

THE IMPLEMENTATION OF SILENT WAY METHOD TO IMPROVE STUDENT'S VOCABULARY SKILLS AT MADRASAH IBTIDAYAH MUHAMMADIYAH BLANGPIDIE

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ABSTRAK

Penelitian ini bertujuan untuk mengkaji efektivitas penerapan Metode Silent Way dalam meningkatkan kemampuan kosakata siswa di Madrasah Ibtidaiyah Muhammadiyah Blangpidie melalui pendekatan kuantitatif dengan desain kuasi-eksperimen. Penelitian ini melibatkan dua kelompok, yaitu kelompok eksperimen dan kelompok kontrol, yang masing-masing terdiri dari 30 siswa. Kelompok eksperimen mendapatkan pembelajaran menggunakan Metode Silent Way, sementara kelompok kontrol diberikan pembelajaran dengan metode konvensional. Pengumpulan data dilakukan melalui pre-test dan post-test, kemudian data dianalisis menggunakan statistik deskriptif, uji normalitas Shapiro–Wilk, uji Paired Samples t-test, serta uji Independent Samples t-test dengan menggunakan IBM SPSS Statistics. Hasil pre-test menunjukkan bahwa kedua kelompok memiliki kemampuan kosakata awal yang tidak berbeda secara signifikan sebelum diberikan perlakuan ($\text{Sig.} = 0,055 > 0,05$), dan hasil uji normalitas menunjukkan bahwa seluruh data memenuhi asumsi distribusi normal ($\text{Sig.} > 0,05$). Berdasarkan hasil uji Paired Samples t-test, kedua kelompok mengalami peningkatan kemampuan kosakata yang signifikan setelah pembelajaran ($\text{Sig.} = 0,000 < 0,05$). Namun, peningkatan yang diperoleh kelompok eksperimen lebih tinggi dibandingkan kelompok kontrol. Hasil tersebut diperkuat oleh uji Independent Samples t-test terhadap nilai post-test yang menunjukkan adanya perbedaan signifikan antara kedua kelompok ($t = 23,543$; $\text{Sig.} = 0,000 < 0,05$). Kelompok eksperimen memperoleh nilai rata-rata 15,90 poin lebih tinggi daripada kelompok kontrol. Dengan demikian, hasil penelitian menunjukkan bahwa Metode Silent Way lebih efektif dibandingkan metode pembelajaran konvensional dalam meningkatkan kemampuan kosakata bahasa Inggris siswa dan dapat dijadikan sebagai strategi pembelajaran alternatif dalam pengajaran kosakata pada tingkat sekolah dasar.

Kata Kunci : Metode Silent Way, Penguasaan Kosakata, Kosakata Bahasa Inggris, Madrasah Ibtidaiyah.

ABSTRACT

This study investigated whether the Silent Way Method improves students' vocabulary mastery at Madrasah Ibtidaiyah Muhammadiyah Blangpidie using a quantitative method with a quasi-experimental. The study involved 60 participants, who were equally divided into an experimental group and a control group, with 30 students assigned to each group. The experimental class received instruction using the Silent Way Method, while the control class was taught through conventional methods. Data were obtained from pre-tests and post-tests and examined using descriptive statistics, the Shapiro–Wilk normality test, the Paired Samples t-test, and the Independent Samples t-test with IBM SPSS Statistics. The pre-test analysis indicated that both groups had equivalent vocabulary abilities before the treatment ($\text{Sig.} = 0.055 > 0.05$), and the normality test showed that all data were normally distributed ($\text{Sig.} > 0.05$). The Paired Samples t-test results showed significant improvement in both groups after the instruction ($\text{Sig.} = 0.000 < 0.05$). However, the experimental group achieved greater improvement compared to the control group. This result was confirmed by the Independent Samples t-test on the post-test scores, which showed a significant difference between the two groups ($t = 23.543$; $\text{Sig.} = 0.000 < 0.05$). The experimental group obtained a mean score 15.90 points higher than the control group. Thus, the findings indicate that the Silent

Way Method is more effective than conventional instruction in improving students' English vocabulary skills and can serve as an alternative strategy for vocabulary learning at the elementary school level.

Keywords : *Silent Way Method, Vocabulary Mastery, English Vocabulary, Madrasah Ibtidaiyah.*

A. INTRODUCTION

In general, there are still many challenges in student learning outcomes, teaching methods, and quality of the Indonesian educational system has to deal to. From the 1947 curriculum to the Merdeka curriculum, which gradually came into effect start in 2022, significant changes have been made to the curriculum over the period. Nevertheless, conventional teacher-centered methods continue to be prevalent in schools, where students are considered as passive consumers of information and teachers serve as the primary source of knowledge. This situation is in line with Freire's 1970 introduction to the concept of "banking education." This theory was put out decades ago, but since it accurately describes the disparities in information transmission that persist in many classrooms around the world, it is still extremely relevant today and frequently addressed in educational research. Furthermore, constructivist theory, that was originally set by Piaget in 1952 and developed on by Vygotsky in 1978, argues that students should actively develop knowledge through experience and social interaction so as for learning to remain effective. These foundational works remain an essential resources today as they define the basic structure of contemporary educational psychology and provide the theoretical underpinnings for all modern student-centered learning strategies. Unfortunately, Indonesia has not fully adopted this active learning strategy, which leads to students' poor levels of creativity, critical thinking, and English language ability.

From a theoretical standpoint, effective learning requires students to be actively involved in building their own understanding. Vygotsky (2018) argues that learning becomes more meaningful when students engage in interaction and participate in social activities. Similarly, Bruner (2017) suggests that students achieve deeper comprehension when they are given the opportunity to discover knowledge independently rather than relying solely on teacher explanations. These views highlight the need to shift learning practices from passive reception to active engagement, where students take a more central role in the learning process.

In the context of learning English as a foreign language, vocabulary serves as a crucial element that supports students' ability to communicate effectively. Without adequate vocabulary knowledge, students may experience difficulties in expressing their ideas, understanding written texts, and participating in conversations. Nevertheless, vocabulary acquisition remains a significant challenge for many learners. Students often struggle to retain new words, pronounce them correctly, and apply them appropriately in different contexts. These challenges are largely influenced by the differences between English and Indonesian, particularly in terms of spelling and pronunciation, which frequently result in mispronunciation and quick forgetting.

These issues are also evident at Madrasah Ibtidaiyah Muhammadiyah Blangpidie. Based on observations and direct interviews with the English teacher, it was identified that various teaching methods have been implemented, including flashcards, songs, games, and Total Physical Response (TPR). The TPR method, in particular, is applied to help students learn vocabulary through physical movements and actions, making the learning process more engaging and appropriate for young learners. However, in practice, these methods have not yet produced optimal results in improving students' vocabulary mastery. While students are generally able to recognize word meanings, they still encounter difficulties in accurate pronunciation and tend to forget the vocabulary after a certain period. Moreover, classroom activities are still largely centered on repetition and imitation, which limits students' opportunities to independently explore language patterns.

In response to these conditions, it is necessary to adopt a teaching method that not only increases student participation but also facilitates deeper understanding and long-term vocabulary retention. An effective instructional approach should actively involve students in the learning process and assist them in connecting the meaning, pronunciation, and use of words in a more meaningful way. Therefore, choosing an appropriate teaching strategy becomes a key factor in enhancing students' vocabulary mastery.

One alternative method that can be applied to overcome these challenges is the Silent Way method. This approach emphasizes student-centered learning by reducing teacher talk and encouraging learners to actively discover knowledge on their own. In its implementation, teachers utilize visual tools such as sound-color charts or other supporting media to introduce sounds and vocabulary. The learning process typically begins with simple sounds or words, followed by students practicing pronunciation, combining words, and using them in context. Students are also encouraged to observe, experiment, and self-correct their mistakes, while the teacher provides minimal assistance when needed. According to Richards and Rodgers (2021), this method fosters learner independence and enhances problem-solving abilities. Furthermore, Larsen-Freeman and Anderson (2020) note that the Silent Way method is effective in improving pronunciation accuracy and strengthening the relationship between sounds and meanings, thereby supporting better vocabulary retention.

The Silent Way method emphasizes student independence and active participation in learning through systematic, structured stages. The first step in the process is to put together and distribute instructional materials utilizing visual aids like Cuisenaire rods and sound-color charts. Using gestures or movements as clues, the instructor presents the subject matter succinctly and clearly without giving lengthy spoken explanations. This method teaches students to watch, recognize, and comprehend variations in rhythm, sound, and tension both on their own and in groups. In the next stage, students focus on recognizing and producing language through guided activities using colored word charts. They are encouraged to form words, phrases, and simple sentences, allowing them to discover grammatical patterns and relationships between words through experience rather than memorization. During this process, the teacher acts as a facilitator by providing minimal and indirect feedback, enabling students to identify and correct their own errors. Furthermore, students are given opportunities to explore and practice language by constructing new sentences, modifying structures, and engaging in simple communicative activities. In the final stage, reflection and reinforcement take place, where students summarize what they have learned, while the teacher provides limited clarification to strengthen understanding. The primary goal is to develop students' awareness and mastery of the language. This approach is consistent with constructivist learning theory, which highlights that learners actively build knowledge through their own experiences and interactions.. According to Piaget (1952), learning occurs through processes of assimilation and accommodation, while Vygotsky (1978) highlights the importance of social interaction in cognitive development. Bruner (1966) further supports this through discovery learning theory, which states that learning becomes more meaningful when students actively discover knowledge on their own.

Constructivism, individuals construct their own knowledge through interactions and experiences with their environment. As it places learners at the center of the learning process and encourages them to autonomously explore and develop their own knowledge of language, the Silent Way approach in this context is largely congruent with this viewpoint. According to Piaget's theory (1952), this process entails the techniques of assimilation and accommodation, whereby students actively explore new material during Silent Way courses in order to match it with what they already know. In the meanwhile, Vygotsky (1978) emphasizes the importance of social interaction and the role of the environment in cognitive development; this theory is

reflected in the Silent Way, where students learn through collaboration, peer support, and little direction from the teacher, who serves primarily as a facilitator. As a result, the Silent Way is a useful application of constructivism that combines the ideas of Vygotsky and Piaget. In addition to encouraging self-directed learning, it makes use of social interaction to enhance meaningful language comprehension. Bruner (1966) further supported this idea with his cognitive learning theory, which emphasizes the significance of knowledge structure and discovery processes for learning to be significant and enduring.

A number of previous studies have demonstrated positive outcomes regarding the use of the Silent Way method in improving vocabulary mastery. Research conducted by Kasman and Ariza (2020), Riswanto and Martina (2021), and Auliyah et al. (2022) indicates that this method is more effective than conventional teaching approaches. However, most of these studies have been carried out at the secondary school level, with limited attention given to elementary school students, particularly those in Islamic-based institutions such as Madrasah Ibtidaiyah. In addition, earlier research has not thoroughly examined how the method is implemented in actual classroom settings or how it specifically addresses students' challenges related to pronunciation and vocabulary retention. Therefore, this research gap requires further investigation.

The purpose of this study is to determine whether using the Silent Way method at Madrasah Ibtidaiyah Muhammadiyah Blangpidie improves students' vocabulary skills and to clarify the ways in which this method may encourage student independence and engagement in the English language learning process. In keeping with such objectives, the study is separated into two research questions: (1) Is there a significant and different in post-test scores between the experimental and control groups?, and (2) To what extent is the Silent Way method effective in improving students' vocabulary skills at Madrasah Ibtidaiyah Muhammadiyah Blangpidie?.

B. METHOD

This study utilized a quantitative approach with a quasi-experimental research design to assess the effectiveness of the Silent Way Method in improving students' vocabulary mastery. The research involved two classes, which included an experimental group and a control group based on a pre-test–post-test unequal groups design. The experimental group received instruction through the Silent Way Method, while the control group was taught using conventional methods. Before the treatment was conducted, both groups were administered a pre-test to determine their initial vocabulary proficiency. After the instructional process, a post-test was given to measure students' vocabulary achievement. The effectiveness of the Silent Way Method was assessed by comparing the differences between the pre-test and post-test scores and examining the learning outcomes of the experimental and control groups (Gattegno, 1976; Fraenkel & Wallen, 2012). The population of this study consisted of all students at Muhammadiyah Blangpidie Elementary School. The participants were selected through purposive sampling to ensure that the chosen classes met the research criteria. Two classes with relatively similar English proficiency levels, particularly in vocabulary mastery, were selected as the experimental and control groups. Each class contained approximately 20–30 students, resulting in a total sample of around 40–60 participants. The class selection was based on previous academic achievement results to ensure that both groups had similar initial abilities before the intervention. Selecting students with comparable proficiency levels helped reduce the impact of existing differences and increased the validity of the comparison between the two instructional methods (Creswell, 2014; Sugiyono, 2018).

The research instrument employed in this study was an English vocabulary achievement test administered as a post-test to assess students' mastery of animal-related vocabulary. The

instrument consisted of 10 multiple-choice items developed according to the learning objectives for third-grade elementary school students. The test items were adapted from Grow with English Book 3 published by Erlangga and English for Elementary School Grade 3 issued by the Ministry of Education and Culture. Each question was constructed to evaluate students' ability to recognize, comprehend, and accurately identify English vocabulary associated with the topic of animals, ensuring that the instrument aligned with the expected learning outcomes.

The process of data collection involved three stages, namely the pre-test, treatment, and post-test. Initially, both the experimental and control groups were given a pre-test to identify their initial level of English vocabulary mastery. The treatment was subsequently implemented, where the experimental group received instruction using the Silent Way Method through several learning sessions, while the control group was taught using conventional methods. Throughout the treatment process, the teacher supported learning activities by applying visual media, gestures, and self-correction techniques while reducing verbal explanations to encourage students' independence and active involvement. After the treatment was completed, a post-test was administered to both groups to determine the improvement in their vocabulary mastery after receiving different teaching approaches (Stevick, 1980; Richards & Rodgers, 2014).

The data analysis was conducted by comparing students' vocabulary achievement in the experimental and control groups after the treatment had been completed. The post-test scores from both groups were analyzed using the Independent Samples t-test to identify whether a statistically significant difference existed between students who received instruction through the Silent Way Method and those who were taught using conventional methods. The statistical analysis was performed at a significance level of 0.05. A significant t-test result indicated that the Silent Way Method had a positive contribution to students' vocabulary achievement, whereas a non-significant result indicated that the method did not produce a meaningful difference in students' learning outcomes (Santoso, 2020; Gay et al., 2009).

C. RESULT AND DISCUSSION

Independent Sample t-test (Pre-test)

To confirm the validity of the experimental design, an Independent Samples t-test was initially applied to the pre-test scores to examine whether the experimental and control groups possessed similar vocabulary abilities before the Silent Way Method was implemented. The findings of this analysis are displayed in Table 1.

Table 1. Independent Sample t-test of Pre-test Scores

Test	Value
Levene's Sig.	0.132
t	1.959
df	58
Sig. (2-tailed)	0.055
Mean Difference	0.800

Table 1 displays the results of the Independent Samples t-test performed on the pre-test scores to identify whether the experimental and control groups had comparable vocabulary proficiency before the treatment was conducted. Prior to interpreting the t-test results, Levene's Test for Equality of Variances was applied and obtained a significance value of 0.132, which was greater than the 0.05 significance level. This result indicated that the variances of the two groups were homogeneous. The Independent Samples t-test analysis then showed a significance value of 0.055, which was above 0.05, indicating that there was no statistically significant difference between the pre-test scores of the experimental and control

groups. Thus, both groups were considered to have similar vocabulary abilities before the intervention. Therefore, any differences observed in the post-test results could be interpreted as the effect of the instructional treatment rather than differences in students' initial vocabulary proficiency.

Independent Sample t-test (Post-test)

To determine the effect of the instructional treatment, an Independent Samples t-test was applied to the post-test scores obtained from the experimental and control groups. The purpose of this analysis was to identify whether students who received instruction through the Silent Way Method showed significantly different vocabulary achievement compared to students who were taught using conventional instruction. The results of the statistical analysis are displayed in Table 2.

Table 2. Independent Sample t-test of Post-test Scores

Test	Value
Levene's Sig.	0.192
t	23.543
df	58
Sig. (2-tailed)	0.000
Mean Difference	15.900

The results of this study demonstrate that students who learned through the Silent Way Method achieved better vocabulary outcomes than those who received conventional instruction. This was reflected in the higher post-test scores obtained by the experimental group, indicating that the method was more successful in facilitating vocabulary learning. The effectiveness of the Silent Way Method can be attributed to the integration of several instructional characteristics that actively engage students in the learning process and promote meaningful vocabulary acquisition.

A distinctive feature of the Silent Way Method is minimal teacher talk, which shifts the focus of learning from the teacher to the students. By limiting verbal explanations, students were encouraged to observe, think critically, and respond independently instead of relying on direct instruction. This learning situation increased students' cognitive engagement and enabled them to process new vocabulary more deeply.

As students became more actively involved in the lesson, the learning process naturally developed into discovery learning. Rather than receiving ready-made answers, students explored vocabulary meanings, pronunciation patterns, and relationships between words through guided activities. Constructing knowledge independently allowed students to develop a better conceptual understanding of vocabulary, making the learning outcomes more meaningful and longer lasting.

The effectiveness of this discovery process was further supported by the use of visual aids. Pictures, gestures, and other visual media provided concrete representations of vocabulary, enabling students to connect English words with real objects or situations. These visual supports reduced misunderstanding and strengthened students' ability to recall newly learned vocabulary.

At the same time, learning activities consistently emphasized pronunciation accuracy. Students repeatedly practiced producing correct sounds before applying vocabulary in classroom tasks. This continuous attention to pronunciation helped students establish stronger associations between the sound and meaning of words while simultaneously increasing their confidence in using English.

As students gained confidence, they were encouraged to engage in self-correction whenever mistakes occurred. Instead of receiving immediate correction from the teacher, students reflected on their own responses and attempted to identify errors independently. This

process promoted greater language awareness and gradually improved both pronunciation accuracy and vocabulary mastery.

The success of these learning activities was closely related to the teacher's role as a facilitator rather than a lecturer. Throughout the lessons, the teacher guided students through gestures, clues, and limited feedback without dominating classroom interaction. Such guidance maintained students' active participation while allowing them to take responsibility for constructing their own understanding.

This facilitative approach was implemented through structured learning stages, beginning with vocabulary introduction, followed by pronunciation practice, guided discovery, sentence construction, and reinforcement activities. The systematic sequence helped students develop vocabulary knowledge progressively, making the learning process easier to understand and retain.

Within these structured activities, collaboration also became an important component of learning. Students exchanged ideas, practiced pronunciation together, and solved vocabulary-related tasks with their peers. These interactions created opportunities for mutual learning, increased classroom participation, and reinforced vocabulary through meaningful communication.

The integration of these instructional practices ultimately promoted learner autonomy, which became one of the most influential aspects of the Silent Way Method. Students gradually developed the confidence to make decisions, solve language problems independently, and monitor their own learning progress. This increased responsibility encouraged stronger motivation and contributed to the significantly higher vocabulary achievement demonstrated by the experimental group.

Overall, the improvement observed in this study cannot be attributed to a single characteristic of the Silent Way Method. Instead, it resulted from the interaction of minimal teacher talk, discovery learning, visual support, pronunciation practice, self-correction, facilitative teaching, structured learning stages, collaboration, and learner autonomy, all of which created an active and student-centered learning environment. This integrated instructional process explains why students who learned through the Silent Way Method achieved significantly better vocabulary mastery than those who received conventional.

Paired Sample t-test

To evaluate the improvement in students' vocabulary achievement within each group, a Paired Samples t-test was conducted by comparing the pre-test and post-test scores of the same participants. This analysis was intended to measure the extent of learning improvement after the instructional treatment was applied to both the experimental and control groups before making further comparisons between the two groups. The results of the analysis are presented in Table 3.

Table 3. Paired Sample t-test Results

Group	Mean Difference	t	df	Sig. (2-tailed)	Decision
Experimental	-40.133	-171.819	29	0.000	Significant
Control	-25.033	-60.497	29	0.000	Significant

The results of the Paired Samples t-test indicated that both groups showed significant improvement after the learning process. The experimental group produced a mean difference of -40.133 (Sig. = 0.000), whereas the control group obtained a mean difference of -25.033 (Sig. = 0.000). Although both teaching methods resulted in increased vocabulary achievement, the experimental group achieved a considerably higher level of improvement.

The greater improvement in the experimental group further supports the effectiveness of the Silent Way Method. Unlike conventional instruction, the Silent Way Method integrates minimal teacher talk, discovery learning, visual aids, pronunciation practice, self-correction, facilitative teaching, structured learning stages, collaboration, and learner autonomy into a single instructional process. These characteristics actively engaged students cognitively and socially throughout the lesson, allowing vocabulary to be learned more meaningfully than through memorization alone.

The results of this research support previous studies indicating that the Silent Way Method improves vocabulary mastery by encouraging active learning, student autonomy, and meaningful interaction in the classroom. Thus, the method can be regarded as an effective teaching strategy for enhancing English vocabulary learning, especially at the elementary school level.

D. CONCLUSION

The results of this research demonstrate that the Silent Way Method effectively improved students' vocabulary skills at Madrasah Ibtidaiyah Muhammadiyah Blangpidie. After the instructional treatment, Students in the experimental group achieved significantly better vocabulary results than students in the control group, as demonstrated by the Independent Samples t-test findings (Sig. = 0.000 < 0.05). Although the Paired Samples t-test indicated that both groups experienced significant improvement, the experimental group showed a higher level of vocabulary improvement compared to the control group. These results suggest that the Silent Way Method is a more effective approach for vocabulary instruction than conventional teaching methods and has a positive contribution to students' vocabulary development.

The findings indicate that the Silent Way Method may serve as an alternative instructional strategy for English teachers, especially in teaching vocabulary at the elementary school level. Future studies are suggested to involve a larger sample size, longer treatment periods, and other language skills, including speaking, reading, and writing, to provide more comprehensive evidence regarding the effectiveness of the Silent Way Method.

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