



Development of HOGU as Digital Storybook for Islamic Education in Elementary School

Received: 02-01-2024; Revised: 27-07-2024; Accepted: 16-11-2024

Ani Nur Aeni *)

Pendidikan Guru Sekolah Dasar
Universitas Pendidikan Indonesia,
Sumedang, Indonesia
E-mail: aninuraeni@upi.edu

Dadan Djuanda

Pendidikan Guru Sekolah Dasar
Universitas Pendidikan Indonesia,
Sumedang, Indonesia
E-mail: dadandjuanda@upi.edu

Nurdinah Hanifah

Pendidikan Guru Sekolah Dasar
Universitas Pendidikan Indonesia,
Sumedang, Indonesia
E-mail: nurdinah.hanifah@upi.edu

Nabilah Nur Apriyanti

Pendidikan Guru Sekolah Dasar
Universitas Pendidikan Indonesia,
Sumedang, Indonesia
E-mail: nabilahapriyanti@upi.edu

Qasthalani Yasmin

Pendidikan Guru Sekolah Dasar
Universitas Pendidikan Indonesia,
Sumedang, Indonesia
E-mail: qasthalani.ysmn01@upi.edu

Syakira Aulia Karima

Pendidikan Guru Sekolah Dasar
Universitas Pendidikan Indonesia,
Sumedang, Indonesia
E-mail: syakiraak.18@upi.edu

*) Corresponding Author

Abstract: a major challenge faced in the world of education today is the lack of student interest and motivation in the learning process. One of the efforts to increase student learning motivation is to see how the role of educators in schools in providing teaching to students. In providing teaching in the classroom, teachers can use learning media as an alternative in delivering material or information about learning. Therefore, the manufacture of products in this study aims to create a solution in increasing student learning motivation in PAI subjects in grade IV SD. This study aims to develop and test the effectiveness of a Canva-based digital storybook entitled 'HOGU' in fostering respect for parents and teachers among fourth grade elementary school students. With this HOGU (Respect for Parents and Teachers) Digital Storybook, it is hoped that it can foster respect for parents and teachers and can be applied in everyday life. This digital storybook received positive responses, with 95% of teachers and 91% of students stating its effectiveness in increasing respect for parents and teachers. This research shows that Canva-based digital storybooks can effectively engage primary school students and reinforce moral teachings in Islamic education. This Digital Storybook is designed in an attractive and easy-to-understand language for students. This research uses the ADDIE model which starts from the analysis stage to the evaluation of the product that has been created and implemented.

Abstrak: Tantangan besar yang dihadapi pada dunia pendidikan saat ini yaitu kurangnya minat dan motivasi siswa dalam proses pembelajaran. Salah satu upaya meningkatkan motivasi belajar siswa adalah melihat bagaimana peran pendidik di sekolah dalam memberikan pengajaran kepada siswa. Dalam memberikan pengajaran di kelas, guru dapat menggunakan media pembelajaran sebagai alternatif dalam menyampaikan materi atau informasi mengenai pembelajaran. Oleh sebab itu, pembuatan produk dalam penelitian ini bertujuan untuk menciptakan sebuah solusi dalam meningkatkan motivasi belajar siswa pada mata pelajaran PAI kelas IV SD. Penelitian ini bertujuan untuk mengembangkan dan menguji efektivitas buku cerita digital berbasis Canva berjudul 'HOGU' dalam menumbuhkan rasa hormat kepada orang tua dan guru di kalangan siswa kelas IV SD. Dengan adanya Buku Cerita Digital HOGU (Hormat Orang Tua dan Guru) ini diharapkan dapat menumbuhkan rasa hormat kepada orang tua dan guru dan dapat diterapkan dalam kehidupan sehari-hari. Buku cerita digital ini mendapat tanggapan positif, dengan respon 95% guru dan 91% siswa yang menyatakan keefektifannya dalam meningkatkan rasa hormat kepada orang tua dan guru. Penelitian ini menunjukkan bahwa buku cerita digital berbasis Canva dapat secara efektif melibatkan siswa sekolah dasar dan memperkuat ajaran moral dalam pendidikan Islam. Buku Cerita Digital ini didesain dengan menarik dan bahasa yang mudah dipahami oleh siswa. Penelitian

ini menggunakan model ADDIE yang yang dimulai dari tahap analisis hingga evaluasi produk yang telah dibuat dan diimplementasikan.

Keywords : Digital Storybooks, D&D, Islamic Learning, Learning Media, Elementary School

INTRODUCTION

Education is the process of an individual to increase understanding and knowledge, with education a person can improve cognitive aspects and have broad insights and can instill commendable morals. Quoted from (Pristiwanti et al., 2023) Education is defined as "creating a conducive learning and learning atmosphere so that students can actively develop the potential for spiritual strength, self-control, character, intelligence, commendable character, and skills needed for themselves and society". Education involves not only the provision of specific skills, but also something less visible and deeper such as knowledge, judgment, and wisdom. One of the praiseworthy morals that can be instilled in children is respect. By instilling respect, children can learn to appreciate and respect themselves, others, and the environment around them. Currently, there are quite a lot of children who lack respect for others, especially their parents and teachers. So that parents and teachers play a very important role in shaping children's character. What a teacher can do is to provide understanding and learning about the importance of being respectful to others, especially parents and teachers.

In today's digital era, teachers must be able to provide interesting learning so that students do not feel bored during learning. The lack of interesting and culturally relevant learning tools has contributed to students' reduced motivation in learning Islam. The digital era, which is advancing over time, is slowly starting to play a big role in human life (Aeni, Djuanda, et al., 2022). This is one of the big challenges that educators must face. In PAI learning, especially in elementary school, if a teacher does not have an interesting way when delivering material, it will cause students to lack motivation and interest in participating in the learning process. One of the things that teachers can do is to use interesting learning media. Quoted from

(Waluyo, 2021) PAI learning media is a medium used to convey messages from the sender to the receiver in order to stimulate the thoughts, feelings, interests and desires of students in a way that is needed in the teaching and learning process to achieve PAI learning objectives effectively. The learning media that can be used and suitable for the world of education today is digital-based learning media. In this digital era, the role of a teacher is not only to have the right competence and expertise to teach, but also to be able to adapt to participate and be proficient in the use of technology (Aeni, Juneli, et al., 2022). Thus, in carrying out the learning process, a teacher's ability to teach and technology skills must be balanced.

The research conducted is related to previous research articles (Mardan, 2019) which discuss the development of Microsoft Powerpoint-based learning media. Although previous research has explored PowerPoint-based digital learning tools, there is little research on Canva-based interactive storybooks in the context of Islamic education. The research in this article focuses on developing the product and measuring the effectiveness of the product and testing its feasibility. Similar to the product that the researcher made, the research in this article emphasizes the development of features that already exist in the application. However, what distinguishes this study from the researcher is that the researcher developed a product based on the Canva application. While the previous researcher developed a *Microsoft Powerpoint*-based product.

The purpose of this study is to evaluate the effectiveness of the digital storybook 'HOGU' in increasing respect for parents and teachers in Islamic religious learning. This digital storybook is designed with the addition of audio so that students can be easier and not feel bored when using

the digital storybook. This digital storybook is an example of audio visual learning media which is a combination of audio and visual. This product is made to support learning at the fourth grade elementary school level. The material in it contains a story about a child who is respectful to the people around him, using a variety of illustrations will make it easier for students to understand the material presented in the digital storybook. The illustrations are designed as interesting as possible and the language is easy to understand by students, so students will not find it difficult to understand the material in it. This digital storybook is accompanied by interesting settings, characters, and stories. Illustrations, images, and elements that researchers use are through the Canva application which is then exported to the Heyzine flipbook application. Therefore, the researcher as the author of this article gives the title Development of “HOGU” as a Digital Storybook to learn to Respect Parents and Teachers in Islamic Religious Learning in Elementary Schools.

Here are some previous studies, including the first study. The teaching of English for Specific Purposes (ESP) in traditional ways has been much discussed. On the other hand, the use of the integration of language and Islamic values in producing a textbook remains under-practiced in the classroom of ESP. To fulfill the gap, this paper will address how language can be integrated with Islamic values in the ESP classroom. This study will start by discussing relevant concept of ESP such as defining ESP, principles in developing materials, and integrating Islamic values in textbooks. Secondly, it will highlight step-by-step pedagogical procedures for designing a textbook using the integration of language and Islamic values. Thirdly, it will discuss students' work on designing textbook using the integration of language and Islamic values. Thus, the design ESP class using this way could enhance students' creativity where the students can construct their own ideas in producing textbooks. In addition to this, the design could improve students' Islamic character (Munir, 2016).

The second research is related The dearth of English textbooks used as teaching resources for junior high school students at

Islamic Boarding Schools (IBS) in West Sumatera, Indonesia, is the driving force behind the current study. The goal of this research is to develop an IBS English textbook. Using Sukmadinata's theory, research and development were used in this study. The phases are divided into three phases: need analysis, design, and validation. Interviews and document analysis were used to gather data. Teachers require an English textbook for instruction, according to the results of the need analysis. The textbook is meticulously created during the design phase to satisfy the demands of both teachers and students. Topics including greeting, school activities, dorm activities, sports, scout extracurricular activities, minimarket, mosque activities, and before bed are covered in the textbook along with Islamic principles and local culture. On the other hand, the activities are cheerfully and easily designed. For instance, completing crossword puzzles, matching words, and responding to simple inquiries. Additionally, the textbook made use of vibrant pictures to grab students' interest and expand their understanding. The textbook was accepted as true. The English textbook could be utilized to teach English for IBS in West Sumatera in light of these findings (Munir, 2022).

METHOD

This research uses the ADDIE model which focuses on developing products that are made as solutions to problems that exist in elementary schools. This “D&D (Design and Development)” method is one method that can help solve the problems that have been described in the introduction. This D&D method includes problem identification, description of objectives, design and development, product trials, evaluation of trial results, and communication of trial results. In this study, researchers used a descriptive method based on expert review to produce a validity or assessment of the products that have been developed, namely digital storybooks. With this product, it is hoped that it can make PAI learning in elementary schools more interesting, fun, and can also make it easier for students to understand the material, especially regarding respect for parents and teachers in PAI learning in grade IV elementary school.

SD Negeri Panyingkiran III is the place of the research process that has been carried out,

more precisely located on Jl. Panyingkiran No. 59, Situ, Kec. Sumedang Utara, Kab. Sumedang, West Java Prov. This has been considered because seeing the condition of the school is suitable for our purpose of conducting this research. The research was conducted on March 7, 2024 by conducting observations as well as product trials at the school. The research conducted by researchers involved participants to become subjects in the research process totaling 22 people from 21 fourth grade students and a PAI teacher from the school that became the research site.

There are a series of stages in this study which are the basic procedures in the ADDIE development model quoted from Winarni (2018: 263), including:

1. Analysis. At this stage, the process of analyzing the problems that occur in the field so that product development is needed in the form of HOGU digital storybook learning media. At this stage the analysis carried out by researchers, namely a) identifying needs; this is done so that researchers can understand and try to find the best solution in solving problems related to research topics in Islamic religious education; b) curriculum identification; researchers identify the curriculum and find out the Learning Outcomes (CP) and Learning Objectives (TP) related to the material of respect for parents and teachers in Islamic religious education learning in grade IV SD.
2. Design. At this stage, researchers need to make a product design that becomes a solution to be able to solve a problem that exists in the field. This canva-based digital storybook called "HOGU" or respect for parents and teachers is designed to increase students' awareness of respect for parents and teachers in everyday life.
3. Development. At this stage, researchers develop products that have been made by conducting product trials. In this section, researchers also need validation which includes media experts where digital storybook products are validated by lecturers from the University of Indonesia Education Sumedang Campus and validation from material experts by PAI teachers at SDN Panyingkiran III. Researchers conducted product trials on grade IV elementary school students and PAI subject teachers at SDN Panyingkiran III. After the trial phase, the collected assessments from teachers and students will be used as further evaluation material.
4. Implementation. At this stage, researchers must carry out several things in the application related to the developed product. Some of these things, namely 1) Design 1 is the initial design used to create HOGU digital storybook learning media. In Design 1, the initial plan for learning media is being made into an interesting and interactive canva-based digital storybook with additional audio and *games* so that students can interact with the teacher and the learning media. 2) Validation Design, which is conducting a validation test on media experts and material experts. After validation, the results are obtained in the form of revisions to be corrected for input and suggestions by the validator, and ready to be tested. 3) Product trials, after which product trials are carried out as a series of trials to test the quality and feasibility of the product.
5. Evaluation. At this stage, the results obtained will be in the form of an assessment in the form of shortcomings and advantages of the product made and should make revisions according to the results obtained.

The data collection technique in this study uses a quantitative approach, where the data obtained is in the form of numbers from the assessment of the products made. Data collection techniques are carried out by means of observation, interviews, and product assessment validation instruments. In making this product, researchers used *Canva* and *Heyzine Flipbook* applications to design

storybooks and make this digital storybook interactive.

The data analysis technique used is descriptive quantitative, descriptive quantitative data analysis is the process of presenting, summarizing, and interpreting quantitative or number-based data. This analysis helps researchers and decision makers understand the data thoroughly and draw conclusions supported by numerical evidence. The results obtained from the product assessment questionnaire filled out by PAI teachers and fourth grade students of SD Negeri Panyingkiran III are in the form of descriptive percentages as below.

RESULTS AND DISCUSSION

Result

1. HOGU Digital Storybook Process and Design

Learning Islamic Religious Education (PAI) is not only a form of material that can be delivered in taking education, but Islamic Religious Education is expected to form an individual character in accordance with his religion, namely Islam. Quoted from Akhlak is one of the intellectual assets of Muslims and its presence is increasing. Pious people in the true sense always maintain the quality of their morals according to the instructions of Allah SWT and his messengers. To form an individual character, one of them is with character education as it is one of the objectives of national education as stated in Law number 20 of 2003 in chapter 1 article 1 paragraph 1 concerning the national education system which states that: "education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state". So, with the learning of PAI in elementary school, it can shape the character of an individual who is moral, ethical, and moral through religious values, especially at this time in the digital era.

As the times evolve, we must adapt to any existing updates, especially in terms of

technology in the field of education. So many things need to be developed from the renewal or advancement of this technology so that the world of education is not left behind from the times in the technological era. In the development of this era, we see that there are still people who do not respect each other, especially respect for parents and teachers. This can be assessed if they still have morals and ethics that need to be improved again in order to produce good character and personality among humans. Therefore, this research aims to be one of the innovations in the learning process in elementary schools in order to increase the sense of piety and noble morals for children in this digital era.

The focus of this research is the development of innovative learning media as a form of improving student character in the form of morals, ethics, and morals. If the interaction between students and teachers is harmonious and respectful, it will create an effective and conducive learning environment (Rahman et al., 2024). In addition, the focus of this research also leads to the times that researchers make innovative and interactive digital learning media as a form of participation in the times in this technological era. Therefore, in this case, the storybook was created as a form of digital-based learning media by carrying out the theme of ethics, morals, and morals in an Islamic perspective with material respecting parents and teachers and *thayyibah* sentences.

The research produced a product called HOGU (Respect for Parents and Teachers) in the form of a Digital Storybook as one of the learning media for PAI in Canva-based elementary schools which is one of the innovations for the learning process. This innovation is made as an alternative form of students in understanding subject matter that can be accessed anywhere easily. The material of respect for parents and teachers and the sentence of *thayyibah* is a filler in this digital storybook which is in accordance with the material in grade IV SD. This digital storybook is also packed with interesting audio and visual additions so that students can listen and enjoy the visuals, and is packed with an interactive model so that there is interaction

between teachers and students and students with learning media. The design team designed this product using the help of the *canva* application and also *Heyzine Flipbook*.

1. Product Design of HOGU Digital Storybook (Honor Parents and Teachers)

The first thing to do is to prepare teaching materials that are in accordance with the theme along with the KI and KD that have been determined, namely the theme of ethics, morals, and morals in an Islamic perspective. Here the researcher chose KI and KD regarding respect for parents and teachers and the expression of *thayyibah* sentences. Researchers took the material because respect is an important point that must be taught to students, so that students can know and apply it in everyday life.

Second, choosing the application that will be used to create the digital storybook "HOGU". Researchers used *Canva* and *Heyzine Flipbook* applications to create this digital storybook. Third, creating the storyline and dialog that will be included in the storybook. In addition, the designer also determines the characters that will be included in the storybook. Here the designer makes a story about a child named Hogu who applies respect to the people around him. In addition to applying respect, Hogu also always reminds if there is someone who does not respect others. In addition, researchers also prepared materials and questions that would be included in the digital storybook "HOGU".

Fourth, the designer chooses the media that will be included in the digital storybook "HOGU". Researchers included audio and visual media, which is a combination of audio visual. Researchers chose these media because the product that researchers made was a digital storybook "HOGU". So that the researcher's product is designed to be used in learning anywhere and anytime.

Fifth, create a digital storybook design on *Canva* that is packaged as attractively as possible and adapted to the material discussed.



Figure 1: Digital Book Design Process in Canva

Sixth, designing games that will be used as material evaluation materials. After completing the design, the researcher included audio in the game so that it would be more interesting and attract students' interest.



Figure 2: Games Design Process

Seventh, After the editing has been completed and the required components are complete. Then the storybook is exported to the *Heyzine Flipbook* application. After exporting, then input audio in the form of conversation and backsound into the storybook. After finishing entering the audio conversation and backsound into the storybook, the digital storybook learning media "HOGU" has been completed with the display as below and can share it using the link.



Figure 3: "HOGU" Digital Storybook Display

2. HOGU Digital Storybook Product Testing and Assessment Process

Products that have been made by researchers are then tested for feasibility at Panyingkiran III State Elementary School for grade IV students and a PAI teacher. The implementation of the activity went well and smoothly, grade IV elementary school students looked enthusiastic in its application. The activity begins by first socializing the products that researchers make, introducing the contents of digital storybooks and the content of the

material in them. Then simulate together by listening to the story, then together follow the games in the digital storybook as one of the evaluations of the material presented. At the end of the activity, students and PAI teachers were asked to fill out an assessment of the HOGU digital storybook product on the instrument that the researcher had provided. This will be an evaluation for researchers to determine the feasibility of using HOGU digital storybooks in PAI learning in grade IV.

$$P = \frac{\sum F}{N} \times 100\%$$

Description:

P = Presentation

F = Expected

Frequency

N = Total number of point

Table 1. Score Interpretation

Average Score	Category
76% - 100%	Very Good
56% - 75%	Good
40% - 55%	Average
< 40%	Deficient

Table 2. Result of the Validation Test of Material Expert and Media Expert

Validation	Score Percentage	Category
Material Expert Validation	95%	Very Good
Media Expert Validation	91%	Very Good
Average Score	93%	Very Good

Table 3. Result of the Validation Test of Material Expert and Media Expert

Validation	Score Percentage	Category
Material Expert Validation	95%	Very Good
Media Expert Validation	91%	Very Good

Validation		
Average Score	93%	Very Good

Discussion

The results of the analysis show that the HOGU digital storybook using the contextual learning approach developed is suitable for use in teaching and learning activities. Contextual learning emphasizes that learning must be in accordance with everyday life and easy for students to understand. In the current independent curriculum, learning is required to be able to provide learning that is relevant and applicable to students' daily lives. This statement is also supported by previous findings which mentioned that a school principal explained that the main motivator of the interdisciplinary curriculum is to make learning more relevant to students' lives (Cohen et al., 2024). By using a contextual learning approach, teaching and learning activities will be more active and effective. This is supported by a researcher who explained that students who follow learning with contextual learning are more active and communicative (Suhartoyo et al., 2020).

The results of the study showed a positive relationship between the results of the validation test of material experts and media experts with a value of 95% from teachers and 91% from students on the effectiveness of digital story books. This high value reflects that the digital story book is suitable for use in learning to foster respect for parents and teachers. A high validation test shows that the content and learning media have met the established standards, thus directly answering the research question regarding its effectiveness in Islamic education. The contribution of students and teachers in understanding digital learning media is also very significant. Students provide positive feedback that shows their involvement in the learning process, while teachers act as facilitators who direct the use of the media. Thus, the interaction between students and teachers in the context of using digital story books helps strengthen students' understanding of the values taught, while facilitating the development of the expected character in Islamic education.

With this digital storybook, it is expected to improve the quality of student learning. This is supported by previous findings which explain that storybooks can provide important opportunities for children to gain scientific knowledge and social skills. Studies show that children can learn new words (Li et al., 2023) and appropriate social behaviors. In addition, some also mention that reading picture books is one of the most important approaches to promote children's early language and literacy development.

It can be concluded that HOGU digital storybooks with a contextual learning approach can improve student learning outcomes. This research implies that the HOGU digital storybook with a contextual learning approach developed can be used in Islamic Religious Education subjects in grade IV Elementary School.

CONCLUSION

Based on the results of the development, this study introduces a Canva-based digital storybook that effectively engages students in Islamic moral teachings, a new approach in the field of religious education. Based on the data of all aspects of the assessment obtained from the teacher and student response questionnaires, the HOGU digital storybook product was recognized for its feasibility with the category "Very Good." The advantage of this product lies in its ability to facilitate students in understanding Islamic moral material so that researchers hope that this media can be integrated in everyday life.

This study explicitly answers the research questions related to students' engagement and their moral development. By engaging students in interactive learning through digital media, this study proves that Canva-based digital storybooks can be an effective tool in achieving moral learning objectives. The findings suggest that digital media can be an innovative approach to moral teaching, which is relevant to current technological developments.

However, this study has some limitations. In addition to the need for internet access and devices such as gadgets or laptops, this study is not free from other limitations such as a relatively small sample size and a research setting that is limited to a particular context. Potential bias in participants' feedback also needs to be considered, given that responses may be influenced by individual experiences or preferences. Therefore, further research with a wider scope and a more representative sample is highly recommended to test the effectiveness of this media in various learning contexts.

It is recommended for teachers to utilize this digital storybook media as a learning tool that can provide concrete examples of respecting parents and teachers, as well as

integrating moral values in daily life. This media is not only relevant, but also effective in supporting the achievement of moral education goals in the digital era.

REFERENCES

- Abdurrochim, P. L., Khairunnisa, Y., Nurani, M., & Aeni, A. N. (2022). Pengembangan Aplikasi Beat (Belajar Asyik Tentang) Pendidikan Agama Islam Untuk Meningkatkan Hasil Belajar Pendidikan Agama Islam Siswa Sekolah Dasar. *Jurnal Basicedu* Vol, 6(3).
- Aeni, A. N., Djuanda, D., Maulana, M., Nursaadah, R., & Sopian, S. B. P. (2022). Pengembangan Aplikasi Games Edukatif Wordwall Sebagai Media Pembelajaran Untuk Memahami Mater Pendidikan Agama Islam Bagi Siswa Sd. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 11(6), 1835. <https://doi.org/10.33578/jpfkip.v11i6.9313>
- Aeni, A. N., Juneli, J. A., Indriani, E., Septiyanti, I. N., & Restina, R. (2022). Penggunaan E – Book KIJUBI (Kisah Takjub Nabi) Dalam Meningkatkan Pemahaman Siswa SD Kelas V Terhadap Keteladanan Nabi Muhammad SAW. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 6(4), 1214. <https://doi.org/10.35931/am.v6i4.1113>
- Cohen, E., Alexander, H., Novis-Deutsch, N., Rahmian, L., Gavish, U., Yehi-Shalom, O., Glick, O., & Marcus, G. (2024). Teachers' and principals' views on interdisciplinary teaching and learning in the humanities. *European Journal of Teacher Education*, 00(00), 1–19. <https://doi.org/10.1080/02619768.2024.2337646>
- Li, H., Zhang, T., Woolley, J. D., An, J., & Wang, F. (2023). Exploring factors influencing young children's learning from storybooks: Interactive and multimedia features. *Journal of Experimental Child Psychology*, 233. <https://doi.org/10.1016/j.jecp.2023.105680>
- Mardan, A. (2019). Pengembangan Media

- Pembelajaran Hormat Dan Patuh Kepada Orang Tua Dan Guru Mata Pelajaran Pendidikan Agama Islam Pada Kelas Iv Sdn 158 Mundan Enrekang. *Doctoral Dissertation, Iain Parepare*.
- Maryam, D., Febiola, F., Agami, S. D., & Fawaida, U. (2020). Inovasi Media Pembelajaran Pendidikan Agama Islam Melalui Media Audiovisual. Terampil: Jurnal Pendidikan Dan Pembelajaran Dasar, 7(1), 43-50.
- Mustafa, S. R., & Bakar, A. (2023). Pengembangan Media Pembelajaran Berbasis Android Mata Pelajaran Pai. *Rjocs (Riau Journal Of Computer Science)*, 9(1), 45-52.
- Pendidikan Dan Pembelajaran Sekolah Dasar*, 7(1), 222-236.
- Pratiwi, A. R. T. (2024). Pengembangan Media Buku Cerita Digital “Buceta”(Buku Cerita Toleransi Agama) Untuk Menstimulasi Perilaku Toleransi Beragama Pada Anak Usia 5–6 Tahun (Doctoral Dissertation, Universitas Negeri Jakarta).
- Pristiwanti, D., Badariah, B., Hidayat, S., & Dewi, R. S. (2022). Pengertian Pendidikan. *Jurnal Pendidikan Dan Konseling (Jpdk)*, 4(6), 7911-7915.
- Rahman, H. I. (2024). Application of Ethical Values Deriving From Hadiths In Creating A Conducive Learning Environment. *Ta'dib Journal*, 1- 15.
- Riono, R., & Fauzi, F. (2022). Pengembangan Media Pembelajaran Pai-Bp Di Sd Berbasis Aplikasi Canva. *Jurnal Cakrawala Pendas*, 8(1), 117-127.
- Rizkiyah, P. (2022). Pengembangan Buku Cerita Bergambar Berbasis Digital Untuk Meningkatkan Kecakapan Literasi Digital Anak Usia Dini. *Indonesian Journal Of Early Childhood: Jurnal Dunia Anak Usia Dini*, 4(1), 115-133.
- Munir, S. (2016). Redesigning english for specific purposes (ESP) class: integrating language and Islamic values in producing a textbook. *Batusangkar International Conference, October 2016*, 669–675.
- Munir, S. (2022). *Developing an English Textbook for Islamic Boarding School*. 16(1), 1–23.
- Pristiwanti, D., Badariah, B., Hidayat, S., & Dewi, R. S. (2023). Pengertian pendidikan. *Jurnal Bioedukasi*, 6(2), 337–347.
<https://doi.org/10.33387/bioedu.v6i2.7305>
- Rahman, R., Hardivizon, H., Ilyas, I., Zailani, Z., & Akbar, A. (2024). Application of Ethical Values Deriving from Hadiths in Creating a Conducive Learning Environment. *Ta'dib*, 27(1), 217.
<https://doi.org/10.31958/jt.v27i1.12263>
- Suhartoyo, E., Wailissa, S. A., Jalarwati, S., Samsia, S., Wati, S., Qomariah, N., Dayanti, E., Maulani, I., Mukhlis, I., Rizki Azhari, M. H., Muhammad Isa, H., & Maulana Amin, I. (2020). Pembelajaran Kontekstual Dalam Mewujudkan Merdeka Belajar. *Jurnal Pembelajaran Pemberdayaan Masyarakat (JP2M)*, 1(3), 161.
<https://doi.org/10.33474/jp2m.v1i3.6588>
- Waluyo, B. (2021). Pengembangan Media Pembelajaran PAI Berbasis IT. *IAI An Nur Lampung*, 2(5), 138–149.
<https://doi.org/10.61132/jbpai.v2i5.533>
- Wahyuningtyas, T. S. (2020). Upaya Meningkatkan Hasil Belajar Aqidah Akhlak Materi Hormat Dan Patuh Kepada Orang Tua Dan Guru Melalui Metode Hiwar Dan Sosiodrama Dengan Media Aplikasi Editing Video Pada Siswa Kelas Viii-B Smp Muhammadiyah Plus Salatiga Tahun Pelajaran 2019/2020.