



Developing Qurban Explorer: An Android-Based Interactive Application to Enhance Religious Literacy in Islamic Religious Education

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Abstract

The development of digital technology demands innovative learning media that can bridge the needs of 21st-century learners. Islamic Religious Education, particularly the topic of Qurban, is still largely delivered conventionally, making it less engaging and suboptimal in enhancing religious literacy and understanding the meaning of Qurban. This study aims to develop and test the effectiveness of the Qurban Explorer application as an interactive learning media to improve student learning outcomes, motivation, and engagement. This research employs a research and development (R&D) method using a simplified Borg and Gall model with five stages: (1) drafting the product, including Qurban materials, learning videos, concept maps, Qurban Adventure, quizzes, games, and a digital dictionary of Qurban terms; (2) validation by subject matter and media experts; (3) prototype development; (4) limited testing in two fifth-grade classes at SDN 1 Jenangan (experimental and control classes); and (5) final product refinement. The research design uses a pretest–posttest control group design. Research instruments include validation questionnaires for media and subject matter experts, user experience questionnaires, and student creativity questionnaires. The validation results indicate that the media falls into the “very feasible” category, with a feasibility percentage of 89% from subject matter experts and 87% from media experts. Field testing results showed an improvement in student understanding, with average post-test scores higher than pre-test scores. This Android-based application is considered effective, engaging, and facilitates independent and interactive learning. Therefore, Qurban Explorer is deemed feasible, practical, and effective as a learning media for Islamic Religious Education on Qurban, and it is relevant to the demands of 21st-century education.

Keywords : Qurban Explorer, digital learning media, learning outcomes, Interactive Media, effectiveness

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Article History	Received	Revised	Accepted	Published
	2025-12-15	2026-07-08	2026-07-28	2026-09-15

INTRODUCTION

مقدمة

Religious literacy in the context of Islamic Religious Education (PAI) extends beyond students' ability to memorize religious concepts or understand legal rulings. It refers to the capacity to comprehend religious teachings holistically, including their spiritual, ethical, and social dimensions, and to apply these values in everyday life. In elementary education, religious literacy involves helping students not only recognize the procedures of Islamic worship but also understand the wisdom (*hikmah*) behind religious practices, enabling them to develop faith, empathy, responsibility, and respect for others through meaningful learning experiences. (Zahro & Fahiimah, 2025, p. 3).

Within the topic of Qurban, religious literacy means that students are expected to

understand more than the technical aspects of selecting sacrificial animals or performing the ritual. They should also appreciate the spiritual significance of sincerity and obedience to Allah, the social values of sharing and caring for others, and the moral lessons of compassion, generosity, and community solidarity embodied in the practice of Qurban. Therefore, PAI learning should facilitate both conceptual understanding and value internalization so that students are able to connect religious knowledge with real-life attitudes and behaviors.(Insani et al., 2025, p. 4).

The development of digital technology in the era of the Industrial Revolution 4.0 and Society 5.0 has brought significant impacts on students' learning patterns in elementary schools(Sakinah, 2022, p. 2). Children are increasingly familiar with digital devices such as smartphones and tablets, which are not only used as entertainment media but also hold great potential as learning tools. These changing learning characteristics require teachers to present learning media that are more innovative, interactive, and relevant to the digital world embedded in students' daily lives(Efriani et al., 2025, p. 2). Learning that relies solely on lectures or textbooks is considered insufficient to meet the learning needs of today's generation of students, who tend to be visual, active, and in need of multimedia stimuli to understand concepts more deeply(Asari, n.d., p. 20). According to Mayer's Cognitive Theory of Multimedia Learning, learning becomes more effective when material is delivered through multimodal combinations—visual and verbal—thereby improving students' conceptual understanding and retention(Mayer, 2009, p. 5).

In the subject of Islamic Religious Education (PAI), particularly in the topic of Qurban, this issue becomes even more apparent. The Qurban material is an important component in shaping the values of piety, sincerity, and social concern. However, in practice, this material is often perceived as abstract by students due to the lack of media that concretely illustrates the process of the Qurban ritual(Lingga, 2025, p. 4). Many teachers still rely on lecturing, whiteboards, and textbooks, resulting in monotonous learning. As a consequence, students have difficulty understanding the sequence and wisdom of the Qurban ritual, which leads to low interest and poor learning outcomes. Delivering abstract material without visual support also makes it difficult for students to distinguish between types of animals, requirements for validity, and the stages of performing Qurban. The lack of varied methods that align with the characteristics of digital-native students further hinders their engagement in the learning process. Therefore, there is a need for learning media that can clarify concepts, increase motivation, and provide a more engaging and interactive learning experience for elementary school students(Susanti, 2024, p. 5).

A preliminary study conducted at SDN 1 Jenangan through observations and interviews indicated that students showed low interest when PAI material was presented without visual media. Learning evaluations also revealed that many students struggled to understand the sequence of Qurban implementation, the requirements for sacrificial animals, and the deeper values contained within the ritual. This condition indicates the need for learning media capable of bridging students' learning styles with the demands of PAI instruction.

Android-based learning media applications have become one of the potential solutions to address these challenges. Such applications offer advantages in terms of accessibility, flexibility for use in various learning situations, and the ability to present learning content in multiple formats, including text, images, videos, animations, audio, and interactive quizzes. In addition to aligning with the trend of educational digitalization, the use of applications can also enhance students' motivation, engagement, and learning independence through visually appealing and enjoyable presentations (Pakudu & Safaat, 2024, p. 3).

Based on these needs, this study developed the Qurban Explorer application, an interactive learning medium specifically designed to help students understand Qurban comprehensively—from its definition, requirements for sacrificial animals, implementation procedures, to the values embedded within it. This application is expected to address the problem of low student engagement, improve conceptual understanding, and support the strengthening of digital literacy from an early age. This media development also contributes to improving the quality of PAI learning so that it becomes more adaptive to technological advancements. By presenting learning activities that are more engaging and interactive, students are expected not only to understand Qurban cognitively but also to cultivate spiritual awareness and social values embedded within the ritual.

The novelty of this research lies in the development of an Android-based Islamic Religious Education learning application specifically focused on the Qurban material, equipped with Qurban Adventure features and a digital glossary, which have rarely been developed in previous studies. The application does not merely serve as visual media but provides an interactive learning experience that integrates religious values with digital technology.

METHOD | منهج

This study employed a Research and Development (R&D) method with the aim of producing an educational media product in the form of an Android application, “Qurban Explorer,” as well as examining its validity, practicality, and effectiveness in improving students’ learning outcomes and interest in the Qurban material (Borg & Meredith, 1983, p. 90). The development model refers to the Borg and Gall approach, simplified into five stages, namely: (1) Drafting the product, which includes analyzing the learning needs of the Qurban material, collecting curriculum references, and designing the initial interface and application features. (2) Expert validation, in which the application draft is assessed by Islamic Religious Education (PAI) material experts and instructional media experts to obtain feedback related to content accuracy, visual appearance, navigation, and pedagogical suitability. (3) Prototype development, involving the creation of the initial APK version of Qurban Explorer containing Qurban material, interactive illustrations, instructional videos, practice questions, digital quizzes, an automatic evaluation feature, a digital glossary with audio pronunciation, and a “Qurban Village” feature. (4) Limited testing, where the prototype is tested on fifth-grade students at SDN 1 Jenangan to evaluate feasibility, ease of use, practicality, and improvement in learning outcomes through a pretest–posttest design and a learning interest questionnaire. (5) Final product, developed by revising the application based on expert input and trial results, resulting in a final version ready for use as a learning medium.

To test the effectiveness of the application, a pretest–posttest design was applied to one experimental group (Grade V) at SDN 1 Jenangan. Research instruments included a validated learning achievement test and a student interest questionnaire. Data were collected through expert validation sheets, teacher and student practicality questionnaires, and learning outcome tests. The research sample consisted of 28 students, divided into an experimental class and a control class, each consisting of 14 students, using saturated sampling.

Validation was carried out by material experts and instructional media experts. Data analysis used quantitative descriptive techniques to assess product validity, practicality, and effectiveness. The statistical procedures included prerequisite tests (normality and homogeneity), followed by hypothesis testing using an independent t-test to compare learning outcomes between the experimental and control classes, as well as N-Gain analysis to measure the improvement in students’ learning outcomes after using the Qurban Explorer application.

Normality Test

The normality test was conducted based on the assumption that each research variable originates from a population with a normal data distribution. Parametric statistical analyses such as the t-test, ANOVA, product moment correlation, multiple correlation, and simple or multiple linear regression require the fulfilment of the normality assumption as part of the prerequisite analysis (Isnaini et al., 2025, p. 4). The data are considered normal if the p-value ≥ 0.05 . The normality test in this study was carried out using Minitab 19 software.

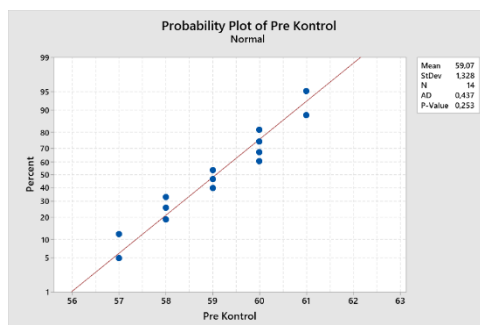


Figure 2.1 Normality Test Result of the Control Class Pretest

Based on the figure, the p-value is 0.525, which is greater than 0.05. Thus, the pretest data are normally distributed.

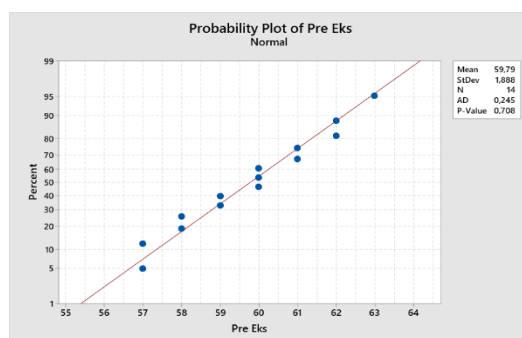


Figure 2.2 Normality Test Result of the Experimental Class Pretest

Based on the figure, the p-value is 0.637, which is greater than 0.05. Thus, the pretest data are normally distributed.

Homogeneity Test

The homogeneity test was conducted under the assumption that each research variable has equal variance across groups. Parametric statistical tests such as the t-test and ANOVA require the fulfilment of the homogeneity of variance assumption to ensure that comparisons between groups are made under equivalent data conditions (Sonjaya et al., 2025, p. 7). The data are considered homogeneous if the p-value ≥ 0.05 . The homogeneity test in this study was carried out using Minitab 19 software.

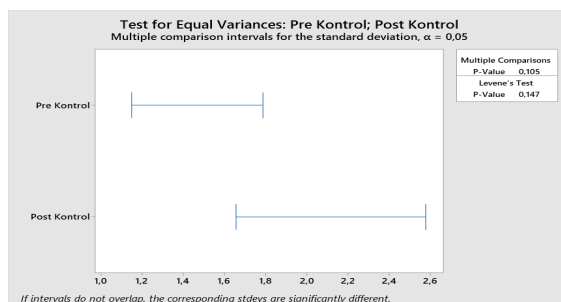


Figure 2.3 Homogeneity Test Result of the Control Class

Based on the figure, the p-value is 0.682, which is greater than 0.05. This indicates that the data are homogeneous.

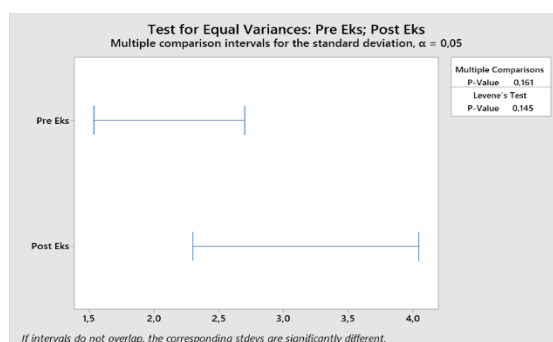


Figure 2.4 Homogeneity Test Result of the Experimental Class

Based on the figure, the p-value is 0.115, which is greater than 0.05. This indicates that the data are homogeneous.

Independent Sample t-Test

The hypothesis testing used the independent sample t-test (two-tailed) at a significance level of 0.05. In addition, an N-Gain test was conducted to measure improvement in understanding the Thaharah material. The independent sample t-test analyzes the significance of the difference in mean scores between two independent groups. The data are considered significantly different if the p-value ≤ 0.05 . The independent t-test was conducted using Minitab 19.

Table 2.1 t-Test Result for the Control Class

Test

Null hypothesis $H_0: \mu_1 - \mu_2 = 0$

Alternative hypothesis $H_1: \mu_1 - \mu_2 \neq 0$

T-Value DF P-Value

-18,92 23 0,000

Table 2.1 t-Test Result for the Experimental Class

Test

Null hypothesis $H_0: \mu_1 - \mu_2 = 0$

Alternative hypothesis $H_1: \mu_1 - \mu_2 \neq 0$

T-Value DF P-Value

-28,84 22 0,000

Based on the table, the p-value is 0.00, which is smaller than 0.05, indicating a significant difference between the mean scores of the control and experimental classes.

N-Gain Score Test

The learning media developed were analyzed using the N-Gain test along with two-tailed and one-tailed t-tests. The N-Gain test was used to measure the effectiveness of the learning media by calculating the improvement in students' scores between the pretest and posttest after using the developed media.

$$N - Gain = \frac{Skor PostTest - Skor PreTest}{Skor Maksimal - Skor PreTest}$$

The criteria for interpreting the effectiveness level of the learning media are as follows:

Table 2.2 N-Gain Category for Students

N-Gain Score Classification
N-Gain $\geq 0,70$ Effective
$0,30 \leq N-Gain \leq 0,70$ Moderately Effective
N-Gain $\leq 0,30$ Less Effective

The average N-Gain percentage was 65% or 0.65. Based on these criteria, the learning media fall into the “fairly effective” category in improving students' understanding of the Qurban concept.

RESULT | نتائج

The results of the Qurban Eksplorer application development show that it is designed using a more comprehensive pedagogical approach compared to most digital learning media. This is reflected in the availability of features that not only deliver content but also enhance interactivity and students' cognitive engagement. The main features include learning materials, concept maps, Qurban Adventure (Exploring the Qurban Village) as a game-based exploration media, assessments in the form of quizzes and interactive exercises, drag-and-drop games, and a digital glossary of qurban terms. Each feature was developed to support conceptual understanding, strengthen religious literacy skills, and improve students' analytical and argumentative abilities through exploratory and problem-solving activities. Previous studies have shown that digital media integrating conceptual visualization, kinesthetic interaction, and adaptive evaluation environments can improve learning retention and encourage more rational and contextual thinking. Thus, the Qurban Eksplorer application is not merely an information-delivery tool but a learning medium that offers experiential engagement, stimulating students to understand, analyze, and apply qurban concepts in real-life contexts (Ayu, 2024, p. 5).

Product Draft Development

The product draft development stage represents the initial steps of the Borg and Gall model, namely research and information collecting and planning. At this stage, a needs analysis for Islamic Education learning specifically the Qurban material at SDN 1 Jenangan—was conducted. Observations and interviews revealed that learning was still dominated by lectures and conventional textbooks, causing students to feel bored and struggle to understand the contextual meaning of qurban. Based on these findings, an initial design of the “Qurban Eksplorer” learning application was developed. The design process followed Dick and Carey's systematic instructional design principles, which emphasize that media should be developed based on learning needs, objectives, and learner characteristics. Therefore, several features were created to enhance learning experiences, including material menus, concept maps, Qurban Adventure as an exploratory educational game, quizzes, drag-and-drop activities, and a digital glossary. All features were integrated to help students understand qurban concepts progressively, attractively, and interactively.

Validation Stage

The validation stage followed the preliminary field testing procedure of the Borg and Gall model by involving subject-matter experts in Islamic Education and media experts to evaluate the initial application design. The subject-matter expert evaluated the alignment of content with the curriculum, the accuracy of qurban jurisprudential concepts, and the suitability of values presented for elementary students. Meanwhile, the media expert reviewed visual design, layout consistency, navigation ease, and interactivity levels. Based on their suggestions, several improvements were made, including simplifying overly technical language, clarifying diagrams of qurban meat distribution, adding video examples, and reorganizing menu structures. These revisions formed the basis for refining the prototype before the next testing phase.

1. Material Expert Validation Results

The aspects assessed by subject matter experts include suitability to the curriculum, content accuracy, material completeness, relevance to learning objectives, ease of understanding, depth of material, innovation and creativity, and suitability to the age and needs of students. Statements are clearly worded, answers are easy to select, and there are additional columns to assist in the development of application-based learning media.

Table 3.1 Validation Criteria

Validity	Criteria
81% – 100%	Very Valid
61% – 80%	Valid
41% – 60%	Fairly Valid
21% – 40%	Not Valid
1% – 20%	Very Not Valid

Table 3.2 Results of Material Expert Validation 1

Assessment Aspect	Score	Maximum Score	Percentage
Content Accuracy	8	8	100%
Content Completeness	8	8	100%
Pedagogical Aspect	8	8	100%
Language and Readability	7	8	87.5%
Total	31	32	97%

Table 3.3 Results of Material Expert Validation 2

Assessment Aspect	Score	Maximum Score	Percentage
Content Accuracy	7	8	87.5%
Content Completeness	7	8	87.5%
Pedagogical Aspect	7	8	87.5%
Language and Readability	7	8	87.5%
Total	28	32	87%

Table 3.4 Total Expert Validation Test Material

Validator	Percentage	Category
Material Expert 1	97%	Very Valid
Material Expert 2	87%	Very Valid
Average	92%	Very Valid

Based on these results, the material validity score of 92% indicates that the learning media is categorized as highly valid.

2. Media Expert Validation Results

The aspects assessed by media experts include visual design and layout, functionality and navigation, and content presentation and interactivity. Statements are clearly structured, answers are easy to select, and there are additional columns to assist in the development of application-based learning media.

Table 3.5 Results Media Expert Validation

Aspect	Results
Total Score	57
Maximum Score	64
Percentage	89%

Based on Table 3.5, it can be seen that the total percentage of expert validation is 89%, which means that the learning media in terms of material is categorized as highly valid.

Prototype Development

This stage represents the main product revision step in the Borg and Gall model. The website was developed into a functional prototype with integrated multimedia features, including text, images, videos, mind maps, interactive quizzes, and downloadable documents. The prototype development was based on Mayer's Cognitive Theory of Multimedia Learning, which states that learning becomes more effective when students receive information through a coordinated combination of verbal and visual elements. The Qurban Eksplorer website provides students with the opportunity to learn at their own pace (self-paced learning) while simultaneously building conceptual understanding through engaging visualizations.

Limited Trial

The limited trial followed the main field testing step of the Borg and Gall model. It was conducted with two fifth-grade classes at SDN 1 Jenangan (14 students each). The experimental class used the Qurban Explorer application, while the control class used conventional textbooks. The results demonstrated a significant improvement in the experimental class, with the average pretest score increasing from 60.6 to 85.4 in the posttest. Students also showed higher motivation, curiosity, and active participation, particularly when using interactive features. These findings support Vygotsky's theory that learning becomes more effective when learners receive support through social interaction and digital tools.

Final Product

The final product stage represents the implementation of the final product revision step in the Borg and Gall model. After obtaining the results of the limited trial testing and receiving input from the material experts, media experts, teachers, and students, several refinements were made to the user interface, navigation, illustrations, and language to better suit the characteristics of elementary school students. Several features were also improved, including the optimization of the Qurban Adventure menu, the addition of instructional videos, enhanced responsiveness in quizzes and evaluation games, and updates to the Digital Dictionary of Qurban Terms to make it more informative. After completing the revision process, the Qurban Explorer application was declared feasible, practical, and effective as a learning media for Islamic Religious Education, particularly for the topic of qurban. The application proved to enhance learning outcomes, curiosity, and student engagement in digital-based learning activities. Theoretically, these findings strengthen the view that technology-based learning media can improve the effectiveness of the learning process and expand students' access to learning resources, making it highly relevant to the demands of 21st-century education.

Practicality of the Learning Media

The practicality of the Qurban Explorer application was assessed through questionnaires distributed to teachers and students after the limited trial phase. The questionnaire covered several key aspects that describe the ease of use and feasibility of the media in learning process.

Table 7. Practicality Criteria for Learning Media

Presentase	Verdict
90%-100%	Very Practical
80%-89%	Practical
60%-79%	Quite Practical
0%-59%	Impractical

Table 8. Practicality Test Results

Responden	Maximum Score	Scores Obtained	Percentage	Category
Teacher	100	88	88%	Practical
Student	100	86	86%	Practical
Average	100	87	87%	Practical

The results of the practicality questionnaire show that teachers gave a score a while students gave a score of 86% (Practical). The overall average was 87%, which falls into the Practical category. This indicates that the Qurban Explorer application is considered easy to use, engaging, and supportive of learning effectively.

DISCUSSION

مناقشة

Key Features of the Qurban Explorer Application

The findings demonstrate that the Qurban Explorer application is not only effective in improving students' learning outcomes but also contributes to strengthening their religious literacy through interactive and meaningful learning experiences. Religious literacy in Islamic Religious Education (PAI) extends beyond the acquisition of factual knowledge or the memorization of religious procedures. It encompasses students' ability to understand the spiritual, ethical, and social meanings embedded in Islamic teachings and to apply these values in everyday life. (Bond, 2024, p. 4) Therefore, the increase in students' posttest scores should not merely be interpreted as an improvement in cognitive achievement but also as evidence that digital learning can facilitate a deeper understanding of the values underlying the practice of qurban. (Buzan, 2010, p. 5).

These findings are consistent with Mayer's Cognitive Theory of Multimedia Learning, which explains that students learn more effectively when verbal explanations are integrated with visual representations and interactive activities (Mayer, 2009, p. 5). Rather than receiving information passively through lectures, students construct knowledge by connecting text, images, videos, and problem-solving activities. Such multimodal learning reduces cognitive load and enables students to develop a more meaningful understanding of religious concepts. Consequently, learning about qurban is no longer limited to remembering its legal requirements but evolves into understanding why Muslims perform qurban and what values the practice promotes.

From the perspective of religious literacy, the interactive learning process enables students to move beyond procedural knowledge toward value-based understanding. Students are encouraged to recognize that qurban is not merely a ritual involving the slaughter of animals but an act of worship that reflects obedience to Allah, sincerity, gratitude, generosity, and social responsibility. This deeper understanding allows them to relate religious teachings to real-life situations, particularly the importance of sharing with people in need and strengthening solidarity within the community. Such findings indicate that digital learning media can facilitate the internalization of religious values rather than merely improving factual knowledge, which is one of the essential dimensions of religious literacy (Sirait, 2024, p. 7)

The findings can also be interpreted through Vygotsky's social constructivist theory, which emphasizes that knowledge is developed through interaction and meaningful learning

experiences. (Schunk., 2022, p. 8) Digital learning environments provide instructional scaffolding that helps elementary students understand abstract religious concepts more concretely. By engaging with contextual learning activities, students actively construct meaning instead of simply memorizing information delivered by the teacher. This finding supports previous studies showing that technology-enhanced learning encourages active participation, collaborative thinking, and deeper conceptual understanding among elementary school students (UNESCO 2023, p. 29)

The improvement in students' understanding therefore reflects a transformation in religious literacy. Students not only gained knowledge about the requirements and procedures of qurban but also demonstrated a better appreciation of its spiritual and social dimensions. They became more aware that the distribution of qurban meat represents compassion, social justice, and concern for disadvantaged members of society, while the practice of qurban itself symbolizes sacrifice, gratitude, and devotion to Allah. Such understanding represents an essential objective of Islamic Religious Education, namely developing learners who are capable of connecting religious knowledge with moral attitudes and responsible social behavior.

Overall, the findings suggest that interactive digital media can support the development of religious literacy more effectively than conventional instruction. By integrating meaningful learning experiences with multimedia principles and constructivist pedagogy, the Qurban Explorer application facilitates students in progressing from simply knowing the ritual of qurban to understanding its spiritual significance and social values. This indicates that digital learning media in Islamic Religious Education should be designed not only to improve academic achievement but also to foster students' religious understanding, empathy, and character development (Sidkiyah et al., 2025, p. 3).

CONCLUSSION | خاتمة

This study demonstrates that the Qurban Explorer application is a valid, practical, and effective Android-based learning medium for Islamic Religious Education (PAI), particularly on the topic of qurban. The application significantly improved students' learning outcomes, as indicated by the increase in the average pretest score from 60.6 to 85.4 in the posttest, with an N-Gain score of 65%, categorized as moderately effective. These findings indicate that integrating interactive digital media into PAI learning can enhance students' conceptual understanding while making the learning process more engaging and meaningful.

Beyond improving academic achievement, the findings suggest that the Qurban Explorer application contributes to strengthening students' religious literacy by helping them understand not only the procedures of qurban but also its spiritual, ethical, and social values. Through meaningful digital learning experiences, students are encouraged to develop empathy, generosity, responsibility, and awareness of the importance of sharing with others, which are fundamental objectives of Islamic Religious Education.

The broader implication of this study is that interactive digital learning media can support the implementation of character education and religious literacy in elementary schools in response to the demands of the digital era. Applications such as Qurban Explorer may serve as innovative learning resources that assist teachers in integrating religious knowledge, character development, and digital competence within a single learning environment. Therefore, this study provides practical insights for educators, curriculum developers, and policymakers to promote technology-enhanced Islamic Religious Education that is not only academically effective but also capable of fostering students' moral character, religious understanding, and responsible

citizenship in the twenty-first century.

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