



Development of Learning Media Using the Lectora Inspire Application for PAI Subjects in Class VIII at SMPN 2 Payakumbuh

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ABSTRACT

The lack of adequate learning media for Class VIII PAI subjects at SMPN 2 Payakumbuh served as the impetus for this research, as it has adversely affected the overall learning process. To address this issue, the study focused on the development of PAI learning media tailored to Class VIII, ensuring it met validity standards. The objective was to design valid learning media using the Lectora Inspire application for use at SMPN 2 Payakumbuh. This study employed a developmental research approach based on the 4D model, which encompasses four main stages: Define, Design, Develop, and Disseminate. However, this research was confined to the Develop stage. The findings indicate that the learning media achieved validity criteria, as evidenced by its alignment with the CP, TP, and ATP standards, as well as the suitability of its graphics, layout, and typography. Expert validation, conducted by two PAI content specialists and one media expert, rated the quality of the interactive learning media produced using the Lectora Inspire application as "very valid," with an average validation score of 92.1%. The implications of this research suggest that the integration of interactive and validated learning media, such as the Lectora Inspire application, can enhance the teaching and learning process, providing educators and students with more effective tools to achieve learning objectives.

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INTRODUCTION

Education is a process essential for achieving balance and perfection in the development of individuals and society (Sutiyono et al., 2022). It is a conscious and deliberate effort designed to create learning experiences and structured learning pathways that enable students to enhance their potential. This includes fostering religious spirituality, self-control, personality, intelligence, noble character, and skills necessary for themselves, their community, their nation, and the state (Mudinillah,

2019).

Education and learning are closely interconnected. Learning is the effort made by individuals to bring about changes in knowledge, behavior, attitudes, and skills (Istiara & Hastomo, 2023a). Fundamentally, the purpose of the learning process is to ensure that students successfully master the learning materials in alignment with predetermined indicators.

Learning can be viewed as a system, consisting of interrelated components that work together to achieve a common goal: the acquisition of knowledge, mastery of skills, and the formation of attitudes and beliefs. The learning process is marked by interactions between various educational components (Istiara & Hastomo, 2023b). For instance, learners interact with teachers, methods, media, tools, equipment, and the classroom environment, all of which contribute to achieving teaching objectives. Similarly, teachers interact with students, methods, media, and other elements of educational resources in a structured manner to achieve teaching goals. All elements within the teaching system are interconnected and mutually influential to accomplish the learning objectives. Teaching activities should be conducted efficiently and effectively, ensuring positive interactions and fostering productive learning environments (Hikmi et al., 2020).

In the era of globalization, the rapid advancement of science and technology has brought about various innovations. The development of information and communication technology continues to influence all aspects of education, particularly Islamic religious education (Sari & Tyas, 2024). Today, it is crucial to encourage the optimal development of each student's potential. To achieve this, appropriate learning media are needed to assist teachers in delivering material to students. The current Islamic education curriculum, which adopts an independent learning framework, inevitably impacts educational components, including the type of learning media utilized. The integration of media and tools into Islamic education is indispensable and is expected to serve as an alternative solution to address challenges in PAI education.

The implementation of multimedia-based education is highly relevant in modern education. Emerging technologies necessitate that education evolves to effectively utilize these advancements, including within PAI subjects. Multimedia-based learning systems, which integrate sound, images, and videos, can make the delivery of learning materials more engaging and less monotonous. These systems allow students to access specific learning materials independently through computers equipped with multimedia-based programs. Numerous software programs, classified as "edutainment"—a combination of education and entertainment—are now available and can support such learning approaches (Purnomo, 2021).

One of the learning media that can be utilized to deliver Islamic Religious Education (PAI) material is Lectora Inspire (Ali et al., 2023). Lectora Inspire is a well-established software in the field of education and is used to develop digital content

for teaching and assessment purposes. It provides dynamic, user-friendly, and high-quality multimedia content without requiring advanced artistic skills. Lectora Inspire is also equipped with superior graphic design and organizational capabilities, making it adaptable to the dynamic changes in teaching and learning systems. However, despite its potential, its current usage in education is relatively limited.

Lectora Inspire has the ability to integrate images, text, videos, data, and tools into a cohesive unit that captures students' attention (Akbarini et al., 2018). It can be implemented effectively in classroom teaching and employs advanced techniques for creating professional and engaging presentations in various formats. The application offers practical solutions for engaging students, embodying the principles of technology integration in education, often referred to as Cyber Teaching or e-learning (Wibawa, 2017). Since 2000, Trivantis has annually released updated versions of Lectora Inspire, incorporating at least 50 new features. Although initially designed for non-specialists to create e-learning content, recent updates include advanced features catering to more experienced users. Lectora Inspire's ease of use makes it an excellent tool for developing teaching media and assessment materials (Hikmi et al., 2020).

Based on observations conducted at SMPN 2 Payakumbuh, it was found that the school possesses adequate facilities to support the learning process, including a library, an art laboratory, and a computer lab. The school also has access to infocus projectors, which are functional but not optimally utilized by teachers in classroom learning. Teachers often rely on less engaging media, such as cardboard and printed materials, which fail to capture students' interest.

The observations further indicate that SMPN 2 Payakumbuh has not fully maximized the use of available school facilities, such as projectors and computer labs. The school provides resources, including laptops, a library, a prayer room, and other teaching aids, yet PAI teachers often rely on traditional tools like blackboards or basic graphic media. Occasionally, they use infocus projectors to display PowerPoint presentations, as PowerPoint is relatively easy to create. When electronic media, such as computers, are incorporated into lessons, students tend to respond enthusiastically, paying greater attention to the learning process as they engage with new and innovative teaching methods.

SMPN 2 Payakumbuh has one digital classroom per grade level, where electronic media is routinely used. However, in non-digital classrooms, electronic media usage remains minimal. Observations reveal that students prefer media incorporating animation and gamification, as these elements allow them to learn while being entertained. Students also favor electronic media over traditional print media, such as blackboards, as it enables them to familiarize themselves with modern technological tools, especially e-learning platforms, which they find highly engaging due to their interactive and creative features.

Based on these observations, there is a need for learning media that can support and enhance students' interest in PAI materials at the secondary school level.

Learning media serve as an essential tool for teachers, aiding the delivery of lessons and ensuring students' comprehension of the material. Despite the availability of media resources, such as projectors and laptops, their use remains limited. Interactive media created using the Lectora Inspire application can serve as an effective solution to support classroom learning, particularly for topics like the Eclipse Prayer, Istisqa Prayer, and Funeral Prayer.

The material on the Eclipse Prayer, Istisqa Prayer, and Funeral Prayer requires more than rote memorization; it demands a deep understanding of the concepts. Students must engage with the material meaningfully to grasp its essence rather than learning it superficially. Interactive teaching media can facilitate this process, ensuring that the learning experience is both effective and engaging.

Considering the challenges outlined above and the critical role of teaching media, I am motivated to develop a learning medium to assist teachers in classroom instruction. This research focuses on creating a teaching medium through the study entitled "Development of Learning Media Using the Lectora Inspire Application for PAI Subjects in Class VIII at SMPN 2 Payakumbuh."

METHOD

This study employs a Research and Development (R&D) methodology. According to Sugiyono (2009), R&D is a research method aimed at creating a specific product and testing its effectiveness. The product developed in this research is an interactive learning medium for Islamic Religious Education (PAI) topics, including the Eclipse Prayer, Istisqa Prayer, and Funeral Prayer, utilizing the Lectora Inspire application for Class VIII students at SMPN 2 Payakumbuh. The study adopts the 4-D development model as its framework.

The 4-D development model is a systematic approach to developing learning devices. This model, introduced by Thiagarajan, Semmel, and Semmel, comprises four main phases: Define, Design, Develop, and Deploy. It was chosen for this research due to its detailed yet straightforward structure, making it easy to implement throughout the development process. The selection of this model is rooted in its systematic design and theoretical foundation, which align well with the learning process's goals.

This model organizes a series of programmed activities systematically to address learning problems, particularly those related to the development of learning media and materials tailored to students' needs. One of the significant advantages of the 4-D model is its suitability for developing learning tools, emphasizing the creation of effective and practical educational resources rather than solely focusing on learning systems. By employing this approach, the study aims to produce a high-quality learning medium that meets students' needs and enhances the effectiveness of PAI instruction.

RESULTS AND DISCUSSION

In alignment with the 4-D development model, the procedures implemented in the research and development of PAI learning media for Class VIII on the topics of the Eclipse Prayer, Istisqa Prayer, and Funeral Prayer at SMPN 2 Payakumbuh consist of three primary stages: (1) Define, (2) Design, and (3) Develop. The following section elaborates on the stages that were conducted in the development of this learning media for Class VIII PAI.

RESULTS

1. Validation of PAI Learning Media for Grade VIII

The validation of the PAI learning media for Grade VIII was carried out by experts who evaluated its validity. The validation process focused on the PAI learning media developed for the Eclipse Prayer, Istisqa Prayer, and Funeral Prayer materials. The results of the validation for the developed PAI learning media for Grade VIII are presented in Table 1.

Table 1. Results of Media Validation by Media Experts

No	Aspect	Score	Description
1	Graphic Feasibility	31	88%
2	Layout aspect	17	85%
3	Aspects of Content Typography	23	92%
Total			89%

Based on Table 1, the validation results of the PAI learning media for Class VIII using the Lectora Inspire application, as evaluated by media experts, received a score of 89%. This score falls within the "Very Valid" criteria, indicating that the PAI learning media for Class VIII is suitable for practical use in the field. The approval decision for the PAI learning media by media experts. Additionally, the validation results from material experts are summarized in Table 2 below.

Table 2. Results of Validation of PAI Learning Media for Grade VIII by Material Experts

No	Aspect	Value		Average
		V1	V2	
1	Content Appropriateness	96,6 %	96,6 %	96,6 %
2	Presentation feasibility	96,6 %	96,6 %	96,6 %
3	Aspects of Feasibility of Language in the Material	90 %	95 %	92,5 %
Total				95,2 %

Based on Table 2, the validation results of the PAI learning media for Class VIII using the Lectora Inspire application, as assessed by material experts, received a score of 95.2%. This score is categorized as "Very Valid," indicating that the PAI learning media developed for Class VIII is highly suitable for implementation in the field.

DISCUSSION

1. Defining Stage (Define)

At the definition stage, several steps were taken to analyze learners, educators, and existing learning resources to identify the challenges faced during the learning process. According to the Law of the Republic of Indonesia No. 20 of 2003, learners are defined as members of society who strive to develop their potential through structured educational pathways, levels, and types (UURI No. 14, 2005). Observations were conducted with Class VIII students at SMPN 2 Payakumbuh to understand the fundamental issues in the learning process. These observations included informal discussions with Mrs. Husna, S.Ag, a PAI teacher at the school, to gather insights into teaching challenges. The results revealed that teachers often struggle with a lack of adequate PAI source books and limited opportunities to develop teaching materials. This situation has negatively impacted students' interest and motivation in the learning process, highlighting a need for innovative teaching resources.

A book analysis was then conducted to evaluate the effectiveness of existing learning resources in supporting meaningful and efficient learning activities. The analysis focused on identifying shortcomings in the current Grade VIII PAI book used at SMPN 2 Payakumbuh, which is aligned with the Merdeka Curriculum. The findings indicated that the book is monotonous, less engaging, and impractical for independent or digital learning. The material is overly complex and difficult for students to understand, while the simplistic design fails to capture students' interest. Moreover, the book is primarily used in group settings and does not facilitate individual or interactive learning. These limitations underscore the need for more engaging and digitally compatible teaching materials to enhance PAI education.

The learning objective analysis was conducted to align learning goals with the outcomes of the book and subject analyses. This step ensured that the learning objectives were appropriately formulated based on competency indicators (Hikmi et al., 2020). The objectives for the Grade VIII PAI Learning Media on Eclipse, Istiska, and Funeral Prayers were designed to enable students to understand and apply the material effectively. The objectives include the ability to explain the meaning, provisions, and procedures of the prayers accurately, adhere to religious principles, and foster curiosity and inquisitiveness. Additionally, students are expected to cultivate attitudes of hope in Allah SWT, demonstrate social concern, and perform the prayers with discipline and accordance to Sharia. These objectives serve as a foundation for developing interactive learning media that enhances student engagement and facilitates effective PAI education at SMPN 2 Payakumbuh.

2. Design Stage (Design)

The second stage in this research is the design stage, which builds upon the findings from the analysis stage. After completing the analysis of students and educators,

the design of the Grade VIII PAI Learning Media on the topics of Eclipse, Istisqa, and Funeral Prayers was developed. Additionally, instruments were designed to validate and assess the quality of the learning media. The outcome of this stage is the initial design of the Grade VIII PAI Learning Media and the development of instruments for evaluating its validity and quality. This initial design serves as a foundation for creating an interactive learning tool tailored to the specified topics.

At this stage, the researchers began developing Prototype 1 of the Grade VIII PAI Learning Media using the Lectora Inspire application. The media was designed to enhance student engagement and was adapted based on the findings from the analysis stage. The design process included several key steps to ensure the media aligned with the required educational objectives and instruments.

The first step involved the preparation of a Learning Media needs map, which was created to determine the sequence and content of the media based on Teaching Plans (TP) and Learning Objectives (ATP). The needs map helped organize prerequisite materials and streamline the arrangement of topics to be included in the media, ensuring coherence and clarity for learners.

The second step involved the preparation of research instruments, specifically a validation questionnaire for evaluating the Learning Media. This questionnaire was designed to measure the validity of the Grade VIII PAI Learning Media developed using the Lectora Inspire application. It included distinct questionnaires for material experts and media experts, addressing various aspects of the media's quality. The initial draft of the questionnaire was prepared based on a predetermined framework and then reviewed by the supervisor. Finally, the questionnaire was validated by three experts to ensure its reliability and relevance for assessing the media. These design activities laid the groundwork for developing an interactive and validated learning tool, aiming to enhance the quality of PAI education for Grade VIII students.

The design stage also involves establishing the structure of the Learning Media and creating a clear framework for its development using the Lectora Inspire application. This stage begins with the realization of the Learning Media, which includes creating a cover page, defining learning objectives, explaining the usage of the Learning Media, and organizing the material content and quizzes. The Learning Media, titled "8th Grade PAI Learning Media on the Material of Eclipse, Istisqa, and Funeral Prayers," is structured based on the needs analysis conducted earlier. It is divided into four main components: (1) Eclipse Prayer, (2) Istisqa Prayer, (3) Funeral Prayer, and (4) Quiz. The detailed structure of the media is presented in Table 3, which categorizes the content into three sections: Introduction (cover, media identity, and usage instructions), Content (learning materials for Eclipse, Istisqa, and Funeral Prayers), and Closing (quiz).

Table 3. Structure of PAI Learning Media

No.	Part of Learning Media	Structure of PAI Learning Media
1	Introduction	<ol style="list-style-type: none"> 1. <i>Cover</i> 2. Media Identity 3. Instructions for Using Learning Media
2	Content	Learning Materials <ul style="list-style-type: none"> • Eclipse Prayer • Istiska Prayer • Corpse Prayer
3	Closing	<i>Quiz</i>

The design stage also involves creating a flowchart, storyboard, and the initial design of the Class VIII Learning Media to ensure a structured and visually engaging product. The development of a flowchart outlines the logical sequence of the interactive Learning Media, beginning with the opening (start), progressing through the content, and concluding with the exit (quit). This flowchart serves as a guide for the development of the Learning Media, ensuring a coherent and user-friendly experience. For detailed illustrations of the flowchart.

In conjunction with the flowchart, a storyboard was created to provide a detailed description of the visual and audio components for each step outlined in the flowchart. Each column in the storyboard represents a single screen display, offering a clear visualization of the Learning Media's design. This step involves analyzing the outline, gathering necessary materials, determining the format of the media, and subsequently creating the Interactive Learning Media. The results of the storyboard are presented in Appendix 6.

Finally, the initial design of the Class VIII Learning Media was developed, starting with the cover page. The cover page includes the title of the Learning Media, "8th Grade PAI Learning Media on the Material of Eclipse, Istisqa, and Funeral Prayers," along with supporting images designed to capture students' interest. The cover page layout is displayed in Figure 1. These steps collectively ensure that the Learning Media is not only engaging but also effectively structured to achieve the intended learning outcomes.



Figure 1. Class VIII Learning Media Cover

The Instructions for Use page is an integral part of the Learning Media, designed to provide clear guidance on how to utilize the interactive learning CD effectively. This page serves as a helpful resource for both students and educators, ensuring that they can navigate and maximize the features of the Learning Media with ease. It includes step-by-step instructions and descriptions of the interactive components to support a seamless user experience. A visual representation of the Instructions for Use page can be seen in the accompanying image.

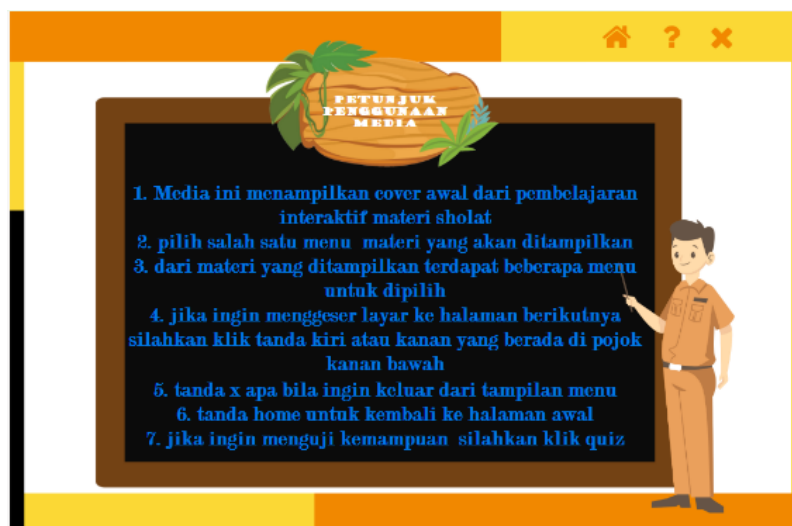


Figure 2 Instructions for Use page

The Menu Page provides a navigational interface that allows users to access the various sections of the PAI learning media. This page features a menu of options that organizes and displays the content of the material, making it easy for users to select and explore specific topics. The layout is designed for intuitive navigation, ensuring that students and educators can efficiently interact with the learning media. The visual representation of the Menu Page is shown in Figure 3 below.



Figure 3. Menu View

The Learning Material Page serves as the core content section of the PAI Learning Media. This page contains comprehensive material tailored to the learning objectives and the identified needs of the students. It provides detailed explanations and structured content on the topics being discussed, ensuring clarity and engagement. The layout is designed to facilitate effective learning by presenting the material in an organized and visually appealing format. The visual representation of the Learning Material Page is shown in Figure 4 below.



Figure 4. Learning Material Page

The Learning Video Page provides video-based explanations that align with the material discussed in the PAI learning media. These videos are designed to enhance understanding by offering visual and auditory explanations of the topics. A representation of this page is illustrated in Figure 5.



Figure 5. Learning video

The Quiz Display Page features a series of questions tailored to the PAI learning materials. These quizzes are designed to test students' comprehension and reinforce the learning objectives. The Exercise Display Page offers additional practice opportunities through exercises related to the content in the PAI learning media. This section aims to provide students with an interactive and engaging way to solidify their understanding of the material. The Final Score Page displays the results of the quizzes completed by the students. This page serves as a feedback tool, allowing students and educators to evaluate performance and identify areas for improvement.

During this stage, an evaluation was conducted to ensure that the Interactive Learning Media is simple and user-friendly. The design, development, and refinement of the product required collaboration from a dedicated work team. This team comprised the researcher, who served as the primary designer and creator of the Interactive Learning Media, along with a team of media and material experts who evaluated and validated the product to ensure its quality and effectiveness.

3. Development Stage (Develop)

At the development stage, a formative evaluation was conducted, which included a self-evaluation and the prototype stage involving an expert review.

The first iteration of the Grade VIII PAI Learning Media was referred to as Prototype 1. At this stage, a self-evaluation was conducted to ensure that the design aligned with the intended objectives of developing the PAI Learning Media. The self-evaluation process involved critically analyzing the prototype to identify areas for improvement. The results highlighted the need for enhancements in the layout arrangement, color selection, and the simplification of paragraphs to improve readability and overall visual appeal.

Following the revisions based on the self-evaluation, the updated design was

referred to as Prototype 2. This version was subjected to an Expert Review, during which the media was assessed and validated by a panel of three validators. The validators included two PAI teachers and one Media teacher, who evaluated the prototype and provided constructive suggestions for further improvement. These suggestions were gathered during the validation process and served as the basis for subsequent revisions.

The researcher incorporated the feedback from the validators and revised the PAI Learning Media for Grade VIII accordingly. After multiple rounds of revisions, the Learning Media was declared valid and suitable for use. The validation and revision processes ensured that the final version of the Grade VIII PAI Learning Media met the necessary standards and was ready for implementation.

CONCLUSION

The development of Interactive Learning Media for Grade VIII students in junior high school PAI subjects, focusing on the materials of Eclipse, Istisqa, and Funeral Prayers, has resulted in a high-quality product. Utilizing the Lectora Inspire Application, the research successfully produced an interactive and engaging learning resource tailored to the needs of students. The validation process, conducted by media experts and expert reviewers, including two expert lecturers, classified the product as "very valid" with an average validation score of 92.1%, demonstrating its quality and suitability for use in the classroom.

The research has several implications for educational practice. The integration of interactive learning media into the teaching process can enhance student engagement and understanding, particularly in religious studies. By incorporating technology, such as the Lectora Inspire application, educators can create dynamic and interactive teaching materials that address challenges like limited teaching resources. This study highlights the potential of interactive media to improve the quality of education by making learning more engaging, accessible, and aligned with the needs of modern, technology-driven educational environments.

Despite these achievements, the research has limitations. It was confined to the development stage of the 4D model and did not progress to the dissemination phase, which would assess the media's effectiveness in real classroom settings. Furthermore, the study focused only on three PAI topics—Eclipse, Istisqa, and Funeral Prayers—and was conducted within a single institution, limiting the generalizability of the findings to broader educational contexts.

To build on this research, future studies should extend to the dissemination stage, evaluating the learning media's effectiveness in diverse teaching and learning environments. Expanding the scope to include additional PAI topics and involving multiple institutions would provide more comprehensive insights into its applicability and impact. Researchers are also encouraged to gather feedback from both teachers and students to refine the media further. Additionally, incorporating

gamification or advanced multimedia features could enhance the learning experience, making it even more engaging and effective for students.

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