

THE EFFECT OF USING LEARNING MEDIA ON LEARNING MOTIVATION ABOUT CREED AND MORALS AT MAS USHULUDDIN SINGKAWANG

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Abstract

This study aims to analyze the effect of the use of learning media on the motivation to learn the subject of Akidah Akhlak at the Private Islamic Senior High School (MAS) Ushuluddin Singkawang. The significance of using efficient learning resources to boost students' motivation and interest in comprehending Akidah Akhlak topics serves as the study's backdrop. A quantitative approach with an experimental design is the research methodology employed. Questionnaires, teacher and student interviews, and observation were used to gather data. The data analysis technique is carried out in two stages, namely the first stage with descriptive statistical analysis and the second stage is inferential statistical analysis. According to the study's findings, using interactive and diverse learning resources helps pupils become more motivated to learn. Compared to traditional techniques, students who use learning media are more engaged, passionate, and demonstrate greater comprehension. Based on the results of the questionnaire on the use of learning media, 68 respondents who were the subjects of the study, 26 respondents (38%) answered the use of learning media in the less category, 14 respondents (21%) answered the use of learning media in the moderate category, and 28 respondents (41%) answered the use of learning media in the high category. Then, based on the results of the questionnaire on learning motivation, it can be seen that 68 respondents who were the subjects of the study, 27 respondents (40%) had less motivation, 14 respondents (20%) had sufficient motivation, and 27 respondents (40%) had good motivation. Thus, this study recommends the use of learning media as a strategy to increase the effectiveness of learning Akidah Akhlak at MAS Ushuluddin Singkawang.

Keywords: *Learning Media; Learning Motivation; Creed and Morals*

A. Introduction

Education is one of the fundamental aspects in character building and improving the quality of human resources (Utari, 2021). In the world of Islamic education, the subject of Akidah Akhlak has a very important role in shaping the personality of students so that they have morals and ethics in accordance with Islamic teachings. Therefore, the learning methods and media used in teaching Akidah Akhlak must be able to attract interest and increase students' learning motivation so that the values taught can be well embedded in their lives. In the teaching and learning activities and processes, it is very important to study because this activity is a process that must really be mastered by a teacher, closely related to his daily duties regarding Professional Teachers, where As a vocation, teaching, training, and education are among the responsibilities of the teacher. Continuing and cultivating life values is what education entails. Teaching entails the advancement of science and technology. While training include helping students strengthen their skills (Sri Endang Puji Astuti et al., 2023).

According to Z Usral and A Alfurqan (2023), Using relevant learning materials to deliver his lessons is one way a teacher tries to raise the standard of instruction. The usage of media is strongly advised because this is meant for pupils who have not been able to understand the teacher's message (Usral and Alfurqan, 2023). As a result, both students and teachers will value the use of media to spread educational information more without experiencing misconceptions. During the teaching and learning process, the instructor, acting as the source, transforms communications into specific symbols, which the students, acting as the message's recipients, then interpret to make sense as messages. A container known as "Media" is required in order for the message communicated by the source or message to also reach the recipient. This media is referred to as a channel. Generally speaking, the communication process is not flawless if there is no feedback even after the source has provided the message or information and it has been delivered to the recipient through the medium (Misnatun, 20203). One of the crucial components of the educational process that can significantly affect how well students learn is learning media. Learning media can be used to boost students' interest and motivation to learn in addition to serving as a teaching tool (Syarifudin, 2021). With the correct learning media, students will find it simpler to understand the information being taught, feel more interested in learning, and have a higher motivation to pursue knowledge deeper. When learning Akidah Akhlak, students can better grasp moral and spiritual themes that they can employ in their daily lives by using a variety of creative learning resources. Teaching media are essential for delivering religious education messages. Media used in religious education serve as a conduit or means of conveying religious teacher messages to students. This teaching media is very much needed in stimulating thoughts, feelings, attention and interest and attention so that the teaching and learning process occurs and can facilitate the delivery of Islamic religious education.

Despite being message-channeling, learning media are a variety of elements in the classroom that can motivate students to learn. They can also pique students' interest and

will to support instruction and learning process. Hermawan and Fitriyah (2017) stated that the use of this learning media is not just an effort to help teachers, but also to help students in learning. Because by using media, students' minds will be more focused on what is conveyed by educators or teachers and can improve students' understanding and can receive messages properly and correctly. Using educational media in the teaching and learning process creates new interest and development, motivates and stimulates learning activities, and even affects students psychologically (Budiman, 2013). The aforementioned remark makes it more and more evident that using educational media during the teacher orientation phase will significantly improve the efficiency of the learning process, message delivery, and lesson content at that point. Numerous types of media, including audio, visual, and graphic media, are employed in the educational process. There are various justifications for using media, including technological, psychological, and religious justifications. A number of factors must be taken into account when choosing media, including the learning objectives to be met, the characteristics of the students, the type of learning stimulus that is desired, the students' backgrounds and environmental conditions, the location and state of the space, and the scope to be served (Qowaid et al., 2020).

In the end, these elements need to be converted into standards or requirements for choosing candidates (Hasanah et al., 2023). Learning materials for Islamic religious education can be utilized to enhance interactions between teachers and students. Consequently, it is necessary to take into account the principles of its application. Additionally, since both educators and students will learn new things, using this learning media must benefit both parties. One of the guiding principles of using learning media is that students should be ready, treated as active participants, and responsible for their own learning activities. This is an attempt to create motivation by creating or arousing students' interest so they want to learn and focusing their attention so they are constantly connected to the teaching and learning content.

This study focuses on the effect of using learning media on learning motivation in the subject of Aqidah and Akhlak. However, previous studies have discussed more about the effects of learning media on cognitive aspects such as understanding and learning outcomes rather than affective aspects such as motivation. Therefore, this study fills the gap by highlighting the relationship between learning media and affective aspects.

Most previous studies use quantitative methods with an experimental or quasi-experimental approach to measure the effectiveness of learning media. If this study uses a qualitative or mixed-method approach, it will provide a broader perspective, especially in understanding students' experiences and the factors that influence their motivation. Many previous studies have been conducted in urban formal education environments with better access to technology. The research context at MAS Ushuluddin Singkawang, which may have limited resources and access to modern learning media, provides a new perspective on how learning media can be applied in environments with limited facilities. Most studies examining learning media and learning motivation have been conducted at

higher levels of education, such as colleges or public high schools. This study contributes by exploring its impact on students of Islamic high schools that have a religious-based curriculum.

Previous studies often examine the effectiveness of learning media without considering other moderating or mediating factors, such as the role of teachers, parental support, or socio-cultural factors. If this study added moderating variables such as teacher involvement or students' socio-economic background, it could provide deeper insights. By identifying and filling this gap, this study has added value in providing broader academic contributions as well as practical relevance in the application of learning media in religious-based schools. Learning motivation is a significant determinant of the educational process's success. While low motivation can make it more difficult to get the best learning outcomes, high motivation will motivate students to participate more actively in their education. Since Akidah Akhlak is a subject that is not only cognitive but also emotive and psychomotor, learning motivation is an essential part of the process. As a result, an efficient method is required to boost students' motivation to learn, and one such method is the usage of engaging and timely learning materials (Laksmi et al., 2023). MAS Ushuluddin Singkawang as one of the Islamic educational institutions has a great responsibility in fostering the faith and morals of students. As an institution oriented towards Islamic education, MAS Ushuluddin Singkawang strives to provide learning that is not only theoretical but also practical, in order for them to incorporate Islamic principles into their daily lives. Nonetheless, learning challenges are frequently linked to low student enthusiasm for studying. Less diversified teaching strategies, insufficient utilization of learning resources, and a dearth of engaging teacher-student interactions during the learning process are some of the variables that contribute to low learning motivation.

Along with the advancement of technology and innovation in the field of education, using multimedia and technology-based learning materials has become popular as a way to boost learning efficacy. Videos, animations, and interactive applications are examples of technology-based learning materials that can make learning more engaging for students. Students who use the right medium not only comprehend the Akidah Akhlak content better, but are also more motivated to learn independently. However, although learning media has great potential in increasing learning motivation, its effectiveness still depends on how the media is applied in the learning process. The use of inappropriate or less than optimal learning media can actually have negative impacts, such as impaired concentration or dependence on technology without a deep understanding. Therefore, it is important for educators at MAS Ushuluddin Singkawang to understand effective ways to integrate learning media into Akidah Akhlak teaching in order to provide optimal results.

Based on the researcher's initial observations at MAS Ushuluddin, the students' learning motivation is still less visible from the learning outcomes. On this basis, the researcher wants to explore the influence of media use on students' learning motivation in learning Akidah Akhlak. So in this case, the researcher will discuss "The Influence of Media Use on Students' Learning Motivation in Learning Akidah Akhlak with the hope

that this study can be used as a thought material for learning activities in success in educational institutions, especially at MAS Ushuluddin Singkawang.

B. Method

The nature of the research is correlational research of cause and effect or impact utilizing a quantitative approach, and the researcher's research methodology is quantitative research. Another way to think of quantitative research is as a positivist research methodology that involves studying a certain population or sample, gathering data with research tools, and analyzing quantitative and statistical data in order to test a hypothesis. The data analysis technique is carried out in two stages, namely the first stage with descriptive statistical analysis and the second stage is inferential statistical analysis. Quantitative From data collection to data interpretation to the presentation of the findings, research relies heavily on statistics. MAS Ushuluddin Singkawang was chosen as the research site, and the author uses a quantitative approach to determine the extent to which the usage of learning media influences the motivation to learn Akidah Akhlak. The population of this study was all students of class XI MAS Usuluddin Singkawang in the 2023/2024 academic year totaling 68 people. The researcher took all populations as samples because the population was less than 100 students. This study employs an associative technique, which is a type of research methodology that focuses on examining the relationship between two or more variables. The techniques of observation, interviews, questionnaires, and documentation are employed to gather data. The two phases of the data analysis technique are inferential statistical analysis in the second stage and descriptive statistical analysis in the first.

C. Finding and Discussion

1. Finding

To find out general data on the Use of Learning Media, the author used an indirect questionnaire aimed at students who were samples in the study. The author distributed questionnaires to 68 students, on April 21, 2024, as many as 15 question items. As can be observed from the frequency distribution table, 26 out of the 68 respondents who made up the research sample (48% of respondents) indicated that using learning media was in the Less category, and 14 respondents or 21% of respondents answered that the use of learning media was in the Sufficient category, and 28 respondents or 41% answered that the use of learning media was in the Good category. Therefore, it can be understood that the use of learning media can be said to be in the good category, because 28 respondents or 41% of respondents answered that the use of learning media was in the good category.

The frequency distribution table indicates that it can be seen that 68 respondents who were the research sample, 27 respondents or 40% of respondents answered that learning motivation was in the Less category, and 14 respondents or 20% of respondents

answered that learning motivation was in the Sufficient category, and 27 respondents or 40% answered that learning motivation was in the Good category. Therefore, it can be understood that learning motivation can be said to be in the good category, because 27 respondents or 40% of respondents answered that learning motivation was in the good category. Based on the data obtained in this study that has been collected, the next step will be carried out on the data. The next step taken by the author is to compile and create a table containing data on statistics on student learning motivation and the utilization of educational materials. For more details, see the following table:

Table 1 Frequency Distribution Between the Use of Learning Media on Learning Motivation of Class XI Students

Use of learning media and learning motivation	Good	Enough	Not enough	Amount
Good	15	6	6	27
Enough	7	4	3	14
Not enough	6	4	17	27
Amount	28	14	26	68

Based on the calculation of the comparison of $\text{Chitung} = 0.387$ with $\text{Cmax} = 0.816$ which is then seen in the KK table from the results of the consultation with the KK table, the results show that the influence of the two variables is in the fairly close criteria. This proves that there is an Influence between the Use of Learning Media on Student Learning Motivation in Akidah Akhlak Learning for Class XI MAS Ushuluddin Singkawang in the 2023/2024 Academic Year.

2. Discussion

Learning media are tools or materials used in the teaching and learning process to improve learning's efficacy and efficiency and make it easier to meet learning goals (Rofiq and Nadliroh). Print, audio, visual, audio-visual, and digital or electronic media are some of the different forms of learning media that can be categorized according to their features and technology (Usral and Alfurqon, 2023). Print media includes textbooks, modules, magazines, and other printed materials, while audio media can be in the form of sound recordings, podcasts, and music. Visual media includes graphics, diagrams, and photos, while audio-visual media combines sound and image elements, such as educational films or presentation slides with narration. Digital or electronic media, which are currently very popular, include educational software, learning applications, and online platforms such as e-learning and online courses (Nurhusen et al., 2024) MAS Ushuluddin Singkawang uses a variety of learning medium, including print, audio, visual, and audio-visual media, according to the findings of observations and digital or electronic media. The media used depends on the use of the type of media concerned, for example regarding print media. Print media is a type of media that relies on physical printing to deliver its content to the

public. This includes books, newspapers, magazines, brochures, leaflets, and other printed materials produced through the printing process, either traditionally such as offset and letterpress or through modern printing technology such as digital printing. Print media has special characteristics such as permanence, because once printed, information cannot be changed or updated without reprinting, and the limitations of physical distribution that depend on logistics to reach readers (Julio, 2024).

Print media includes textbooks, modules, magazines, and other printed materials, while audio media can be in the form of voice recordings, podcasts, and music. Visual media includes graphs, diagrams, and photos, while audio-visual media combines elements of sound and images, for example educational films or presentation slides with narration (Wardani, 2024). Print media, audio media and visual media are also used at MAS Ushuluddin Singkawang. Thus, in terms of the use of types of learning media in the classroom, it is adjusted to the material delivered, learning objectives, and the needs and preferences of students. Digital media, for example, is very effective for learning that requires high interactivity and accessibility of materials from anywhere and at any time. E-learning platforms and learning applications allow students to learn independently at their own pace, offer instant feedback, and unlimited learning resources (Hanisa et al., 2023). Meanwhile, print media is still highly valued for its ease of access without the need for electronic devices, helping students focus without digital distractions.

The selection and combination of the right learning media can make the learning process more interesting, interactive, and meet the individual learning needs of students (Wahyuni et al., 2024). The effectiveness of using learning media also depends on how teachers integrate it with teaching methods and the activeness of students in the learning process (Aziz et al, 2024). For example, in the flipped classroom method, learning videos (a form of audio-visual media) are often used as learning materials at home, while discussions and application activities are carried out in the classroom. This approach allows students to spend class time more interactively and deeply, while the use of videos helps them understand concepts at an early stage independently at the pace they choose. In addition, technological advances have led to the development of augmented reality (AR) and virtual reality (VR) as new learning media (Putra & Syafrudin, 2020). These media offer a very immersive learning experience and can help convey complex or abstract concepts in a way that is easier to understand. For example, through VR, students can "travel" to the past to learn history, or explore the internal structure of human organs on a large scale to understand biology (Misnatun, 2023). The use of AR and VR in education is still growing, and is expected to become an increasingly mainstream tool in the future. Thus, the selection of learning media must be carefully considered by educators, taking into account the curriculum, learning objectives, and the availability of resources and technology. The effectiveness of learning media must also be routinely evaluated to ensure that it meets the learning needs of students and encourages their activeness and involvement in the educational process. Integrity, novelty, and adaptation

to available educational technology and how student-centered approaches are used are key to maximizing the potential of learning media in advancing education.

The use of learning media in educational environments must be based on several important criteria to ensure that the media is effective and supports learning objectives. The main criteria that must be considered are relevance, affordability, suitability to the curriculum and learning outcomes, and easy to understand and access by students (Nursamsi et al., 2024). Relevance means that the media must be directly related to the material being taught and be able to deepen students' understanding of the topic. Affordability refers to the school's ability to acquire and manage media according to the available budget. The media must also be in accordance with the curriculum being followed and support the achievement of the competencies targeted for students, and can be easily understood by students at various levels of understanding (Luthfi et al., 2024).

As a senior high school with a particular emphasis on religious education, MAS Ushuluddin Singkawang has incorporated the use of learning media as part of their learning strategy, according to the findings of the Observation of the Criteria for the Use of Learning Media at MAS Ushuluddin Singkawang. By using this instructional media, students' varied learning needs will be met and the learning process will be more effective. Criteria for the Use of Learning Media, consisting of: 1) Relevance to Subject Matter. The selected learning media is always relevant to the subject matter being taught. For example, in Fiqh lessons, learning media in the form of animated videos are used to illustrate Islamic worship practices, making the material easier for students to understand. 2) Supporting Active Learning. Learning media at MAS Ushuluddin are designed to support active learning. For example, the use of interactive quiz applications. To review learning materials allows students to actively participate in the learning process. 3) Affordability and Accessibility. The school ensures that the learning media used can be easily accessed by all students. This includes ensuring that learning materials in digital format can be accessed both from home and at school. 4) Use of the Latest Technology. The institution emphasizes the use of the latest technology that is in accordance with current developments, such as virtual reality (VR) for Islamic History lessons, allowing students to experience virtual tours of historical places in Islam. 5) Data Safety and Security. MAS Ushuluddin pays attention to the safety and safeguarding student information while using digital learning media, including ensuring that the applications and platforms used comply with data protection standards. 6) Interactivity. The selected learning media must offer a high level of interactivity, to enable positive competition and active participation of students in learning. 7) Supporting Independent Learning. Learning media are also designed to support students' independent learning. This is possible by providing access to learning materials outside of formal learning hours so that students can learn at their own pace (Putri and Guspatni, 2024).

In general, the criteria for the use of learning media at MAS Ushuluddin Singkawang seem to take into account the effectiveness of learning and student involvement. Integration of learning media that is tailored to the needs and conditions of

students, as well as the use of appropriate technology, makes a significant contribution to achieving learning objectives. Continuous evaluation of the use of learning media is recommended to ensure that learning media remains relevant and effective in improving the learning process.

Teachers and students engage in a number of interactions and communication activities during the teaching and learning process teachers must know in detail the development of their students, therefore every message from the material delivered is expected to be mastered by students. As a provision and capital to direct changes in terms of cognitive, affective, psychomotor aspects. The changes experienced by students are a process of experiences during learning activities. One of the most crucial components of the teaching and learning process is learning media, which includes teaching materials, people, and equipment that will be used to communicate ideas to students. Additionally, learning media is a means of encouraging and communicating with pupils in a more efficient manner. Therefore, the use of learning media can stimulate students to learn. Basically, every student has a learning motivation within the individual which is usually called an intrinsic factor, but in terms of learning it is not enough to just rely on encouragement from within the individual, meaning that the role of stimulation is also very important in this case, such as good classroom management that can be done by teachers in the learning process can also provide learning motivation for students.

Based on the results of the Learning Media Use questionnaire, it is known that 68 respondents who were the research sample, 26 respondents or 38% of respondents answered 28 respondents, or 41% of the sample, indicated that the usage of learning media fell into the Good category, whereas 14 respondents, or 21% of the sample, indicated that the use of learning media fell into the Enough group. While learning motivation is known that 68 respondents who were the research sample, 27 respondents or 40% of respondents answered that learning motivation was in the Less category, and 14 respondents or 20% of respondents answered that learning motivation was in the Enough category, and 27 respondents or 40% answered that learning motivation was in the Good category.

Based on the results of data processing and analysis that the author has collected in this study, the next thing the author does is interpret the Chi Square results with the Chi Square table price. From this calculation, the calculated Chi Square price is greater than the Chi Square table price at a significance level of 5% at $df = 4$, which is 12.04, while the Chi Square table price at a significance level of 5% is 9.488, thus the calculated Chi Square price is greater than H_0 is rejected based on the Chi Square table at a 5% significance level. Thus, "There is an Effect of the Use of Learning Media on Student Learning Motivation in Aqidah Akhlak Learning for Class XI MAS Ushuluddin Singkawang in the 2023/2024 Academic Year" – the hypothesis put forth by the author – is approved.

E. Conclusion

The usage of learning media has an impact on students' learning motivation in the Akidah Akhlak Learning Class XI MAS Ushuluddin Singkawang Academic Year

2023/2024, according to the findings of the processing and analysis done for this study. The researcher's study's findings indicate that learning motivation is impacted by the use of learning media because students are more likely to be motivated to learn well when learning media is used appropriately and in line with the content of the material presented during the learning process. The analysis's findings, which are based on statistical computations about the usage of learning media for learning motivation, are explained as follows: Based on the questionnaire's results about the use of learning media, 26 respondents (38%) of the 68 study participants indicated that they used learning media less frequently, 14 respondents (21%) indicated that they used learning media moderately, and 28 respondents (41%) indicated that they used learning media highly. Then, according to the findings of the learning motivation survey, it can be seen that of the 68 respondents who were the subjects of the study, 27 respondents (40%) had insufficient motivation, 14 respondents (20%) had sufficient motivation, and 27 respondents (40%) had good motivation. Then, the author tested the hypothesis using the Chi Square formula (χ^2) by interpreting the results of the calculated Chi Square (χ^2) with the Chi Square table (χ^2). The calculated Chi Square price (χ^2) was 12.04, which was greater than the Chi Square table at a significance level of 5% at df or $db = 4$, which was 9.488, thus the calculated Chi Square price was greater than the Chi Square table price at a 5% level of significance, hence H_a was accepted and H_o was refused. Thus, it can be said that during the 2023–2024 academic year, students' motivation to learn Akidah Akhlak Class XI MAS Ushuluddin Singkawang is positively impacted by the use of learning media. There is a fairly close association even if the Contingency Coefficient calculation result is 0.816. This implies that the more effectively learning materials are used, the more motivated pupils are to learn.

G. Bibliography

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