



The Economics Material on the Quipper Indonesia YouTube Channel and Its Function as a Learning Media

Sulik Sofinda¹, Sugeng Santoso²

¹Politeknik Negeri Malang

²Universitas PGRI Semarang

*Corresponding Author: Sulik Sofinda

E-mail: sofindasulik2002@gmail.com

Article Info

Article History:

Received: 6 September 2025

Revised: 26 September 2025

Accepted: 03 October 2025

Keywords:

Economics Education
Learning Media
Quipper Indonesia
YouTube

Abstract

This research explores the Economics material available on the Quipper Indonesia YouTube channel and examines its function as a learning media for senior high schools within the Merdeka Curriculum. Using a descriptive qualitative method, the research analyzed video content in the Economics playlist by comparing it with curriculum standards and learning objectives. Data were collected through observation, video review, and document analysis of government-issued textbooks and syllabi. The findings show that Quipper Indonesia provides Economics material that aligns with topics in high school, such as introduction to economics, markets, economic growth, monetary policy, accounting, and international trade. Although not all curriculum content is fully represented, the videos offer clear explanations, engaging visuals, and contextual examples that support students' understanding. This demonstrates the channel's potential as an effective complementary resource in Economics learning. The research concludes that Quipper Indonesia can be integrated into classroom practice, providing teachers with relevant digital media to enrich learning.

INTRODUCTION

The rapid advancement of technology has profoundly transformed almost every dimension of human life, reshaping the way individuals communicate, access information, and engage with their surroundings. In the realm of education, technology is no longer perceived merely as a complementary tool to traditional teaching methods; rather, it has emerged as a central medium for the transfer, distribution, and co-construction of knowledge. This shift has created a dynamic learning ecosystem in which teachers and students are no longer bound by the rigidities of space and time (Smardon et al., 2015; Woulfin & Spitzer, 2023; Shah et al., 2024). Instead, they are able to engage in interactive, engaging, and flexible learning experiences that extend far beyond the classroom (Yulianti & Herpratiwi, 2024). The integration of technology into pedagogy thus represents not only a

pedagogical innovation but also a cultural shift in how knowledge is consumed and produced.

Among the various digital platforms that have gained traction in education, YouTube stands out as one of the most widely used and accessible tools. Originally designed as a video-sharing platform, YouTube has evolved into a versatile medium that supports both formal and informal learning. Its features enable learners to access diverse materials, revisit explanations at their own pace, and learn independently or collaboratively in ways that traditional textbooks and classroom lectures often cannot offer (Alexander & Jetton, 2003; Bean & Melzer, 2021; Williams, 2024). Prior research indicates that the use of YouTube in learning environments can significantly enhance student motivation, stimulate curiosity, and improve comprehension of complex materials through multimodal representation (Rahmatika et al., 2021). This positions YouTube not merely as a source of entertainment but as a legitimate educational resource that aligns with contemporary learning needs.

A clear example of the educational potential of YouTube can be observed through the Quipper Indonesia channel. Initially established as an educational technology company offering a Learning Management System (LMS), Quipper has since expanded its services to include free educational content via YouTube (San Juan & Astillero, 2025; Karjo & Andreani, 2023). The Quipper Indonesia channel provides learning materials across various subjects such as Economics, Geography, and Biology, presented in ways that are visually appealing, pedagogically structured, and communicatively effective (Zakia et al., 2024; Mahariyanti & Suyanto, 2019). Specifically in Economics, the channel's content spans from foundational principles to discussions of contemporary economic issues such as inflation, thereby bridging theoretical understanding with real-world application. This breadth and depth are particularly relevant for senior high school students, who require both conceptual grounding and contextual awareness to navigate the economic realities of society.

The significance of such content becomes more evident when considered in the framework of the Merdeka Curriculum, which emphasizes contextualized, student-centered learning and encourages the integration of real-life experiences into classroom instruction. The availability of Quipper Indonesia's Economics videos on YouTube provides an alternative resource for teachers to complement their instructional strategies while simultaneously empowering students to learn beyond classroom boundaries. Hence, examining the alignment of Quipper Indonesia's Economics content with curricular goals is crucial to understanding its role and effectiveness as a supplementary learning medium in high schools.

While numerous studies have addressed the broader effectiveness of video media in improving student learning outcomes (Cheristiyanto, 2021; Dewi & Tripalupi, 2023), much of this literature tends to treat video as a generic tool, without paying sufficient attention to specific platforms or curated channels such as Quipper Indonesia. This gap presents an opportunity for research that not only analyzes the content available on the channel but also evaluates its pedagogical functions within the context of Economics learning. By focusing specifically on Quipper Indonesia, this study aims to provide fresh insights into the ways in which targeted digital resources can support subject-specific learning outcomes.

Therefore, the objectives of this research are threefold: first, to analyze the Economics material provided by the Quipper Indonesia YouTube channel; second, to describe its role as a medium of instruction for senior high school Economics; and third, to propose a learning design that integrates Quipper Indonesia's content with the principles of the Merdeka Curriculum. This study is expected to make both theoretical and practical contributions: theoretically, by expanding the discourse on the role of digital platforms in subject-specific pedagogy; and practically, by offering

actionable insights for teachers who seek to effectively utilize digital resources in their classrooms. Ultimately, this research underscores the broader relevance of technology in transforming Economics education and, more generally, the learning experiences of students in the digital era.

METHODS

This research employed a descriptive qualitative design to analyze Economics material on the Quipper Indonesia YouTube channel and to evaluate its role as a learning media in senior high schools. A qualitative descriptive approach was chosen because it allows for detailed exploration of educational content and its context without requiring hypothesis testing (Hall & Liebenberg, 2024). The object of analysis was the Economics playlist on the Quipper Indonesia channel. The research examined both the scope of subject matter and the pedagogical function of the videos. To ensure curricular alignment, the content was compared with the official flow of learning objectives and syllabi from the Indonesian Merdeka Curriculum (Hadi et al., 2023; Siregar et al., 2022; Latipah et al., 2023).

Data collection was carried out through two techniques. First, observation and video review were used to identify topics and concepts presented in the videos (Trabelsi et al., 2022). Systematic note-taking was employed to capture recurring themes and explicit content. Second, document analysis of government-issued Economics syllabi and textbooks was conducted to assess the relevance of the video content to official learning outcomes. For data analysis, the research adopted the Miles and Huberman framework, consisting of three stages: (1) data reduction, by focusing on the most relevant findings; (2) data display, through descriptive categorization of themes; and (3) conclusion drawing, supported by relevant research literature (Miles et al., 2019).

It should be noted that while this method ensures curricular alignment and systematic documentation, it also has limitations. Reliance on note-taking may reduce the complexity of multimodal video features, such as tone, pacing, visuals, interactivity, into simplified written records. Likewise, the use of formal documents like textbooks and syllabi narrows the analysis to official expectations, potentially overlooking the creative or innovative aspects of YouTube-based learning media that extend beyond curriculum standards.

RESULTS AND DISCUSSION

Content of Economics Learning Material

Before collecting data on the economics material studied in high school, for more information, in the Merdeka Curriculum, Economics is taught in an integrated manner alongside Geography, History, and Sociology in grade X. This is motivated by the government's desire to accommodate a basic understanding of social sciences for grade 10 students before moving on to the more specific grades XI–XII (Ministry of Education, Culture, Research, and Technology, 2023).

The integration of Economics, Geography, History, and Sociology aims to reduce students' learning burden. The government also expects that with the integrated social science learning model, the material presented per theme will be easier to understand (Darsela et al., 2024). Furthermore, Economics will start being taught independently in grades XI and XII so that students can better grasp the material after having a solid foundation (Sulistiyosari et al., 2022). Based on an analysis of several textbooks and syllabi for grade X Social Studies, grade XI Economics, and grade XII, the following is the content studied at the high school level.

Table 1. Economics Material at High School Level

No.	Grade	Subject Content	Source
1	Grade X	Introduction to economics, economic activities, markets, and financial institutions.	Ministry of Education, Culture, Research, and Technology (2023)
2	Grade XI	Economic growth, employment, monetary policy, and fiscal policy.	Ministry of Education, Culture, Research, and Technology (2023)
3	Grade XII	Economic growth and development, international economics, the State Budget (APBN) and Regional Budget (APBD), also accounting.	Ministry of Education, Culture, Research, and Technology (2023)

The structure of the high school Economics material above represents a systematic stage from basic to complex, taught from grades X to XII. When examined from the similarities between levels, all Economics materials in grades X, XI, and XII have a common thread, namely equipping students with an understanding of how economic activities occur in real life. Furthermore, there is also repetition of the scope of the material in subsequent classes, such as fiscal policy in grade XI, which is discussed again in grade XII with specific material on the APBN and APBD, which aims to deepen students' knowledge.

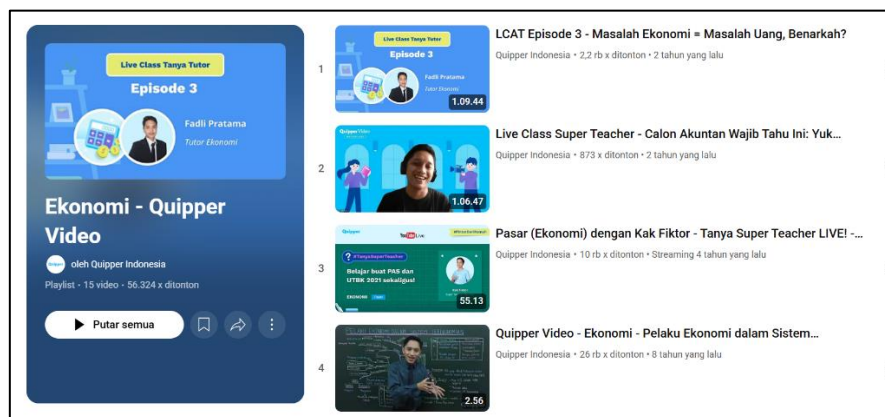


Figure 1. Economics Playlist on Quipper Indonesia Channel

Source: Quipper Indonesia, 2025

After observing the videos on the Quipper Indonesia channel, data showed that there were 15 videos. However, not all of them could be analyzed because some of them were shorter versions (summaries) of similar/longer video. Regarding video quality, the results showed that the Economics learning content presented had relatively easy-to-understand explanations. This is in line with the findings of Trabelsi et al. (2022) who stated that YouTube-based video media is effective in improving conceptual understanding because it combines verbal explanations with engaging visual elements. Furthermore, the use of illustrations, background sound, and contextual examples can support active learning and encourage student engagement in understanding difficult material.

Table 2. Economic Materials Found

No.	Subject Content	Video Title
-----	-----------------	-------------

1	Introduction to Economics (Grade X)	<i>Masalah Ekonomi = Masalah Uang, Benarkah?</i>
		<i>Konsep Ilmu Ekonomi Bagian 1</i>
		<i>Ekonomi</i>
2	Market (Grade X)	<i>Pasar (Ekonomi) dengan Kak Fiktor</i>
3	Economic Activities (Grade X)	<i>Elastisitas</i>
		<i>Pelaku Ekonomi dalam Sistem Perekonomian</i>
4	Monetary Policy (Grade XI)	<i>Uang, Bank, Inflasi, dan Kebijakan Moneter</i>
5	Economic Growth (Grade XI)	<i>Pendapatan Nasional</i>
6	Accounting (Grade XII)	<i>Calon Akuntan Wajib Tahu Ini: Yuk Belajar Persamaan Dasar Akuntansi!</i>
		<i>Laporan Keuangan</i>
7	International Economics (Grade XII)	<i>Perdagangan Nasional</i>

Based on the findings table above, it can be seen that the material on the Quipper Indonesia channel aligns with some of the material studied in the Merdeka Curriculum, Economics subject. Although it does not comprehensively cover all the material as shown in Table 1, Quipper Indonesia has attempted to provide coherent knowledge appropriate to the grade level. According to Sudjana (2021), this proves that the videos on the Quipper Indonesia YouTube channel support the continuity of learning as expected in the curriculum. Furthermore, the discussion of material that is carried out in an applied manner (such as accounting) greatly helps students learn meaningfully. Sadri (2023) stated that digital learning media can enhance students' analytical and problem-solving skills, which are relevant to real-world economic contexts.

However, while Quipper is clearly effective as a supplementary media, the analysis needs to distinguish whether it can also function as a core instructional tool. Supplementary resources have different pedagogical implications compared to central learning media, and at present Quipper still operates more as additional support rather than as a stand-alone resource. This nuance is important for positioning the platform's role in classroom practice.

The Function of Economics Learning Material as a Learning Media

To explain the function of the Economics material found on the Quipper Indonesia channel as a learning media, a lesson plan will be presented for easier understanding. This lesson plan serves as a learning tool that integrates curriculum material with learning media in the form of YouTube videos. The grade level chosen was X grade, considering that the majority of the videos found were from that level. The video "Konsep Ekonomi Bagian 1" was chosen as a sample learning media for introduction to economics material.

Table 3. Learning Plan: Introduction to Economics

Subject: Social Science (Economy)	
Class/Semester: X/First Semester	
Learning Material: Introduction to Economics	
Time Allocation: 2X50 minutes	
Element	Concept Understanding
Learning Outcomes	At the end of this phase, students are able to understand scarcity as the core of economic problems.

Learning Objectives	To understand scarcity as the core of economic problems.
Learning Objective Flow	1. Understand scarcity as the core of economic problems. 2. Understand priority scale as a reference in determining various needs that must be fulfilled.
Learning Methods	1. Expository with video media 2. Group Discussion 3. Presentation & Q&A
Learning Media	YouTube Video Quipper Indonesia: <i>Konsep Ekonomi Bagian 1</i> https://www.youtube.com/watch?v=KmOHoKzWrn8&list=PL1vuvb3aD3QBgkr61UbCYtYBwYOP2b4Tq&index=12
Learning Activities	
1. Introduction (10 minutes) - Teacher opens the lesson. - Teacher conducts Q&A about daily needs and scarcity. 2. Main Activity (60 minutes) - Teacher divides students into pairs. - Teacher plays a video for viewing together. - Teacher opens Q&A session. - Students discuss and note important points (examples of economic problems). - Students create concept maps/presentation media. - Students present briefly followed by Q&A with the teacher. 3. Closing (10 minutes) - Teacher ends the learning activity. - Students who have not presented are asked to make a presentation video at home. - Teacher closes the lesson.	
Assessment	1. Knowledge: Presentation on economics and scarcity. 2. Skills: Concept map or presentation media. 3. Attitude: Participation, responsibility, and cooperation.

The learning design created above shows that Quipper Indonesia videos have a strategic function as a media for learning Economics in high school, particularly in introducing economic concepts to X-grade students. The use of video as an interactive and technologically-informed media not only helps students wisely utilize modern developments but also supports their understanding of important material. This is in line with research by Cheristiyanto (2021), which states that the use of video media in learning effectively improves students' economics learning outcomes during the COVID-19 pandemic. Furthermore, research by Dewi & Tripalupi (2023) shows that the use of video can significantly improve learning outcomes compared to conventional learning methods.

In addition to these strengths, several challenges remain. Accessibility issues such as unequal internet connectivity and limited device ownership in Indonesia reduce the effectiveness of Quipper videos, especially for students in rural or disadvantaged areas. Sustainability of engagement is also a concern, since repeated exposure to videos may encourage passive viewing unless accompanied by interactive elements or teacher-led activities. Most importantly, pedagogical integration determines the real impact of Quipper in classrooms: without thoughtful design by teachers to foster discussion and higher-order thinking, the videos risk serving only as surface-level exposition rather than as tools for meaningful learning.

As it is shown in the present paper, the Economics resources available through the Quipper Indonesia YouTube channel correspond to various elements of the Merdeka

Curriculum, especially the courses on introduction to economics, markets, monetary policy, economic growth, accounting, and international trade. Nonetheless, that alignment is partial as major issues such as fiscal policy, State Budget (APBN) and Regional Budget (APBD) are not subject to it. Such trend means that Quipper Indonesia can be helpful in supporting the learning process but cannot be entrusted to as a complete replacement of formal classroom education.

Its low coverage has serious pedagogical consequences. When used as a supplemental resource, rather than as a primary teaching tool, quipper videos prove to be most effective. This is important since additional media enables students to re-read, visualize and contextualize ideas taught in the classroom whereas primary resources need to be fully inclusive of the full curriculum. In line with Sudjana (2021), successful learning needs a balance between structured learning and media support; therefore, teachers must plan on how to incorporate Quipper videos in their learning instead of viewing them as individual lessons.

Also, the multimodality of the videos (visual explanations, contextual illustrations, and simple narration) echoes prior studies which state that video-based media can increase student engagement and conceptual learning (Trabelsi et al., 2022; Cheristiyanto, 2021; Martin, 2025; Dahlan et al., 2023). Through engaging examples, videos by Quipper allow students to connect abstract economic ideas to real-life phenomena, which reinforces meaningful learning. Moreover, subjects like accounting and monetary policy, which can be difficult to grasp in textbooks, are easier to access as step-by-step demonstrations on the video.

In spite of this, there are also a number of limitations that should be considered critically. First, availability of these resources is not evenly distributed in Indonesia. Unreliable internet connection or non-availability of devices can become a challenge to students in rural or underprivileged neighborhoods, potentially further increasing digital disparities in educational attainment. Second, video-based learning should not be used repeatedly, as it may contribute to passive consumption unless it is integrated into an interactive process, e.g., a group discussion, a presentation, or a problem-solving task. In accordance with Sadri, (2023), active learning designs should incorporate digital media in order to achieve full development of analytical and problem-solving skills. This demands that teachers take an active role in mediating Quipper video use in classrooms.

Lastly, curriculum-wise, the content at Quipper Indonesia has the potential to fit into the tenets of the Merdeka Curriculum, which prioritizes contextual and student-based learning. Nevertheless, its partial coverage highlights the importance of curriculum developers, educators, and content creators to align closer to ensure that the digital platform such as Quipper offers a more extensive repertoire of resources. This incorporation has the potential to improve not only knowledge acquisition but also critical thinking and adaptability which are key areas of competence in Economics education.

CONCLUSION

Based on the discussion above, this research demonstrates that videos on the Quipper Indonesia channel present several material aligned with high school Economics instruction under the Merdeka Curriculum. The Economics material available supports the Quipper Indonesia channel as an instructional resource in schools. Therefore, teachers are encouraged to use the Quipper Indonesia YouTube channel as a teaching tool, pairing it with suitable instructional strategies tailored to students' needs.

Future researchers are expected to expand the research by analyzing the effectiveness of using the Quipper Indonesia channel in Economics learning. If done

so, this research will undoubtedly be more comprehensive and have a significant impact on the world of education. Hopefully, the use of the Quipper Indonesia channel will encourage the creation of more engaging and meaningful Economics learning in high school, enabling students to apply their knowledge to real-life situations.

REFERENCES

- Alexander, P. A., & Jetton, T. L. (2003). Learning from traditional and alternative texts: New conceptualizations for the information age. In *Handbook of discourse processes* (pp. 203-245). Routledge.
- Bean, J. C., & Melzer, D. (2021). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom*. John Wiley & Sons.
- Cheristiyanto, C. (2021). The effectiveness of video-based learning media to increase student economic learning outcomes during the Covid-19 pandemic. *Economic Education Analysis Journal*, 10(3), 394–403. <https://doi.org/10.15294/eeaj.v10i3.47899>
- Dahlan, M. M., Halim, N. S. A., Kamarudin, N. S., & Ahmad, F. S. Z. (2023). Exploring interactive video learning: Techniques, applications, and pedagogical insights. *International Journal of Advanced and Applied Sciences*, 10(12), 220-230. <https://doi.org/10.21833/ijaas.2023.12.024>
- Darsela, D., Pelipa, E. D., & Thoharudin, M. (2024). Implementasi Kurikulum Merdeka Belajar pada IPS Terpadu di SMP Panca Setya 2 Sintang. *Jurnal Pendidikan Ekonomi*, 9(1). <https://doi.org/10.31932/jpe.v9i1.3359>
- Dewi, K. P., & Tripalupi, L. E. (2023). Pengaruh pemanfaatan video pembelajaran terhadap hasil belajar pada mata pelajaran ekonomi kelas XI IPS. *Jurnal Pendidikan Ekonomi Undiksha*, 13(1). <https://ejournal.undiksha.ac.id/index.php/JJPE/article/view/68793>
- Hadi, A., Marniati, et al. (2023). New paradigm of Merdeka Belajar curriculum in schools. *Al-Ishlah: Jurnal Pendidikan*, 15(2). <https://doi.org/10.35445/alishlah.v15i2.3126>
- Hall, S., & Liebenberg, L. (2024). Qualitative description as an introductory method to qualitative research for master's-level students and research trainees. *International Journal of Qualitative Methods*, 23, 1–5. <https://doi.org/10.1177/16094069241242264>
- Karjo, C. H., & Andreani, W. (2023, March). E-learning Challenges for Lecturers in Indonesia Higher Education Institutions. In *2023 11th International Conference on Information and Education Technology (ICIET)* (pp. 309-313). IEEE. <https://doi.org/10.1109/ICIET56899.2023.10111265>
- Latipah, E., Hasan, N., & Rokhimawan, M. A. (2023). Curriculum Reconstruction: Alignment of Profile, Body of Knowledge, and Learning Outcomes of the Indonesian Islamic Education Study Program. *Jurnal pendidikan agama Islam*, 20(1), 1-19. <https://doi.org/10.14421/jpai.v20i1.7756>
- Mahariyanti, E., & Suyanto, S. (2019, July). The effectiveness of using quipper school teaching materials towards students' cognitive outcomes of eleventh grade students of MIPA. In *6th International Conference on Educational Research and Innovation (ICERI 2018)* (pp. 44-47). Atlantis Press. <https://doi.org/10.2991/iceri-18.2019.62>
- Martin, M. (2025). *Enhancing video-based learning in teacher education: An*

experimental investigation of principles of example-based learning and multimedia learning in the context of a professional vision training (Doctoral dissertation, Dissertation, Universität Freiburg, 2024).

- Miles, M. B., Huberman, A. M., & Saldaña, J. (2019). *Qualitative data analysis: A methods sourcebook* (4th ed.). SAGE Publications.
- Ministry of Education, Culture, Research, and Technology. (2023). *Panduan pembelajaran IPS SMA*. Ministry of Education, Culture, Research, and Technology.
- Ministry of Education, Culture, Research, and Technology. (2023). *Ilmu pengetahuan sosial kelas X*. Ministry of Education, Culture, Research, and Technology.
- Ministry of Education, Culture, Research, and Technology. (2023). *Ekonomi kelas XI*. Ministry of Education, Culture, Research, and Technology.
- Ministry of Education, Culture, Research, and Technology. (2023). *Ekonomi kelas XII*. Ministry of Education, Culture, Research, and Technology.
- Quipper Indonesia. (2025). Quipper Indonesia [YouTube channel]. YouTube. <https://www.youtube.com/@QuipperVideoID>
- Rahmatika, Yusuf, M., & Agung, L. (2021). The effectiveness of YouTube as an online learning media. *Journal of Education Technology*, 5(1). <https://doi.org/10.23887/jet.v5i1.3362>
- Sadri, M. (2023). Pemanfaatan media pembelajaran ekonomi berbasis digital pada materi uang dan bank di kelas X SMA Swasta Persiapan. *Jurnal Sintaksis*, 5(2). <https://doi.org/10.55263/sintaksis.v5i2.491>
- San Juan, M. G. V., & Astillero, J. A. (2025). Assessing the Acceptability of Quipper as Learning Management System Among Pupils, Parents and Teachers. *Jurnal Inovasi Pendidikan*, 3(2), 156-177. <https://doi.org/10.60132/jip.v3i2.495>
- Shah, R., Cardozo, M. L., & Hjarrand, J. (2024). Learning as ecosystems: Shifting paradigms for more holistic programming in education and displacement. *International Journal of Educational Development*, 104, 102943. <https://doi.org/10.1016/j.ijedudev.2023.102943>
- Siregar, L. F., Sumanik, N. B., & Christianto, H. (2022). Analysis of teacher's ability in setting learning objectives, flow of learning objectives, and modules in the merdeka curriculum. In *SHS Web of Conferences* (Vol. 149, p. 01005). EDP Sciences. <https://doi.org/10.1051/shsconf/202214901005>
- Smardon, D., Charteris, J., & Nelson, E. (2015). Shifts to Learning Eco-Systems: Principals' and Teachers' Perceptions of Innovative Learning Environments. *New Zealand Journal of Teachers' Work*, 12(2), 149-171. <https://doi.org/10.24135/teacherswork.v12i2.181>
- Sudjana, N. (2021). *Strategi pembelajaran: Teori dan praktik*. Sinar Baru Algensindo.
- Sulistiyosari, Y., Karwur, H. M., & Sultan, H. (2022). Penerapan pembelajaran IPS berdiferensiasi pada Kurikulum Merdeka Belajar. *Harmony: Jurnal Pembelajaran IPS dan PKN*, 7(2). <https://doi.org/10.15294/HARMONY.V7I2.62114>
- Trabelsi, O., Souissi, M. A., et al. (2022). YouTube as a complementary learning tool in times of COVID-19: Self-reports from sports science students. *Trends in Neuroscience and Education*, 29. <https://doi.org/10.1016/j.tine.2022.100186>

- Williams, R. T. (2024). An overview of MOOCs and blended learning: integrating MOOC technologies into traditional classes. *IETE Journal of Education*, 65(2), 84-91. <https://doi.org/10.1080/09747338.2024.2303040>
- Woulfin, S. L., & Spitzer, N. (2023). Time is ticking: the dynamics of education reform in the Covid-era. *Journal of Educational Administration*, 61(3), 256-271. <https://doi.org/10.1108/JEA-09-2022-0147>
- Yulianti, D., & Herpratiwi. (2024). Development of a science, environment, technology, and society-based learning module to foster critical thinking in elementary students. *Journal of Education and Learning (EduLearn)*, 18(4), 1372-1384. <https://doi.org/10.11591/edulearn.v18i4.21713>
- Zakia, Z., Riyadi, S. P., & Khasanah, I. M. (2024, June). The advantages and Disadvantages of Quipper to Support Learning Interest of Reading Skill in Senior High School. In *Conference on English Language Teaching* (pp. 20-31).