

Addie-based development of islamic religious education learning videos for students at madrasah aliyah daarul khair, north lampung

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Received: 28-10-2025

Revised: 24-11-2025

Accepted: 17-12-2025

KEYWORDS

Learning Video; Islamic Religious Education; Media Development; ADDIE; Madrasah Aliyah.

ABSTRACT

This study aims to develop video-based learning media for the Islamic Religious Education (Pendidikan Agama Islam/PAI) subject to improve students' understanding at Madrasah Aliyah Daarul Khair, North Lampung. The research was motivated by students' low learning interest in PAI, which is often perceived as monotonous and less engaging. This study employed a Research and Development (R&D) approach using the ADDIE development model, consisting of the stages of Analysis, Design, Development, Implementation, and Evaluation. The development process involved validation by subject matter experts and media experts using structured validation instruments. The validation results showed an average score of 4.5 out of 5 from subject matter experts and 4.6 out of 5 from media experts, indicating that the learning video is highly valid and feasible for instructional use. The implementation stage involved X and XI students of Madrasah Aliyah Daarul Khair, and the results demonstrated a significant increase in students' learning interest and understanding after using the video-based media. Therefore, the developed learning video can be considered an effective alternative learning medium for enhancing the quality of Islamic Religious Education at the Madrasah Aliyah level.

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Introduction

Education is a deliberate and interactive process between educators and students aimed at developing knowledge, attitudes, and skills necessary for personal and social life (Samaniego López et al., 2025). In contemporary education, the integration of technology has become an essential component of effective learning, particularly through the use of learning media that can facilitate understanding and engagement (Samaniego López et al., 2025). Learning media play a strategic role in transforming abstract concepts into concrete representations, thereby supporting meaningful learning experiences (Resta & Kodri, 2023). Among various forms of instructional media, video-based learning has been widely recognized for its ability to enhance student engagement, participation, and comprehension through the integration of visual and auditory elements (Kuncoro & Hidayati, 2021).

From a theoretical perspective, the effectiveness of video-based learning media can be explained through Cognitive Theory of Multimedia Learning, which posits that students learn more effectively when information is presented through a combination of words and images rather than text alone (Kuncoro & Hidayati, 2021). Additionally, constructivist learning theory emphasizes that learners actively construct knowledge when learning materials are presented in interactive and contextual formats (Romdhon et al., 2024). Instructional videos provide opportunities for students

to observe, reflect, and connect new information with prior knowledge, thereby fostering deeper understanding (Adrian & Saputra, 2025). Empirical studies have demonstrated that video-based learning media positively influence students' motivation, learning interest, and academic achievement across various subjects.

Learning interest is a critical factor influencing students' academic success, particularly in Islamic Religious Education (Pendidikan Agama Islam/PAI) (Alim, 2020). Learning interest reflects students' internal motivation and attraction toward learning activities, which directly affects their level of attention, persistence, and understanding (Nugroho et al., 2025). In the context of PAI, learning media function not only as tools for delivering content but also as means of presenting religious values, principles, and practices in ways that are meaningful and engaging (Tsoraya et al., 2022). Video media, as audio-visual instructional materials, are capable of conveying complex concepts, procedures, and values through narration, visualization, and simulation, making them especially suitable for PAI learning (Maemunah et al., 2021).

Along with rapid technological advancements, the demands placed on teachers have shifted from the use of conventional media toward multimedia-based instructional resources. Teachers are expected to design learning media that are modern, engaging, and aligned with students' learning characteristics in the digital era. Various forms of instructional videos such as tutorials, animations, simulations, interactive videos, and storytelling offer flexibility and practicality in presenting learning materials (Staneviciene & Žekienė, 2025). In Islamic Religious Education, the integration of technology is increasingly necessary to create interactive learning environments that support character education, moral development, and religious understanding (Kasman et al., 2023).

Islamic Religious Education plays a fundamental role in shaping students who are faithful, pious, morally upright, and knowledgeable about Islamic teachings (Rahmadi & Hamdan, 2023). However, in practice, PAI learning often encounters persistent challenges (Sampurna & Ritonga, 2024). Empirical studies indicate that PAI instruction is frequently dominated by lecture-based methods and textbook-centered learning, which tend to limit student engagement and fail to accommodate diverse learning styles (Widiyono, 2022). Such approaches are less effective for students who prefer visual and auditory learning, leading to boredom, reduced motivation, and superficial understanding of the material.

These challenges are also evident at Madrasah Aliyah Daarul Khair, North Lampung. Based on preliminary observations and interviews with PAI teachers, learning activities are still largely reliant on conventional media such as textbooks and whiteboards, with limited use of innovative instructional media (Trisniawati et al., 2021). Complex and procedural materials such as the practices of wudhu (ablution), salat (prayer), and other acts of worship are often difficult for students to comprehend when explained verbally without visual support (Mungfarida et al., 2025). Furthermore, limited classroom time restricts opportunities for repetition and reinforcement, while students require learning resources that can be accessed independently outside school hours.

In the digital era, students are categorized as digital natives who are accustomed to multimedia content and digital platforms (Elmi et al., 2024). They tend to process information more effectively through visual and auditory channels than through text-based materials alone. Instructional videos, therefore, offer significant potential to bridge the gap between traditional teaching practices and students' learning preferences. By integrating animations, graphics, narration, and simulations, video-based media can present PAI material in a more contextual, dynamic, and accessible manner (Mungfarida et al., 2025).

Despite the growing body of research highlighting the effectiveness of video-based learning media, there is still limited empirical research focusing on the systematic development of PAI instructional videos using a structured development model such as ADDIE, particularly at the Madrasah Aliyah level in rural or semi-rural contexts like North Lampung. Most existing studies emphasize learning outcomes without detailing the development process or validating the media through expert review. This gap indicates the need for research that not only evaluates

effectiveness but also systematically designs and validates instructional media tailored to learners' needs.

Therefore, this study aims to develop Islamic Religious Education instructional videos using the ADDIE development model to improve students' understanding and learning interest at Madrasah Aliyah Daarul Khair, North Lampung. It is expected that the developed instructional videos will serve as an innovative and effective learning medium, contribute to improving the quality of PAI instruction, and support the formation of students who are intellectually competent, spiritually grounded, and morally upright.

Method

This study employed a Research and Development (R&D) approach using the ADDIE development model, which consists of five systematic and interconnected stages: Analysis, Design, Development, Implementation, and Evaluation (Anon, 1987). The ADDIE model was selected because it provides a structured framework for developing, validating, and evaluating instructional media to ensure both pedagogical relevance and product effectiveness (Adeoye et al., 2024).

The analysis stage aimed to identify learning problems, user needs, and contextual conditions related to Islamic Religious Education (Pendidikan Agama Islam/PAI) learning at Madrasah Aliyah Daarul Khair, North Lampung. This stage involved four main activities: needs analysis, curriculum analysis, learner analysis, and media analysis. Needs analysis was conducted through semi-structured interviews with PAI teachers to explore difficulties encountered in delivering instructional material, the learning methods and media currently used, and teachers' expectations regarding the development of video-based learning media. In addition, questionnaires were distributed to students to identify their learning preferences, challenges in understanding PAI material, and interest in using video-based learning media (Luthfiana Basyirah et al., 2022).

Curriculum analysis was carried out by reviewing the PAI syllabus and lesson plans to identify core competencies, basic competencies, and learning objectives that could be effectively presented in video format. Learner analysis focused on students' learning styles, cognitive levels, prior knowledge, and access to technological devices such as smartphones or computers. Media analysis was also conducted to examine the availability of existing learning media and the technological infrastructure supporting multimedia learning at the madrasah (Rahmah et al., 2025).

The design stage focused on planning the structure and content of the instructional video. Based on the results of the analysis stage, PAI materials that required visualization and procedural explanation were selected (Mustafidatul et al., 2025). This stage involved the development of learning objectives, concept maps, and detailed storyboards that included narration scripts, visual sequences, on-screen text, animations, and audio elements. Decisions regarding video format, duration, visual style, and technical specifications were made to ensure suitability for students' learning characteristics and technological accessibility. The design stage also included the selection of editing software and supporting applications for animation and graphic design. Furthermore, validation instruments and evaluation tools were designed at this stage, including expert validation sheets, teacher and student response questionnaires, and pre-test and post-test items aligned with the learning objectives.

The development stage involved transforming the design into a tangible instructional video product. Content production included recording video footage, creating animations, collecting images and illustrations, and recording narration audio. These elements were then integrated through a video editing process that combined visual, audio, text, and animation components, enhanced with transitions, background music, and sound effects to improve engagement. At this stage, the developed video was subjected to expert validation by PAI subject matter experts and learning media experts (Rosena et al., 2022). Validation instruments used a Likert-scale format to assess content accuracy, instructional quality, media design, technical aspects, and language clarity.

Feedback and suggestions from validators were analyzed and used to revise and refine the instructional video to improve its quality and feasibility.

The implementation stage aimed to examine the practicality and effectiveness of the developed video through field trials. This stage was conducted in two phases. First, a limited trial was carried out with a small group of students to identify technical issues, clarity of material, and initial student responses. Revisions were made based on the results of this trial (Sugiyono, 2021). Second, a field trial was conducted in actual classroom learning involving students of classes X and XI at Madrasah Aliyah Daarul Khair, North Lampung. During this stage, the instructional video was integrated into PAI learning activities. Data were collected through classroom observations, teacher and student response questionnaires, and the administration of pre-tests and post-tests to measure students' understanding before and after using the video-based learning media (Arikunto, 2019).

The evaluation stage aimed to determine the validity, practicality, and effectiveness of the developed instructional video. Data from expert validation sheets were analyzed descriptively to assess product feasibility. Teacher and student response questionnaires were analyzed to evaluate the practicality, attractiveness, and ease of use of the video media. To assess effectiveness, students' pre-test and post-test scores were analyzed using inferential statistical analysis, specifically a paired-sample t-test, to identify significant differences in learning outcomes before and after the use of the instructional video. The results of this analysis served as the basis for final revisions to ensure that the product met learning needs and achieved the intended objectives (Creswell, 2014).

The research participants consisted of PAI teachers and students of classes X and XI at Madrasah Aliyah Daarul Khair, North Lampung. The selection of participants was based on their direct involvement in the learning process and relevance to the research objectives. Data collection instruments included expert validation sheets, teacher and student response questionnaires, and pre-test and post-test instruments. Qualitative data obtained from expert validators and observations were analyzed descriptively to identify strengths and areas for improvement. Quantitative data from questionnaires were analyzed using descriptive statistics in the form of means and percentages, while learning effectiveness was measured through a paired-sample t-test. Through this systematic combination of qualitative and quantitative analyses, the study aimed to develop PAI instructional videos that are valid, practical, and effective in improving students' understanding and learning outcomes

Result

The development of Islamic Religious Education (PAI) instructional videos for students at Madrasah Aliyah Daarul Khair, North Lampung was conducted systematically using the ADDIE model. The results demonstrate that the developed video-based learning media are valid, practical, and effective in improving students' learning interest and understanding (Adeoye et al., 2024). The findings of each ADDIE stage are presented as follows.

Results of the Analysis Stage

The analysis stage revealed several critical problems in PAI learning. Interviews with PAI teachers indicated that instructional delivery relied heavily on lecture-based methods and textbooks, which were less effective for explaining complex, abstract, and procedural materials (Gunawan et al., 2023). Teachers reported that students often experienced boredom and difficulty maintaining concentration during lessons. Student questionnaire results further supported these findings. Most students identified themselves as visual and auditory learners and expressed strong interest in technology-based learning media, particularly instructional videos. They reported that videos made PAI materials easier to understand and more engaging. Curriculum analysis showed that materials such as Islamic history, worship procedures, and moral education were core competencies that frequently posed learning difficulties and therefore required visualization.

Results of the Design Stage

Based on the needs analysis, three main PAI topics were selected for video development: (1) Understanding the Meanings of Asmaul Husna, (2) Procedures for Performing Jama' and Qashar Prayers, and (3) Development of Islam during the Khulafaur Rasyidin Period. Each topic was developed into an instructional video with a duration of 8–15 minutes. Detailed storyboards were created to guide production, including narration scripts, visual sequences, animations, text placement, sound effects, and background music. The videos were designed with a simple and intuitive interface, enabling students to replay or navigate content easily. Adobe Premiere Pro was used to integrate visual, audio, and animation elements into cohesive instructional videos.

Results of the Development Stage (Expert Validation)

The developed instructional videos were validated by PAI subject matter experts and learning media experts using structured validation instruments. The validation aimed to assess content accuracy, instructional quality, media design, technical aspects, and language clarity.

Table 1. Results of Expert Validation

Validator	Assessed Aspects	Mean Score	Category
Subject Matter Expert	Content relevance, accuracy, learning objectives, clarity	4.50	Very Valid
Media Expert	Visual design, audio quality, layout, technical quality	4.60	Very Valid
Average	—	4.55	Very Valid

Scale: 1–5 (Very Invalid–Very Valid)

The validation results indicate that the instructional videos are highly feasible for use in PAI learning. Suggestions from experts were primarily related to improving narration clarity and adjusting animation timing, which were incorporated into the revised product.

Results of the Implementation Stage (Student Responses and Learning Outcomes)

The implementation stage involved limited and field trials with students of classes X and XI at Madrasah Aliyah Daarul Khair, North Lampung. Student responses were collected through questionnaires, while learning effectiveness was measured using pre-tests and post-tests.

Table 2. Student Response Questionnaire Results

Aspect Assessed	Mean Score	Category
Attractiveness of video	4.52	Very Good
Ease of understanding material	4.47	Very Good
Learning motivation	4.50	Very Good
Ease of use	4.55	Very Good
Average	4.51	Very Good

These results indicate that students responded positively to the instructional videos and perceived them as attractive, easy to use, and motivating. To measure learning effectiveness, students' pre-test and post-test scores were compared.

Table 3. Comparison of Pre-Test and Post-Test Scores

Test	Mean Score
Pre-test	68.40
Post-test	82.75
Gain Score	14.35

Statistical analysis using a paired-sample t-test showed a significant increase in students' understanding after using the video-based learning media ($p < 0.05$), indicating that the instructional videos effectively improved learning outcomes.

Results of the Evaluation Stage

The evaluation results confirmed that the developed PAI instructional videos met the criteria of validity, practicality, and effectiveness. Expert validation results demonstrated high feasibility, student responses indicated strong acceptance and motivation, and statistical analysis showed significant improvements in learning outcomes. Based on these findings, the instructional videos were finalized and deemed suitable for use as alternative learning media in Islamic Religious Education at the Madrasah Aliyah level.

Discussion

The findings of this study demonstrate that the development of Islamic Religious Education (PAI) instructional videos using the ADDIE model resulted in learning media that are valid, practical, and effective in improving students' understanding and learning interest at Madrasah Aliyah Daarul Khair, North Lampung. These results confirm the suitability of video-based learning as an innovative solution to overcome persistent challenges in PAI instruction, particularly those related to low student engagement and limited learning media.

Development and Validation of Instructional Videos

The high validation scores obtained from both the PAI subject matter expert (4.7) and the learning media expert (4.6) indicate that the instructional videos met academic and pedagogical standards in terms of content accuracy, instructional design, and technical quality. These findings are consistent with previous research emphasizing that expert validation is a crucial indicator of instructional media quality, particularly in R&D-based studies (Sugiyono, 2021). The minor revisions suggested by experts such as improving narration clarity and adjusting scene duration highlight the importance of iterative refinement in the ADDIE model to ensure that learning media are not only accurate but also learner-friendly. From a theoretical perspective, the positive validation results support the Cognitive Theory of Multimedia Learning, which asserts that learning is more effective when information is presented through a combination of visual and auditory channels (Mayer, 2021). By integrating narration, animations, graphics, and real-life examples, the developed videos reduced cognitive overload and facilitated meaningful learning, especially for abstract and procedural PAI materials.

Effectiveness of Video-Based Learning in Classroom Implementation

The implementation results showed a high level of student enthusiasm and engagement during learning activities. Students' active participation and improved focus suggest that video-based instruction successfully transformed the learning environment from a teacher-centered to a more student-centered approach. These findings align with empirical studies reporting that instructional videos increase student motivation and active learning by presenting material in a dynamic and contextual manner. Furthermore, the significant increase in post-test scores compared to pre-test scores ($p < 0.05$) demonstrates that the instructional videos were effective in improving cognitive learning outcomes. This result is in line with Putri (2024), who found that video-based learning media significantly enhanced students' comprehension of religious and procedural content. The improvement in learning outcomes across both classes X and XI suggests that the instructional videos were adaptable to different student levels and learning needs. Importantly, the findings also indicate improvements in affective aspects of learning, such as interest and motivation. Student response questionnaire results (mean score of 4.5) show that students perceived the videos as attractive, easy to understand, and helpful in learning PAI. This supports constructivist learning theory, which emphasizes that meaningful learning occurs when students are actively engaged and motivated to connect new information with their prior experiences.

Comparison with Previous Studies and Research Contribution

Compared to previous studies that primarily focus on measuring learning outcomes, this study contributes to the literature by providing a systematic development process using the ADDIE model, combined with expert validation and field testing. While earlier research has established the effectiveness of video-based learning in general education contexts, studies specifically

addressing PAI instructional video development at the Madrasah Aliyah level remain limited. Therefore, this study fills an important gap by demonstrating how structured instructional design can be applied effectively in Islamic Religious Education, particularly in semi-rural educational settings. In contrast to studies that use ready-made or externally sourced videos, this research emphasizes the importance of contextualized content development, ensuring alignment with curriculum objectives, student characteristics, and institutional needs. This contextual approach may explain the strong positive responses from both teachers and students.

Implications for Teachers and Curriculum Development

The findings of this study have several important implications for teachers and curriculum development in Islamic educational institutions. For teachers, the use of instructional videos offers a practical tool to explain complex, abstract, and procedural PAI materials that are difficult to convey through lectures alone. Videos can serve as complementary learning resources that support differentiated instruction, allowing students to learn at their own pace and revisit material as needed. From a curriculum development perspective, the integration of video-based learning media aligns with the goals of the Independent Curriculum, which emphasizes student-centered, technology-integrated, and contextual learning. Instructional videos can be systematically embedded into lesson plans as part of blended or flipped learning models, thereby extending learning beyond the classroom and promoting independent learning. Additionally, the development of PAI instructional videos encourages teachers to enhance their digital literacy and instructional design skills. This aligns with the broader demand for teacher professionalism in the digital era, where educators are expected not only to deliver content but also to design innovative learning experiences.

Limitations and Directions for Future Research

Despite its positive findings, this study has limitations that should be considered. The research was conducted in a single madrasah with a limited number of participants, which may affect the generalizability of the results. Future research could involve larger samples, multiple institutions, or comparative studies between video-based learning and other instructional media. Further studies could also examine long-term impacts on students' character development and religious practice, as well as explore interactive or adaptive video technologies to enhance personalization in PAI learning.

Conclusion

This research and development study successfully produced Islamic Religious Education (PAI) instructional videos that are valid, practical, and effective for use at Madrasah Aliyah Daarul Khair, North Lampung. The developed videos represent an innovative learning medium designed to address the limitations of conventional PAI instruction, which has often been characterized by teacher-centered approaches and limited student engagement. Expert validation results indicated that the instructional videos achieved a "very valid" category in terms of content accuracy, instructional design, and media quality, confirming their suitability for classroom implementation. The practicality of the instructional videos was evidenced by positive responses from both teachers and students. Teachers perceived the videos as easy to use, time-efficient, and supportive in explaining complex and procedural PAI materials. Students demonstrated high levels of interest, enthusiasm, and motivation during learning activities, indicating that the videos effectively facilitated engagement and understanding. Furthermore, the effectiveness of the developed media was confirmed through a significant increase in students' post-test scores compared to their pre-test scores, demonstrating that the instructional videos contributed meaningfully to improved learning outcomes.

From a pedagogical perspective, these findings suggest that video-based learning media are well aligned with the characteristics of digital-era learners and can support more interactive, student-centered, and contextual learning in Islamic Religious Education. The instructional videos not only enhance cognitive understanding but also foster positive affective responses toward PAI learning, which is essential for the internalization of religious values. Based on the findings, several

practical recommendations can be proposed. First, PAI teachers are encouraged to integrate instructional videos as complementary learning media within classroom instruction, blended learning, or flipped classroom models. Second, schools and madrasahs should support the development and utilization of digital learning media by providing adequate technological infrastructure and professional development opportunities for teachers. Third, curriculum developers may consider incorporating video-based learning resources into PAI lesson plans to support differentiated learning and independent study.

Despite the positive results, this study has certain limitations. The research was conducted in a single madrasah with a limited number of participants, which may restrict the generalizability of the findings. Additionally, the effectiveness evaluation focused primarily on short-term learning outcomes and did not examine long-term retention or behavioral changes related to students' religious practice and character development. Future research is recommended to involve larger and more diverse samples across different educational contexts, as well as to explore the long-term impact of video-based PAI learning on students' attitudes, values, and religious behavior. Further studies may also investigate the integration of interactive features, adaptive technologies, or learning management systems to enhance the effectiveness and personalization of PAI instructional videos. In conclusion, the development of PAI instructional videos offers a promising and relevant alternative learning medium that can contribute to improving the quality of Islamic Religious Education. With continued refinement and broader implementation, such media have the potential to support the formation of intellectually competent, spiritually grounded, and morally upright Muslim generations.

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