player, Economics, Self Efficacy*

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INTRODUCTION

Economic learning is a dynamic learning that is close to daily life of student. The terms need, priority, scarcity, rationality, choice, benefit, and risk are common in economic activity and are also taught in economics subject at formal education level. In this context, economic subjects should be taught according to the needs of students to face future challenges

The complexity of the science taught in economics makes many students feel this subject is too difficult to understand. Many students complain about the lack of learning media used by teachers to help students understand the material and the level of student self-efficacy in answering the questions given is also still low. It is in accordance with the results of observation writers do. The observations made by the researchers to determine student's feedback were by conducting interviews with teachers and students, analyzing the list of student test scores and conducting test questions in an effort to dig deeper and reveal more clearly related to student understanding and distributing questionnaires to students to determine the level of efficacy. students in doing the questions.

The trial was conducted on March 5, 2020 at MAN 1 Padang Lawas in X IIS 3 grade which consist of 30 students. The results obtained are that only 43% achieve learning completeness, while 67% are below the KKM. The lack of achievement of the KKM in economic subjects certainly needs to be evaluated because many things can affect the feedback, one of them is the use of learning media.

According to Arsyad (2002:8) how the teaching and learning process to work well, students must be required to use all the senses for a successful teaching and learning process . The teacher tries to express stimuli that can be processed with various senses. The more senses we use to receive and

manage information, the more likely it is that it will be understood and remembered. Media makes it easier for students to enter messages from the material presented.

According to Asnawir (2002:13) that one way to overcome ineffective communication in the learning process is to use media in an integrated way in the teaching and learning process, because the function of the media in these activities is to provide information, attitudes, and values, as well as to increase harmony in receiving information. Another factor that can affect feedback is self efficacy. According to Bandura (1997: 5) self-efficacy is Awareness themselves on how well a person can act in certain situations. Self-efficacy relates to the belief that an individual can take the expected action . In the context of education, if students have self-efficacy , they will be motivated to succeed in achieving learning goals and be able to survive when facing difficulties (tasks). Self-efficacy is very important for students to complete learning tasks and deal with existing learning situations. Academic self-efficacy is a strong belief that held a person in achieving academic.

The development of information and technology today, teachers should be able to design learning using more creative media and create an active learning atmosphere for students. This is in line with the opinion Hamalik (1985:16) that in order for teachers to use effective teaching tools in the teaching process , every teacher must have sufficient knowledge about teaching media , including knowledge of media as a means of communication so that the teaching and learning process is more effective. The role of the media as a tool to achieve educational goals, the selection and use of educational media, as well as innovation efforts in educational media . Then according to Sadiman (2009:17) the use of educational media is to: (1) clarify the presentation of messages in a way that is not too long-winded

(in text or speech), (2) overcome the limitations of space, time and meaning, (3) using diverse and appropriate teaching methods, media support can restore student passivity, (4) given the unique nature of each student related to different environments and experiences, while curriculum and teaching materials are defined in the same way for all students, teachers face many difficulties when everything has to be done alone. It will be more difficult if the backgrounds of teachers and students are different. This problem can be overcome by education, namely the ability to provide the same stimulus, assimilate experience, and produce the same perception. Based on the opinion above, it can be concluded that learning media has an important role as a teacher's tool in the learning process.

In today's technological developments, it is possible for students to learn from anywhere and anytime with the use of information technology developments. When viewed from the perspective of the role of Information and Communication Technology for teachers, the integration of Information and Communication Technology in the learning process should enable teachers to become facilitators, collaborators, mentors, coaches, directors and study partners and can provide students with great choice and responsibility to experience learning events. Learning media has a very important role in the learning process as explained by Sudjana (2009: 2) that with learning media, it will make teaching materials clearer in meaning, enabling students to master teaching objectives better.

Many researchers have developed learning media with various types of software to improve feedback and the role of self-efficacy in student feedback, including using learning media with Adobe Flash Player software. Sukariasih (2019) concluded that the advantage of the Adobe Flash application is that it is equipped with a variety of supporting items in creating an

animation, a small output format for streaming media, which has a significant advantage during the delivery of information. Adobe Flash Player is also very interactive and can be integrated with many other software and extended by many plugins.

Susdarwati (2019) concluded that the feedback of students who used Flash Player media were higher than students who used Microsoft Power Point media, but Nurwalhidayah's research (2017) showed that there was no significant difference between students who were taught using Adobe Flash learning media. Player with no media Adobe Flash Player. This research shows that Adobe Flash does not necessarily improve student feedback when compared to other learning media. Furthermore, regarding the role of self-efficacy with student feedback, research conducted by Sinurat (2015) concluded that students' Indonesian feedback with interactive learning multimedia macromedia flash were better than interactive multimedia power point learning and there was an interaction between multimedia learning and efficacy. self efficacy in influencing student feedback. This is reinforced by research Yulianto (2019) with the results of research that there is an influence between self-efficacy on student feedback in economics subject XI IIS SMA Negeri 1 Sekadaru. However, in contrast to research conducted by Nurkholis (2018) concluded that there was no effect of self-efficacy on student biology feedback at SMA Bekasi. Thus, it can be concluded that there is not necessarily an interaction between students' self-efficacy and the use of media on student feedback.

Based on the explanation above and the results of the analysis of learning media needs to students, it is concluded that students often find it difficult to understand the material because the media used is less effective and efficient. Thus, interactive learning media is needed in the economic learning process to

help students understand the material more quickly, provide learning that is more attractive to students, and help students learn independently so that they can improve student economic feedback. In addition, it is necessary to test whether there is a role for students' self-efficacy on the relationship between learning media and students' economic feedback. Therefore, the researcher wishes to conduct research on the development of learning media using Adobe Flash Player software and the role of self-efficacy in improving economic feedback for X IIS grade MAN 1 Padang Lawas 2020/2021.

METHODOLOGY

Development of Learning Media with Adobe Flash Player Application on economics subjects using research and development. The development model used is the ADDIE model developed by Dick and Carey (1996) to design a learning system, ADDIE is an extension of Analysis, Design, Development, Implementation, and Evaluations. Development with the ADDIE model can be seen in Figure 2.1 below

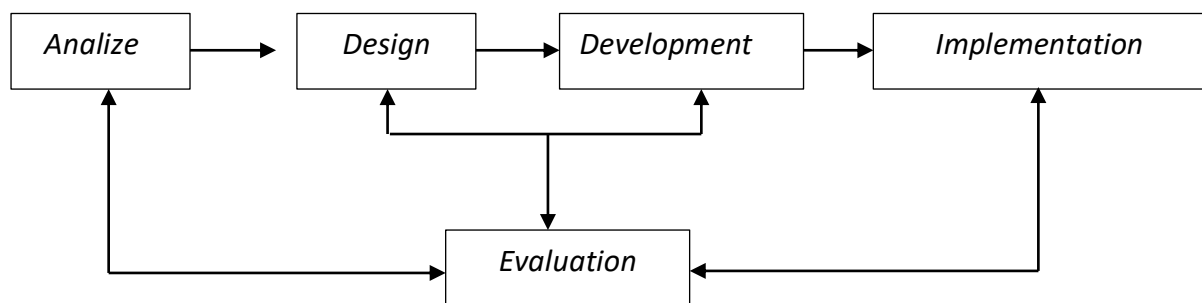


Figure 2.1 Development of the ADDIE Model (Branch,2009:2)

The product resulting from this development will be continued with experimental research using a quantitative approach. In this study, researchers wanted to know how the influence of the developed media and self-efficacy on student feedback. The research method used is a quasi-experimental method (quasi-experimental design) in the form of pretest-posttest control group design.

The subjects in this study were all 100 of students in X IIS grade, the research sample was 30% of the total population for each experimental class and control class. The sampling technique of this research used cluster random sampling technique.

The variables in this study consists of the independent variable is the use of media with the Adobe Flash Player (X), the dependent variable is the result of studying economics (Y) and the moderator variable

is Self Efficacy students consisting of self-efficacy is high and self-efficacy is low.

Technical analysis of the data in the feasibility test of the product developed is using a feasibility analysis of validation analysis obtained from material experts, media experts, economic learning practitioners and feasibility trials based on questionnaire sheets analyzed using descriptive analysis techniques.

The data analysis technique used for testing the effectiveness of the product and the interaction of media with self-efficacy on feedback used a data analysis technique formula using Two-Way Analysis of Variance (ANAVA) at a significance level (sig) = 95% and a real level (α) = 2, 5%. For the purposes of submitting a hypothesis using the two-way analysis of variance (ANAVA) technique. If an interaction is found between the developed learning media, students' self-efficacy, and

feedback, it is recommended that a further test (post hoc test) be found. Further tests will be carried out with the Tuckey test if the number of samples for each cell is the same (n is the same), but if the number of samples for each cell is not the same (n is not the same) then the Scheffe test will be used.

DISCUSSION

The development of learning media using Adobe Flash Player is carried out in the first stage, namely by carrying out analysis. At this stage the researchers made observations on the learning process and unstructured interviews with students and teachers in the field of study. Observations were made to see how the learning process was carried out and what media and teaching materials were used in the learning.

After going through a series of initial research processes, the next step is to design learning media using Adobe Flash Player software. The process of designing learning media products needs a design sketch that is used to describe the manufacture of media. The sketch is formed in a Flow Chart and Storyboard. Furthermore, at the design stage, the researcher made the preparation of the material based on the Basic Competencies. The basic competencies chosen to be developed on media using Adobe Flash Player Software are to describe Financial Services Institutions in the Indonesian economy on economic subjects.

As a follow-up to the design that has been carried out in the design stage, the initial product that has been made is tested with media expert validators, material experts and learning design experts to get a statement of validity. Testing is done by testing whether the product is valid or not to the expert using a product validation assessment instrument.

Media validation was carried out by one media expert by providing media that had been developed to be tested based on the media validity test questionnaire

compiled by the researcher. Aspects validated by media experts include display design, video/audio quality, and media navigation buttons. The results of the validation state that improvements (revision I) are needed to the product. Revisions suggested by media experts are: the media should have visualizations with images that are suitable for the material and must add audio to the media, either sound recordings or music to add to the attractiveness of the learning media. After the product has been repaired, the media expert will validate the media. The validation results state that media using Adobe Flash Player is feasible to use.

The validation of the learning design was carried out by one learning design expert by providing the developed media and lesson plans to be tested based on the learning design validity test questionnaire compiled by the researcher. The results of the validation state that improvements to the lesson plans and products (revisions) are needed. The revisions suggested by learning design experts are: (1) Content feasibility must pay attention to the competencies and expected outcomes of learning activities, (2) Presenting expected competencies and learning outcomes, (3) Material presentation must be able to explain the clarity of the material associated with examples. examples that are close to students, (3) Explain the terms that develop in the financial services industry in accordance with the development of technology and information. After the product is repaired, the learning design expert provides validation of the learning design. The results of the validation state that the media is suitable for use.

Material validation was carried out by a material expert by providing media and questions for financial institutions to be tested based on a material validity test questionnaire compiled by the researcher. Aspects that are validated include material and questions on the media. The results of the validation state that improvements to the material and

questions (revision) are needed. The revision suggested by material experts is that the presentation of the material must be able to explain the clarity of the material associated with examples that are close to students, form questions according to content and HOTS, and make examples of cases that are related to the material to improve students' understanding. After the product has been repaired, the material expert will validate the media material. The results of the validation state that the media is suitable for use.

After the media was declared suitable for use, then the media was tested on class X IIS 1 students. Product trials were carried out

including individual trials, small group trials and field trials. Further, field trials were carried out. Field trials were conducted on class X IIS 1 students with the aim of getting more data about the products used and responses from students. After the product was tested, students were given an assessment questionnaire to obtain data about the media that had been used. The questionnaire given contains assessment aspects including media quality, material quality and learning using Adobe Flash Player.

The results of the assessments submitted by several experts and student tests can be seen in the following table:

Table 4.1 Assessment Results on Adobe Flash Player Media

No	Categorization	% Score Average	Criteria
1	Media Validation	84%	Very Worthy
2	Learning Design Validation	87%	Very Worthy
3	Material Validation	80%	Worthy
4	Individual Test	96%	Very Worthy
5	Small Group Trial	82%	Very Worthy
6	Field Trial	89%	Very Worthy
Average		86.33%	Very Worthy

Based on the table above, the percentage of the average value of the overall variable score of 86.33%, it is included in the "Very Eligible" category, meaning that the media with the developed Adobe Flash Player Software is proven eligible to use.

The results of this study strengthen the research that has been carried out by Savitri (2018) which concludes that this learning media using Adobe Flash Player is feasible to use. Widiyastuti's research (2018)

also concludes that the developed interactive learning media is feasible to be used as a learning medium based on the results of expert validation and field trials.

The formulation of the problem in this study can be analyzed and interpreted by looking at the feedback data obtained the highest score (X_{max}) too, the lowest score (X_{min}) and the average score (\bar{x}) for the experimental class and control class which can be described as follows

Table 4.2 Data on Student Economic Feedback

Class	Value of Student Economic Feedback		
	X_{min}	X_{max}	SD
Experiment	75	100	81.83
Control	70	90	79.90

From table 4.2 it is known that the minimum score and maximum score have differences. In the experimental class the minimum and maximum scores were higher than those in the control class. The average student feedback are different too, namely the experimental class is higher at 83.83, while the control class has an average value of 79.90.

The average student feedback also experience differences when viewed from the Self Efficacy of students who are divided into two parts, namely students who have high Self Efficacy abilities and students who have low Self Efficacy . The differences can be seen in table 4.3 below:

Table 4.3
Average the Feedback of Economic Subject Based on the Self Efficacy

Ability Self Efficacy	Average Feedback of Experiment Class	Number of Experimental Class Students	Average Control Class Study Results	Number of Control Class Students
Tall	90.43	16	76.50	16
Low	78.36	14	80,50	14

Based on table 4.3 above, it shows that the average economic subject feedback of students are based on the grouping of students' self- efficacy abilities . The experimental class for the high Self Efficacy category has a high average student feedback of economic subject compared to the control class, which is 13.93, where the average feedback of economic subject for the Self Efficacy ability in the experimental class is 90.43, while in the control class it is 76.50. That's the case with the ability of Self Efficacy , there is an average difference in feedback of economics subject for the experimental class and the control class of 2.14 . In the experimental class, the average student feedback of economic subject was 78.36 compared to the control class which had an average student's feedback of economic subject of 80.50. Thus, the results of this study are in line with research conducted by Susdarwati (2019) concluding that the learning outcomes of students who use Flash Player media are higher than students who use Microsoft Power Point media.

The research of hypothesis using the 2x2 factorial analysis of variance (Anava) technique and further research using the Scheffe test because each number of research respondents is different. The results of the hypothesis were obtained based on data processing using the SPSS 21 program, with the results of the analysis as follows

Table 4.4
Tests of Between-Subjects Effects

Dependent Variable:

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2104.420 ^a	3	701.473	20.087	.000
Intercept	400095.900	1	400095.900	11457.146	.000
MEDIA.PEMBELAJARAN	165.186	1	165.186	4.730	.034
SELF.EFFICACY	337.567	1	337.567	9.667	.003
MEDIA.PEMBELAJARAN * SELF.EFFICACY	1526.853	1	1526.853	43.723	.000
Error	1955.580	56	34.921		
Total	407500.000	60			
Corrected Total	4060.000	59			

a. R Squared = .518 (Adjusted R Squared = .493)

Hypothesis testing using the help of Ms. Excel, with the following results.

Table 4.5 Summary of Factorial Anava 2x2 Ms. Excell

Source of Variation	Dk	JK	Rjk	F _{count}	F _{table} (1.56; = 0.05)
Learning Media	1	240	240	6.872	4.013
Self Efficacy	1	337.566	337.566	9.666	4.013
Interaction	1	1526,854	1526,854	43,723	4.013
Error	56	1955.58	34,921		
Total	59				

Based on table 4.5 of the obtained information that the use of instructional media using Adobe Flash Player shows the results of $F_{\text{count}} 6,872 > F_{\text{table}} 4,013$ on the significance of 0030 is smaller than 0.05, it is clear that the student's feedback in economic subject who are taught by instructional media Adobe Flash Player is more than student's feedback of economics subject who are taught with MS media . Powerpoint which means that the research hypothesis is accepted. Similarly Self Efficacy students showed the results of $F_{\text{count}} 9.66 > F_{\text{table}} 4,013$ on the significance of 0002 is smaller than 0.05, it indicates that the student's feedback of economics subject have with Self Efficacy height higher than the the student's feedback of economics subject who

have the ability Self Efficacy low, which means that the research hypothesis is accepted. Furthermore, there is an interaction between the use of Media Learning Adobe Flash Player with Self Efficacy students with the results of $F_{\text{count}} 43,723 > F_{\text{table}} 4,013$ on the significance of 0000 is smaller than 0.05, it indicates that there is an interaction between learning media Adobe Flash Player and Self Efficacy students on feedback economics, which means that the research hypothesis is accepted. The relationship between Adobe Flash Player Learning Media and students' Self Efficacy can be seen through the interaction that describes the relationship between the two. The interaction of the two variables can be seen from the intersection between learning media and students' self-efficacy .

These interactions can be illustrated in the plot results as shown in the image below:

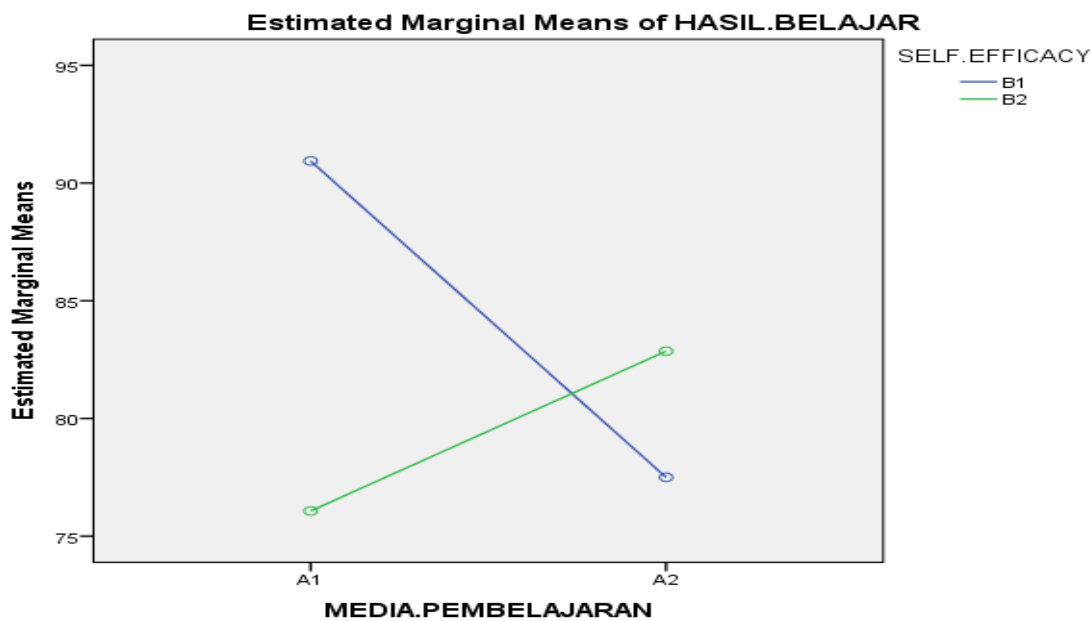


Figure 4.2 Interaction of Adobe Flash Player Learning Media with Self Efficacy

4.2 shows the interaction between instructional media Adobe Flash Player with Self Efficacy students, as indicated by the point of intersection between the lines of self-efficacy is high (B1) and self-efficacy is low (B2) of each - each class treatment. Students who have high self-efficacy who are taught using Adobe Flash Player (A1) media get higher economic feedback, namely 90.43 than students who have high self-efficacy who are taught with MS. Power Point (A2) which has average feedback is 75.50. However, if the student has low self-efficacy when taught with MS learning media . Power Point obtaining higher feedback (= 80.50) than if taught by the medium of learning with media Adobe Flash Player (= 78.36). The results Figure of this study mean that it is in line with research

conducted by research conducted by Sinurat (2015) which concludes that student learning outcomes with interactive learning with multimedia macromedia flash are better than interactive multimedia power point learning and there is an interaction between multimedia learning and self-efficacy in influencing learning outcomes. Therefore the interaction between Adobe Flash Player and Self Efficacy media on economic feedback, so the research carried out to find out the average score which has the effect. The continuing research uses the Scheffe Test because the number of respondents in each cell in two-way ANOVA is not the same. The following is a summary of the calculation results of the Scheffe Test can be seen in the table below.

Table 4.4 Summary of Scheffe's Test Calculation Results

No	Treatment Group	F _{count}	F _{table}
1	A ₁ and A ₂	6.881	2,769
2	B ₁ and B ₂	9,699	2,769
3	A ₁ B ₁ and A ₁ B ₂	47,257	2,769
4	A ₁ B ₁ and A ₂ B ₁	41,382	2,769
5	A ₁ B ₁ and A ₂ B ₂	13,962	2,769
6	A ₂ B ₂ and A ₁ B ₂	9,245	2,769
7	A ₂ B ₂ and A ₂ B ₁	6.144	2,769

The results of the calculation of the using of learning media with the Scheffe test show that $F_{\text{count}} = 6.881$. For the distribution value of the F_{table} at a significant level of 5% = 2.769. These results indicate that $F_{\text{count}} > F_{\text{table}}$ (6,881 > 2,769), thus giving a decision that students' feedback of economic subject in classes with Adobe Flash Player media are higher than students' economics feedback in classes with Ms. Powerpoints. Therefore the students' Self Efficacy, the results of calculations using the Scheffe test show that $F_{\text{count}} = 9,699$. For the distribution value of the F_{table} at a significant level of 5% = 2.769. These results indicate that $F_{\text{count}} > F_{\text{table}}$ (9,699 > 2,769), thus giving a decision that students' feedback of economic subject in high Self Efficacy classes are higher than students' economics feedback in low Self Efficacy classes.

The interaction of Adobe Flash Player learning media and students' Self Efficacy can be described as follows:

1. The feedback economic subject on learning media classroom Adobe Flash Player with Self Efficacy high grade instructional media Adobe Flash Player with Self Efficacy low

From the results of calculations with the Scheffe test shows that $F_{\text{count}} = 52.671$. For the distribution value of the F_{table} at a significant level of 5% = 2.769. These results indicate that $F_{\text{count}} > F_{\text{table}}$ (47,257 > 2,769), thus giving a decision that the feedback of economics subject in the Adobe Flash Player learning media class with high Self Efficacy are higher than the Adobe Flash Player learning media class with low Self Efficacy.

2. The feedback economic subject on learning media classroom Adobe Flash Player learning media class with high Self Efficacy with students' economic subject feedback in

the Ms. Power Point with high Self Efficacy

From the results of calculations with the Scheffe test shows that $F_{\text{count}} = 46.012$. For the distribution value of F_{table} at a significant level of 5% = 2.769. These results indicate that $F_{\text{count}} > F_{\text{table}}$ (41,382 > 2,769), thus giving a decision that students' economic feedback in the Adobe Flash Player learning media class with high Self Efficacy are higher than students' economic feedback in the Ms. Power Point with high Self Efficacy.

3. The feedback economic subject on learning media classroom Adobe Flash Player learning media class with high Self Efficacy with students' economic feedback in Ms. Power Point with low Self Efficacy

From the results of calculations with the Scheffe test shows that $F_{\text{count}} = 14,817$. For the distribution value of the F_{table} at a significant level of 5% = 2.769. These results indicate that $F_{\text{count}} > F_{\text{table}}$ (13,962 > 2,769), thus giving a decision that students' economic subject feedback in the Adobe Flash Player learning media class with high Self Efficacy are higher than students' economic feedback in the Ms. Power Point with low Self Efficacy.

4. The feedback of economic subject on learning media classroom Power Point media class with low Self Efficacy with students' economic feedback in Adobe Flash Player media class with low Self Efficacy ability

From the results of calculations with the Scheffe test shows that $F_{\text{count}} = 10,907$. For the distribution value of F_{table} at a significant level of 5% = 2,769. These results indicate that $F_{\text{count}} > F_{\text{table}}$ (9,425 > 2,769), thus giving a decision that students' economic feedback in Adobe Flash

Player media classes with low Self Efficacy are higher than students' economics feedback in classes using Ms. Power Point with low self efficacy

5. The feedback economic subject on learning media classroom Ms. Power Point with low Self Efficacy ability with students' economic feedback in the Ms. Power Point with the ability Self efficacy high

From the results of calculations with the Scheffe test shows that $F_{count} = 7.315$. For the distribution value of F table at a significant level of $5\% = 2.769$. These results indicate that $F_{arithmetic} > F_{table}$ ($6.144 > 2.769$), thus giving a decision that students' economic feedback in the Ms. Power Point with high Self Efficacy ability.

CONCLUSION

The economics feedback of students who were taught using Adobe Flash Player media with high Self Efficacy were higher than the economics feedback of students who were taught using Ms. Power Point with high Self Efficacy.

The Economics feedback of students who are taught using Adobe Flash Player Software with low Self Efficacy ability are lower than students who are taught using Ms Power Point media with low Self Efficacy.

There is an interaction between learning media and Self Efficacy on students' economic feedback. For Adobe Flash Player Software media, the results will be better if it is used for students with high Self Efficacy, while Ms. Power point. the results will be better if it is given to students who have low self-efficacy.

The learning media with Adobe Flash Player Software that was developed meets the eligibility requirements (valid) to be used as learning media in economics subjects for X IIS grade. The product developed, based on an assessment of the media aspect, learning design and material aspects carried out by experts as well as responses or responses from students obtained an average percentage of 86.33% feasibility level so that the conclusion belongs to the "Very Eligible" category.

The economics feedback of students who were taught using Adobe Flash Player software were higher than the economics feedback of students who were taught using Ms. Powerpoints. Thus the Adobe Flash Player Software is more effectively applied in economic learning in order to improve economic feedback in Financial Services Institutions.

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