DEVELOPMENT OF NO PLACE FOR PLAGIARISM BANNERS/POSTERS IN HIGHER EDUCATION INSTITUTIONS

Miftahurrahmat[1], Zulfatmi[2], Hayati[3], Ahmad Syauky[4]
Universitas Islam Negeri Ar-Raniry, Banda Aceh
*Correspondence Email: 241003011@student.ar-raniry.ac.id

Abstract
Plagiarism is one of the most serious violations in the academic world, not only undermining scientific integrity but also reflecting a moral crisis in higher education. Amid technological advancements and easy access to information, plagiarism practices have been on the rise, particularly among students. According to data from Revo EDU (2024), more than 60% of students admit to having copied without citation in academic assignments. This argument reinforces the urgency of implementing effective and contextual preventive strategies. The objective of this study is to develop educational visual media in the form of banners or posters themed "No Place for Plagiarists" as a tool for promoting academic integrity within higher education institutions. This study employs a Research and Development (R&D) approach using the ADDIE model, encompassing needs analysis, design, development, implementation, and evaluation. Data was collected through interviews, observations, and pre-test and post-test questionnaires administered to students and faculty members. The results indicate that the developed visual media significantly enhances students' understanding and awareness of the dangers of plagiarism. The visual approach proved more effective in conveying academic ethics messages compared to conventional approaches. Recommendations from this study include integrating visual media into learning programs and campus-wide value campaigns. This research contributes innovatively to building an honest and responsible academic culture and can be replicated for other character education issues.

Keywords: *Plagiarism; Visual Media; Educational Banners; Character Education; Anti-Plagiarism Campaign*

A. Introduction

In the midst of the rapid pace of digitalization in higher education, academic integrity is facing increasingly complex challenges. Ironically, easy access to information sources via the internet does not always correlate with an increase in the quality of students' academic knowledge (Rahmadanita, 2022). On the contrary, the prevalence of plagiarism has become an increasingly concerning phenomenon (Sudarmanto et al., 2025). Academic assignments, which should serve as tools for developing critical thinking and analytical skills, often devolve

into mere copying and pasting of text without any process of understanding or appreciation for originality(Aninditya Sri Nugrahen, 2020). This reality highlights the gap between the ideal of education, which should produce intellectually and morally upright individuals, and the pragmatic, instant, and ethically questionable academic practices observed in practice.

This phenomenon does not occur in a vacuum. Data from Revo EDU (2024) shows that more than 60% of students at several universities admit to having committed plagiarism, either intentionally or due to ignorance. Furthermore, some faculty members have expressed concerns about the challenges in fostering an academic culture of integrity due to students' lack of awareness regarding the ethical and legal consequences of plagiarism (Nasywa Nur Zhafira et al., 2024). In the context of Islamic Religious Education, this issue becomes even more complex as it involves spiritual and moral dimensions (Nasution & Masyithoh, 2024). Plagiarism is not only a violation of the academic system but also a form of betrayal of the trust in knowledge, as emphasized in various verses and hadiths regarding the importance of honesty and proper conduct in seeking knowledge (Pardede, 2022).

In today's digital age, violations of academic ethics such as plagiarism are not only a latent problem but have developed into a permissive culture that threatens the quality of higher education (Nasywa Nur Zhafira et al., 2024). Despite the adoption of various detection technologies by universities, such as the use of Turnitin or Plagscan applications, plagiarism continues to occur extensively (Rahmadianti et al., 2023). This indicates that technical prevention measures have not sufficiently addressed the root of the problem, namely the weak internalization of academic integrity values among students (Muhammad Ihsan Dacholfany, Iswati, Heri Cahyono, 2024). Therefore, the fundamental question arises: what kind of educational media is effective and easily accepted by students in building awareness of the importance of scientific integrity?

Banners and posters, as visual communication media, are a strategic alternative worth considering in anti-plagiarism campaigns. The reasons are clear: these media are public, easily accessible, low-cost, and capable of conveying messages quickly and continuously (Daniati, 2023). Visualizing messages in the form of short text, icons, and strong illustrations can capture attention and leave a deeper emotional impact compared to mere verbal warnings or lengthy narratives (Purnengsih, 2017). The main advantage of banners/posters lies in their ability to instantly appeal to affective awareness, as

well as their wide reach without depending on digital platforms or class (Radhiyah, 2024).

However, despite their advantages, visual media such as banners and posters also have limitations (Aspahani et al., 2020). One of their main weaknesses is their one-way nature of communication, which does not allow for clarification or in-depth discussion. Additionally, if the design is monotonous or the content is not relevant to the student context, banners can easily be ignored. Another risk is when such media are positioned merely as decorations or formalities, without a systematic and sustainable implementation strategy.

To overcome these limitations, this research does not stop at design development, but also designs mechanisms for optimal and effective media utilization. One of the strategies designed is to add QR codes that link to further learning resources, such as short videos, campus ethics guidelines, or brief materials on academic sanctions. Additionally, this media will be developed based on the results of an analysis of the actual needs of students and faculty, and validated by visual communication experts and education specialists. Thus, the development of the No Place for Plagiarists banner/poster is not merely a ceremonial symbol but part of a gradual and measurable cultural intervention aimed at fostering an honest and responsible academic culture.

This study aims to fill that gap with an approach that integrates visual communication design, Islamic educational values, and the campus's need for persuasive, practical, and sustainable educational media. Through the development of media in the form of banners/posters themed *No Place for Plagiarists*, this study aims not only to convey a normative message of prohibition but also to shape students' perceptions, attitudes, and commitments toward academic integrity. The use of visual approaches in the form of posters was chosen because they have the ability to convey messages quickly, attractively, and can be accessed by various layers of the academic community without spatial or temporal limitations.

The urgency of this research is further reinforced by the fact that students, as the intellectual generation and future leaders, are not only required to be cognitively intelligent, but also morally and spiritually resilient. Therefore, if integrity is already fragile during their studies, what will be the quality of their leadership and professionalism in the future? For this reason, this research is not only relevant in an academic context, but also important in social and cultural terms. This research is expected to make a tangible contribution to fostering an academic culture that is honest, dignified, and rooted in Islamic values.

Specifically, the objectives of this study are to develop effective educational visual media in the form of banners/posters to raise awareness of anti-plagiarism in higher education, to test the effectiveness of the design and moral messages conveyed, and to provide strategic guidance for educational institutions in building a strong and sustainable culture of scientific integrity.

Anti-plagiarism campaigns through banners or posters are important as a form of early prevention against the increasingly prevalent practice of plagiarism among students and lecturers. Visual media such as banners and posters have the advantage of conveying messages directly, attracting public attention, and being easy to understand due to their concise and clear presentation. Additionally, these two media are relatively inexpensive to produce and can be easily placed in strategic locations such as libraries, classrooms, and campus corridors. However, the main drawback of using banners and posters is their limitation in conveying in-depth information, as well as the risk of low audience engagement if the design is unappealing or the message is too generic. To address these limitations, a creative and innovative design approach is needed, taking into account the principles of effective visual communication, such as the use of contrasting colors, readable typography, and relevant illustrations. Additionally, the installation of banners/posters should be accompanied by ongoing educational campaigns such as seminars, workshops, or the implementation of digital systems that provide more comprehensive information about the dangers of plagiarism and proper citation methods. This holistic approach will enhance the effectiveness of banners and posters as tools to reinforce anti-plagiarism awareness within the university environment.

The novelty of this study lies in the development and expert validation of anti-plagiarism banner and poster media that integrate academic integrity principles with Islamic ethical values in higher education institutions. Unlike previous studies that primarily focus on plagiarism policies, detection software, or instructional guidelines, this research emphasizes preventive visual educational media as a strategic approach to cultivating academic honesty. By combining visual communication design, ethical education, and religious values, this study introduces an alternative model for plagiarism prevention that is both context-sensitive and value-oriented.

B. Research Methods

The research method used in this study was the Research and Development (R&D) approach with the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model (Hidayat & Nizar, 2021). The selection of the ADDIE model is highly appropriate for the development of educational media such as banners or posters because this model is systematic, flexible, and efficient in designing educational products based on field needs. In the context of this study, the ADDIE method was used to develop visual media with the theme "No Place for Plagiarists," which aims to serve as a tool for communicating academic ethics and preventing plagiarism in higher education settings.

The first stage, Analysis, was carried out by identifying plagiarism issues on campus through interviews, observations, and distribution of questionnaires to students and lecturers. This stage aimed to explore the extent of the academic community's understanding of plagiarism and the most potential media to be used in conveying the message of academic ethics. The second stage, Design, involves the creation of visual concepts, color selection, illustrations, slogans, and the development of content values to be included in the poster media. This stage also considers aesthetic principles and readability to ensure the message is conveyed effectively.

Next, in the Development stage, the poster prototype was developed using digital graphic design tools and validated by communication design experts and education experts to assess its content and visual appeal. After that, Implementation was carried out by installing posters at strategic points on campus and distributing them digitally through the campus online platform. This stage allowed the media to be tested in real-life situations and provided an initial picture of its effectiveness. Finally, during the Evaluation phase, the impact of the media's use is assessed through pre-test and post-test surveys, as well as follow-up interviews to determine changes in students' perceptions and attitudes toward plagiarism.

Through the ADDIE model, this research not only produced visually appealing media in terms of design, but also strong in terms of message and functionality in the campus context. Each stage was designed to ensure that the resulting product truly met user needs, was easy to implement in various institutions, and was able to foster an academic culture that upheld honesty and scientific responsibility.

C. Research Results and Discussion

As an anti-plagiarism campaign tool in higher education. Using the Research and Development (R&D) ADDIE model approach, this study went through five main stages: needs analysis, design, development, implementation, and evaluation. The results of each stage showed that the visual media developed was not only effective in raising students' awareness of the dangers of plagiarism, but also served as a strategic tool for building an academic culture of integrity.

The following table presents data from interviews with students and lecturers and findings from several studies.

Table 1. Data on the Need for the Development of Anti-Plagiarism Visual Media

Variable	Subject	Number of Respondents	Percentage	Key Findings
Admission of Plagiarism	Students	30	65%	The majority of students admitted to having committed plagiarism (intentionally or unintentionally).
Visual Media Requirements	Lecturer	10	80%	Lecturers stated the need for attractive and easily accessible media.
Awareness of Consequences	Student (Pre-test)	100	40%	Only 40% of students understood the consequences of plagiarism before the campaign.
Improved Understanding	Students (Post-test)	100	75%	A 35% increase after installing banners/posters.
Response to Design	Students	20 (Trial)	85%	85% agree that QR codes help with deeper understanding.

Based on the table above, during the Analysis phase, data was collected through in-depth interviews with several students at the university, specifically 30 students and 10 faculty members at the State Islamic University Ar-Raniry in Banda Aceh. The results indicated that 65% of students admitted to having committed plagiarism, either intentionally or due to ignorance. Eighty percent of faculty members stated the need for more engaging and easily accessible media to convey anti-plagiarism messages. This finding aligns with Revo EDU's (2024) research, which noted that over 60% of students at various universities are involved in plagiarism practices. This data underscores the urgency of developing visual media as a preventive solution.

The Design stage involves the creation of a visual concept that integrates principles of effective communication, such as the use of contrasting colors (red and black) to create a serious impression, easy-to-read typography, and symbolic illustrations such as a key (symbolizing honesty) and scissors (symbolizing plagiarism). The slogan "No Place for Plagiarists" was chosen for its direct and memorable nature. This design was validated by two visual communication design experts and one education specialist, achieving a 90% approval rate based on aesthetic appeal, readability, and message relevance.

Figure 1. No Plagiarism Banner

Then there is a Banner design themed STOP PLAGIARISM! Designed for the anti-plagiarism campaign in the academic environment, especially at UIN Ar-Raniry, has several advantages and gaps that need to be criticized in depth.

Figure 2. Stop Plagiarism Banner

Quoting the Prophet's hadith (HR. Muslim) and emphasizing the value of honesty in Islam provides an ethical-religious foundation that is relevant to the identity of a faith-based campus. This message not only targets the academic aspect, but also the spiritual dimension, so that it touches more on the awareness of Muslim students. The phrase "betrayal of the scientific mandate" links plagiarism to moral responsibility, not just an administrative offense. The minimalist and focused design with the use of contrasting colors (cream-green with red accents on the word "STOP") creates a sense of urgency and seriousness. The bold typography on the main message also ensures readability from a distance.

At the Development stage, banner and poster prototypes were developed using Adobe Illustrator and Canva software. These media are equipped with QR codes that link to additional learning resources, such as short videos on how to avoid plagiarism and citation guidelines. This feature is designed to overcome the limitations of one-way communication by providing access to in-depth information. A limited trial of 20 students showed that 85% of respondents felt the QR code was very helpful in understanding the anti-plagiarism material more comprehensively (Imansari, Nurulita and Kholifah, 2023).

Expert Validation Results

Expert Validation Procedure

Expert validation was conducted at the Development stage of the ADDIE model to evaluate the feasibility of the developed "No Place for Plagiarism" banner/poster media before implementation. The validation involved three experts, namely a content expert, a media/design expert, and a language expert. Data were collected using a validation questionnaire based on a five-point Likert scale, covering aspects of content accuracy, visual design, and language clarity. The obtained scores were converted into percentages to determine the feasibility level of the developed media.

Content Expert Validation Results

Content expert validation aimed to assess the relevance of anti-plagiarism messages, the accuracy of academic and ethical values, the integration of Islamic values, and the clarity of the conveyed message. The results of content expert validation are presented in Table 2.

Table 2. Content Expert Validation Results

No	Assessment Aspect	Score (%)	Category
1	Relevance to educational objectives	90%	Very Feasible
2	Accuracy of academic and ethical values	88%	Very Feasible
3	Integration of Islamic values	92%	Very Feasible
4	Clarity of anti-plagiarism message	87%	Very Feasible
Average		**89%**	**Very Feasible**

Based on Table 2, the content expert validation obtained an average score of 89%, which falls into the very feasible category. This indicates that the content presented in the banner/poster is appropriate for higher education contexts and effectively conveys anti-plagiarism values. The expert suggested minor revisions, mainly related to simplifying academic terminology to enhance student comprehension.

Media (Design) Expert Validation Results

Media expert validation focused on evaluating the visual appearance, layout arrangement, typography, color selection, readability, and overall attractiveness of the banner/poster. The results are shown in Table 3.

Table 3. Media Expert Validation Results

No	Assessment Aspect	Score (%)	Category
1	Layout and composition	85%	Very Feasible
2	Color selection and contrast	87%	Very Feasible
3	Text readability	83%	Feasible
4	Visual attractiveness	88%	Very Feasible
5	Use of symbols and illustrations	86%	Very Feasible
Average		**86%**	**Very Feasible**

As shown in Table 3, the media expert validation resulted in an average score of 86%, categorized as very feasible. This suggests that the banner/poster design meets visual communication standards and is suitable for use in academic environments. Suggested revisions included adjusting font size in certain sections to improve visibility from a distance.

Language Expert Validation Results

Language expert validation aimed to assess sentence clarity, grammatical accuracy, consistency of terminology, and comprehensibility for the target audience. The results are presented in Table 4.

Table 4. Language Expert Validation Results

No	Assessment Aspect	Score (%)	Category
1	Clarity and effectiveness of sentences	92%	Very Feasible
2	Accuracy of terminology usage	90%	Very Feasible
3	Compliance with language conventions	88%	Very Feasible
4	Readability for students	91%	Very Feasible
Average		**90%**	**Very Feasible**

Based on Table 4, the language expert validation achieved an average score of 90%, indicating that the language used in the banner/poster is clear, communicative, and appropriate for academic settings. Minor revisions were recommended, mainly related to punctuation consistency.

Overall Expert Validation Summary

To provide a comprehensive overview, the overall expert validation results are summarized in Table 5.

Table 5. Summary of Expert Validation Results

Validator	Score (%)	Category
Content Expert	89%	Very Feasible
Media Expert	86%	Very Feasible
Language Expert	90%	Very Feasible
Overall Average	**88.3%**	**Very Feasible**

Based on the overall results shown in Table 5, the developed No Place for Plagiarism banner/poster media obtained an average score of 88.3%, classified as very feasible. Therefore, the product is considered suitable for implementation with minor revisions in accordance with expert recommendations.

The Implementation phase will be carried out by installing banners and posters at 10 strategic points on campus, such as the library, faculty corridors, and lecturer lounges. The media is also disseminated through campus digital platforms to reach a wider audience. During the implementation period, there was a significant increase in informal student discussions on plagiarism, indicating that the media was successful in triggering critical awareness. Field observations noted that 70% of students glanced at or paused to read the messages on the banners, especially those installed in student gathering areas.

Impact evaluation was conducted through pre-test and post-test questionnaires to 100 students. The pre-test results showed that only 40% of students understood the legal and academic consequences of plagiarism. After one month of media exposure, the post-test results recorded an increase to 75%. This data was reinforced by follow-up interviews, where students claimed to be more careful in citing sources after seeing the posters. This finding is consistent with research stating that visual media is able to touch affective and cognitive aspects simultaneously (Purnengsih, 2017).

The discussion of the results of this study underscores several critical points. First, the visual approach is proven to be more effective than conventional methods in conveying academic ethics messages (Ramadhan et al., 2025). This is in line with visual communication theory which emphasizes that a combination of brief text and visual icons can create a deep impression. Second, the integration of technology (QR code) has successfully overcome the main weakness of poster

media, namely the limitation of information (Sri et al., 2024). This innovation provides added value in the form of limited accessibility and interactivity.

However, the study also found some challenges. As many as 15% of students ignored the message because the design was deemed too "scary" or irrelevant to their discipline. This shows the importance of audience segmentation in the development of similar media in the future. In addition, 20% of lecturers stated that this media needs to be complemented with mentoring activities, such as workshops, to ensure the internalization of the value of academic honesty.

From the perspective of Islamic education, this media successfully conveys moral messages about honesty as part of noble character, as emphasized by (Nasution & Masyithoh, 2024). The slogans and illustrations used are not only prohibitive, but also inspirational, by including Qur'anic verses about the importance of studying properly. This approach is in line with the concept of integrating spiritual values in character education.

The limitations of this study lie in the limited scope of one university and the short implementation period (three months). Further research is needed to test the effectiveness of the media in the long term and across different institutional contexts. In addition, a deeper exploration of the psychological factors that influence students' responses to visual messages is needed.

Theoretically, this finding supports the opinion (Aspahani et al., 2020) that visual media should be developed based on audience needs analysis so that they do not become mere decoration. The ADDIE-based development practices in this study also prove that a systematic approach can produce products that are not only attractive in design, but also functional and contextual.

The practical implication of this research is the recommendation to incorporate anti-plagiarism visual media into the character education curriculum in higher education. This media can be used as discussion material in research methodology or academic ethics courses. Institutions are also advised to adopt similar approaches in campaigning other character education issues, such as anti-corruption or honesty in examinations.

In terms of policy, this study suggests the need for synergy between student development units, libraries, and faculties to ensure optimal media distribution and utilization. In addition, it is important to involve students in the design process to make the message more relevant and impactful.

The contribution of this research lies in the development of a holistic educational media model, combining visual power, technology and Islamic

values. This model is not only applicable in the Islamic religious education environment, but can also be adapted in general universities by adjusting relevant values.

From a discussion perspective, this study contributes a novel insight by demonstrating that visually designed educational media, when grounded in academic integrity and Islamic ethics, can function as an effective preventive tool against plagiarism in higher education environments. This approach differs from dominant plagiarism studies that emphasize punitive measures or technological detection systems. The findings highlight that integrating ethical messages into visual media enhances message clarity, moral awareness, and institutional culture, thereby expanding the scope of plagiarism prevention strategies beyond conventional regulatory frameworks.

This study contributes theoretically by extending the discourse on plagiarism prevention from a predominantly technological and punitive perspective to a preventive and value-based educational approach. By integrating academic integrity theory with Islamic ethical principles and visual communication concepts, this research enriches existing plagiarism studies with a multidimensional framework that emphasizes moral awareness and cultural context. Thus, the study broadens the theoretical understanding of academic integrity by positioning visual educational media as an integral component of ethical development in higher education.

From a policy perspective, the findings of this study imply that higher education institutions should complement plagiarism regulations and detection systems with preventive educational strategies. Universities are encouraged to formally incorporate value-based visual media, such as banners and posters, into academic integrity policies and campus environments. This approach may support policymakers and academic leaders in fostering a sustainable culture of honesty by embedding ethical messages into daily academic practices rather than relying solely on punitive mechanisms.

D. Conclusions

The development of visual media in the form of banners and posters with the theme "No Place for Plagiarists" shows that this media is capable of increasing students' understanding of the dangers of plagiarism by up to 75%, up from only 40% previously. In addition, the design developed integrates Islamic values through quotations from the Qur'an and hadith to strengthen spiritual and ethical aspects. The use of QR codes as an additional innovation

provides broader access to information, making this media not only symbolic but also interactive. In conclusion, the novelty of this research is reflected in its contribution to the development of value-based anti-plagiarism media that bridges academic ethics, Islamic moral teachings, and visual communication principles. This study offers a new perspective on plagiarism prevention by positioning banner and poster media not merely as informational tools, but as instruments for ethical reinforcement within higher education institutions. As such, the research provides both theoretical and practical contributions by introducing a replicable model of preventive academic integrity education through visual media.

REFERENCES

Aninditya, S. N. (2020). *Menulis ilmiah sebagai budaya akademis di perguruan tinggi.* UIN Sunan Kalijaga. http://digilib.uin-suka.ac.id/id/eprint/42510

Aspahani, E. L., Nugraha, A., & Giyartini, R. (2020). Rancangan media e-poster berbasis website pada pembelajaran IPA di sekolah dasar. *Pedadidaktika: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar, 7*(2), 158–167. https://doi.org/10.17509/pedadidaktika.v7i2.25458

Dacholfany, M. I., Iswati, Cahyono, H., & A. F. H. L. (2024). Manajemen strategi internalisasi nilai profetik profesional pada mahasiswa Fakultas Agama Islam Universitas Muhammadiyah Metro. *Aγaη, 15*(1), 37–48.

Daniati, N. T. (2023). *Perancangan komunikasi visual sebagai kampanye kesadaran 5R untuk siswa kelas XI animasi dan DKV SMK Pusat Keunggulan di Yogyakarta* (Undergraduate thesis). Institut Seni Indonesia Yogyakarta.

Hidayat, F., & Nizar, M. (2021). Model ADDIE (analysis, design, development, implementation, and evaluation) dalam pembelajaran Pendidikan Agama Islam. *Jurnal Inovasi Pendidikan Agama Islam (JIPAI), 1*(1), 28–38. https://doi.org/10.15575/jipai.v1i1.11042

Imansari, N., & Kholifah, U. (2023). *Metodologi penelitian untuk pendidikan kejuruan*. UNIPMA Press, Universitas PGRI Madiun. https://kwu.unipma.ac.id/ly

Nasution, N. A. I. A., & Masyithoh, S. (2024). Integrasi akhlak dalam dimensi spiritual, teologis, syariat, pendidikan, dan filosofis. *Tahdzib Al-Akhlaq: Jurnal Pendidikan Islam, 7*(1), 120–133. https://doi.org/10.34005/tahdzib.v7i1.3767

Nasywa, N. Z., Nabila, F., Latifah, S. N., Regar, L. H. B., Azzahra, N., & Akmalia, R. (2024). Upaya menegakkan budaya etika akademik dalam perguruan

tinggi. *Realisasi: Ilmu Pendidikan, Seni Rupa dan Desain, 1*(3), 163–174. https://doi.org/10.62383/realisasi.v1i3.198

Pardede, F. P. (2022). *Pendidikan akhlak di perguruan tinggi*. Madina Publisher.

Purnengsih, I. (2017). Makna dan pesan dalam baliho pemilu legislatif 2014. *Jurnal Desain, 4*(3), 231. https://doi.org/10.30998/jurnaldesain.v4i03.1604

Radhiyah, I. (2024). Keterampilan siswa kelas XI biologi dalam membuat poster untuk mendukung pembelajaran teks persuasi dengan menggunakan aplikasi Canva. *Darul Ulum: Jurnal Ilmiah Keagamaan, Pendidikan dan Kemasyarakatan, 15*(2), 159–182. https://doi.org/10.62815/darululum.v15i2.167

Rahmadanita, A. (2022). Rendahnya literasi remaja di Indonesia: Masalah dan solusi. *Jurnal Pustaka Ilmiah, 8*(2), 55. https://doi.org/10.20961/jpi.v8i2.66437

Rahmadianti, Z. A., Priharsari, D., & Perdanakusuma, A. R. (2023). Analisis persepsi dosen terhadap kebijakan penggunaan Turnitin untuk mendeteksi plagiarisme skripsi mahasiswa. *Jurnal Pengembangan Teknologi Informasi dan Ilmu Komputer, 7*(3), 1265–1272.

Ramadhan, M. W., Harahap, L. S., & Faruqi, M. (2025). Peran pengolahan citra dalam meningkatkan kualitas literasi visual peserta didik: Analisis library research. *10*(1), 133–145.

Sri, I., Hasibuan, M., Humaira, A., Siregar, M. S., & Harahap, R. A. (2024). Literature review penggunaan poster sebagai media komunikasi kesehatan. *7*(8), 3347–3352. https://doi.org/10.56338/jks.v7i8.5895

Sudarmanto, E., Puspitasari, R., Septi, I., Renaldo, N., & Octasylva, A. R. P. (2025). Bagaimana hubungan budaya korupsi dengan kegagalan sistem pendidikan? *RIGGS: Journal of Artificial Intelligence and Digital Business, 4*(1), 27–32. https://doi.org/10.31004/riggs.v4i1.366

Syauky, A., Jannah, M., Zulfatmi, Z., & Zubaidah, Z. (2025). Pengaruh gaya belajar visual auditorial kinestetik terhadap pemahaman siswa pada mata pelajaran Pendidikan Agama Islam di MAN 2 dan SD Negeri 53 Banda Aceh. *Satya Widya, 41*(1), 89–103.