

## **PROBLEMS OF USING INTERACTIVE LEARNING MEDIA IN ISLAMIC RELIGIOUS EDUCATION LEARNING**

**N. HANI HERLINA**

*Program Pascasarjana, Institut Agama Islam Darussalam (IAID), Ciamis, Indonesia*  
Email: [heniherlina@iaid.ac.id](mailto:heniherlina@iaid.ac.id)

**HENDRI KURNIAWAN**

*Program Pascasarjana, Institut Agama Islam Darussalam (IAID), Ciamis, Indonesia*

**ROIYAH**

*Program Pascasarjana, Institut Agama Islam Darussalam (IAID), Ciamis, Indonesia*

**TIRA MUTIARA NUR FATIHAH**

*Program Pascasarjana, Institut Agama Islam Darussalam (IAID), Ciamis, Indonesia*

*Islamic religious education has a vital role in fostering students' belief and respect, while also developing their cultural consciousness, allowing them to adeptly manage the challenges of globalization. The goal of education should be to foster competent and skilled pupils who can later make meaningful contributions to society. The proficiency of educators to efficiently employ instructional resources is a vital factor in attaining these conditions. However, it is undeniable that there are still many Islamic Religious Education instructors who have not properly utilized suitable interactive instructional tools in line with modern demands. The lack of support, self-assurance, and resources is a substantial obstacle and challenge for educators of Islamic Religious Education in the contemporary era. The aim of this study is to investigate the difficulties related to the use of interactive learning media in the context of Islamic religious education. This study utilizes a method of comparing literature and conducting content analysis through a qualitative descriptive approach.*

**Keywords:** Interactive learning media, religious learning media, religious learning

The learning process in the world of education is a very important part, where quality education will result from various series of quality learning processes. The learning process can be considered good and of high quality if it meets the comprehension needs of each student. On the other hand, students have varying abilities in capturing the material provided, whether the material is in audio, visual form, or a combination of both (Arumawan & Yasri, 2021). Apart from having to use the right methods, an educator must also be proficient in identifying appropriate teaching materials and learning media so that he can guide students to understand the material more easily. Thus, learning media greatly contributes to the success or failure of the learning process, if learning methods and media can complement each other, then learning goals can be more easily achieved (Ulya et al., 2020).

Before the learning process begins, teachers should be able to choose the most appropriate learning media so that they can meet the learning objectives that have been previously determined. Teachers can utilize a variety of different learning media during the learning process (Yulianti et al., 2018). Using appropriate learning media can foster students' interest in learning something new by simplifying the learning material presented. Interesting learning media will be a stimulant for students during the learning process. In formal educational institutions, the use of teaching aids is very important. Learning media can be used to simplify the teaching and learning process so that it becomes more optimal (Nurrita, 2018).

According to Lestari (Novia Lestari, 2019), initially, media was only a tool used by teachers to convey lessons. However, current conditions are different, the presence of learning media can also act as a stimulant and help students improve their intellectual and emotional abilities. Initially, visual aids were used to fulfill the objectives of textbooks, Student Worksheets (LKS), and teacher writing on the blackboard.

However, along with the rapid development of technology today, computers and gadgets can be used as tools in the learning process, especially in creating and using more interactive learning media (Novia Lestari, 2019).

In the current era of globalization, the development of information and communication technology is experiencing very rapid growth, so that it has a significant impact on almost every aspect of human life. In the education sector, all parties involved in it need to adapt to technological advances in order to improve the quality of education at all levels on an ongoing basis (Pramana, 2020). The current generation, many called the millennial generation, is used to convenience and things that attract attention. If the learning process still uses conventional methods, it will result in students feeling bored quickly and losing motivation to learn. Moreover, for types of subjects that prioritize the qualitative side, such as Islamic Religious Education subjects (Syukri et al., 2019).

The subject of Islamic Religious Education is a subject that emphasizes a lot of qualitative aspects, therefore, if the teacher continues to use one-way lectures to explain the material, it can cause students to quickly feel bored, because students are only encouraged to absorb the material through the use of translation models or by translating and absorb the material provided. (Irfan Cahyono & Andrian Gandi Wijanarko, 2020)

According to facts emerging in the world of education, especially at the basic education level, the content of Islamic Religious Education subject matter is still dominated by cognitive characteristics. And the learning process that takes place in the classroom is still largely oriented towards the role of the teacher (Arsyad, 2014). In teaching practice, many find boring learning processes, passive classroom conditions where students are only given doctrine and accept it, and teachers only teach through narrative (verbal) communication. . It is still rare to find varied learning activities such as discussions or research. Simply put, the current state of the learning process

can be summarized as sitting, listening, taking notes, and memorizing (Marisa, 2023).

Indeed, students are not empty glasses waiting to be filled with anything by teachers by simply listening, writing and memorizing what is conveyed. Conditions like this are certainly not ideal in the learning process, because they can cause students to become passive in class, passively watching the teacher give a lecture in front of the class. Apart from that, this fact will affect the decline in student learning achievement (Nurhasanah & Hakim, 2020).

So it should be that Islamic Religious Education Teachers are able to choose and implement appropriate learning interaction designs, manage learning systems, and guide and foster student growth and development appropriately (Majid, 2013). There are several approaches that teachers can use to stimulate children to become active and independent learners, one of which is by utilizing learning media so that the learning process is not rigid, media that can increase students' attention, foster students' desire and willingness to learn, and students can focus more in learning. in study. So students are expected to become active and independent learners through interactive, innovative, fun, challenging and motivating learning (Saputro, 2021).

Through the use of interactive media in Islamic Religious Education learning, it is hoped that it will be able to stimulate thoughts, feelings, increase students' interest and enthusiasm, so that students will at least be happier because they can be directly involved during the learning process. So interaction between all learning components can occur ideally; both teachers and students can play an active and creative role that results in achieving goals without feeling burdened by these activities (Retnanto, 2011). Apart from that, the learning process will be more efficient because the use of interactive learning media can minimize obstacles in the interaction process between teachers and students such as

sociological, physiological, psychological, cultural and environmental obstacles (Sawitri et al., 2019).

Despite this reality in the field, the use of interactive learning media to date, especially in Islamic Religious Education learning, has not shown maximum effort to achieve learning goals.

## **Method**

The method in this research uses a literature comparison method and content analysis approach. Efforts to compare one reference with another are intended to obtain various theories and information related to the theme being used as a research study. Activities by comparing one reference with another are carried out online to look for main references, namely in the form of books, scientific journals, research reports, papers, online mass media and other reference sources, which are credible and have a good reputation. The search methods in the form of journals, papers and books used as primary sources are prioritized from the Scopus database (<https://www.scopus.com/>), the National Library of the Republic of Indonesia (<https://e-resources.perpusnas.go.id/>) and Google Book (<https://books.google.co.id/>). Other references are also taken online via Microsoft Academic, Directory of Open Access Journals (DOAJ) and Google Scholar, especially for Indonesian language references. Meanwhile, other references are obtained through the Google and Yandex search engines.

There are several stages of activity in the process of comparing one literature with another, referring to Zed Mes-tika in the book *Library Research Methods* (Zed, 2004). There are four stages of activities carried out by researchers, namely (1) preparing research tools which can be in the form of ball-point/pencil stationery, notebooks, and computer devices or devices connected to the internet network; (2) compiling a list of literature or references regarding primary sources that will be used during the research; (3) allocate time and

concentration on research; and (4) read and study carefully then record or document the research and finally write down the research results.

The paradigm used to analyze data is a content analysis approach. In presenting data using informal presentation methods. For data presentation, the researcher refers to Herman (Suherman, 2020), namely including quotations from the literature used, in the form of analysis results, and including source literature and illustrations based on conclusions or information substance for each topic analysis. Everything is done in the context of critical thinking and in-depth analysis of information.

## **Results and Discussion**

### *The Nature of Interactive Learning Media in Islamic Religious Education Learning*

Advances in information technology have brought significant changes in various aspects of life. Learning conditions in schools continue to develop, and technological advances have the potential to expand the flow of information across time and space. With advances in technology, all information and knowledge is now easily accessible to users. Of course, these circumstances contributed to the resumption of efforts to incorporate technological advances into the learning process.

In achieving learning goals, technology plays an important role. Where technology has resulted in the development of learning media, namely a method of assisting in the acquisition of knowledge related to visuals and audio. Next, teachers can build a suitable learning environment, choose the right instructional approach, and foster a positive emotional climate among students. Thus, the availability of learning media enables the oral or written learning process.

The word “media” comes from the Latin word “medius,” which literally translates as “middle,” “intermediary,” or “introduction.” In Arabic, the term "media" refers to an

intermediary who facilitates the delivery of messages from the sender to the recipient of the message (Hasanah, 2020). Media is a collection of various components in the student's environment that can function as a learning stimulant. Educational media in physical form will be able to present messages that motivate children to learn. Meanwhile, Prawiradilaga defines media as "everything that can be used to convey messages from the sender to the recipient" (Wibawanto, 2017).

Meanwhile, interactive learning media includes all software and hardware that can be used as an intermediary to send the content of teaching materials from learning resources to students through learning methods that provide feedback on user input. to the press (Sutarti & Irawan, 2017).

When creating interactive media using multimedia technology, experts emphasize that there is a big difference between obtaining learning outcomes through the senses of sight and sound. The relationship between media and technology can be used to facilitate effective and efficient learning, especially in Islamic religious education. Islamic Religious Education is a deliberate and organized effort to prepare students to recognize, understand and appreciate their faith in Islamic teachings, be devout and have noble morals in practicing Islam, using the Al-Qur'an and Hadith as the main sources. Through educational activities, training and sharing experiences with guidance, we can learn to respect adherents of other religions in relation to peace between believers in society, so as to achieve national and communal unity (Majid & Andayani, 2004).

#### *Concept and Goals of Islamic Education*

The term "education" comes from the Arabic term "Tarbiyyah" which comes from the word "Rabbi" which means providing character and moral education. It has a number of qualities in terms of Islamic religious education (Daradjat, 2017). The term "Islamic religious education" has a broad meaning and application. Because the idea of tarbiyah in

Islam contains a complex relationship between human relationships with God, and relationships between human beings, education in Islam includes formal and non-formal education (Azra, 1999). So that people can convert to Islam and practice Islam in accordance with Islamic law. There are many sources and materials available to guide individual students to become adherents of a religion that is in accordance with Sharia (Sutoyo, 2015).

In Islamic Religious Education, the moral aspect is the most important thing to be realized. Students who take Islamic religious education are expected to be able to show good values and character in every action and actualize them in everyday life.

By examining the definitions of Islamic religious education experts, it can be concluded that Islamic religious education is a deliberate and planned effort by an educator to prepare students to know, appreciate, understand and believe, be devout and have noble character in order to practice Islamic teachings. .

The general aim of Islamic Religious Education according to Nurbaiti (2017) is to achieve the qualities mentioned by Allah and His Messenger, while the function of national education is to develop skills and abilities and shape character and personality as well as increase the dignity of the nation in an effort to educate the life of the nation, aiming to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

To achieve the objectives of Islamic Religious Education learning, an effective and efficient learning system is needed, using appropriate methods, systematic activity plans, including the facilities and means used, learning media, materials provided, and methods used in carrying out activities. learning (Prawiradilaga, 2016)



The development of science and technology has had many positive impacts on the world of education. Various conventional learning media such as books, student worksheets and modules continue to appear one after another. Then followed by media in the form of audio-visual technology such as tape recorders, films, television, infocus and so on. And entering the current era, what has been widely used is interactive learning media using computers and gadgets and has been further developed in the form of e-learning (Abadi, 2015).

With the emergence of various kinds of interactive media today, students can get learning material from abundant sources without being limited by space and time, can also carry out assignments from teachers anytime and anywhere, and can even take exams without having to meet face to face. For teachers, especially teachers of Islamic Religious Education subjects, the learning media that are currently emerging will be very useful in helping to convey Islamic Religious Education learning materials and material (Pasya & Darisman, 2018).

So, the aim of Islamic education is not only to transfer knowledge to students, but to fill their souls, which must be guided by good morals and morals and guided to get used to living life according to the guidance of the Koran and Hadith. All of this can be obtained through good learning, guidance, training and experience. Thus, by utilizing technology as a learning support, one's potential in learning Islamic religion can be maximized through the use of an adapted learning style.

#### *Types and Models of Interactive Learning Media*

During the learning process, educators can greatly benefit from the use of learning media, one of which is interactive media. Of course, this interactive media can help children with a visual learning style in their learning process. Interactive media is a method of conveying information through the use of recorded visual, audio, and video content displayed

under computer control for review by individuals who not only see and hear sights and sounds but also make active responses (Limbong et al., 2020).

In the current era of digitalization, Islamic Religious Education teachers can actually get interactive learning media easily online, both paid and free. If grouped, interactive learning media can be divided into 3 categories, namely e-learning based learning media, educational website based media, and interactive media based on computer software or gadgets.

There are several examples of interactive learning media that can be used to support Islamic Religious Education learning based on type:

First, interactive learning media based on E-Learning: (a) Schoology: Schoology as an LMS has many advantages. Using Schoology to build an e-learning system will be more economical because it does not require hosting for the storage media, and operating Schoology is more user friendly. Schoology has features including: Quiz, Discussion, Analytics, Courses, Groups, and Attendance (Anggraeni et al., 2020); (b) Moodle: is one of the most popular learning applications, you can get it for free at <https://moodle.org>. In it there are many interesting features that can be used such as learning schedules, quizzes, file management, progress tracking, chat and others; (c) Chamilo: just like the previous e-learning based application, chamilo can also be obtained for free. There are many important features that can be used to support the learning process, including quizzes, collaboration, communication, assessments, assignments, and the ability to upload learning files in various formats. (Pertiwi & Sumbawati, 2018).

Second, interactive learning media based on Web/Online Sites; (a) Quipper School: a digital learning platform in the form of web applications or gadgets, widely used in Indonesia. This application can be freely accessed online, for free or for a fee, is intended for teachers and students and is completely available in Indonesian. (Anuli et al., 2020); (b) Bing Translator and Google Translate: Both are websites that

can be used to translate various languages in the world, very helpful in learning foreign languages; (c) <https://quran.kemenag.go.id/>, <https://carihadis.com> and <https://www.hadits.id>: is a website for searching for verses from the Koran and hadith with a complete collection and can be used easily very easy.

Third, software-based interactive learning media: (a) Holy Quran Software 1.0, and Quran in Word: Al-Quran application in digital form which is very good for supporting the Islamic Religious Education learning process; (b) Tajwid Software: This software for learning to read the Koran and Tajweed is designed for the Microsoft Windows operating system. The application can be used directly without needing to be installed beforehand so it is practical and easy to use for learning; (c) Digital Al-Qur'an, an application that is very familiar and widely used; (d) widely known hadith search software such as Lidwa, Maktabah Shamilah, Gawamil Kaleem, Mausyu'ah and so on. This software contains many tafsir and hadith books that have been digitized, so they can be used easily and practically (Fikriyyah, 2018).

Fourth, interactive learning media based on Android applications: (a) Inheritance and zakat calculator, an Android-based application that can be used to assist religious learning, especially regarding the chapter on inheritance and zakat; (b) The Quizizz and Kahoot applications can be used as interactive media during learning to provide quizzes and evaluations in a more interesting interactive form.

Apart from the examples of interactive learning media above, there are several software references that can be used to create interactive Islamic Religious Education learning media. For example, Prezi is an application for creating interesting learning presentations, Flypaper is a multimedia application that can be used to combine many photos, videos, animated moving images. The Camtasia application can be used to record activities on the monitor screen, Snagit to automatically capture the monitor screen display, good for making tutorials for students.

*Problems of using interactive learning media*

In current conditions, all participants must be ready to compete in a more modern society, which means educators and students must follow technological developments. With technological advances entering the realm of education, it is possible to help learning in schools and expand learning materials to be more interesting and interactive. Thus, considering the diverse quality and learning styles of students, technology can function as a means and solution to achieve educational goals (Asela et al., 2020).

Media can be useful for teachers in their work as informants. As is known, the presence of a teacher is an urgent prerequisite that cannot be ignored because the teacher's function is very influential in learning activities. In face-to-face learning, teachers play many functions, one of which is as an informant. Teachers should aim to present learning material/messages in a form that is easily understood by students. This requires teachers to design learning tools that are able to present subjects. As a component of learning technology, learning media can help convey messages successfully and efficiently. Teachers must understand this. If some teachers have incorporated media into their learning, this does not mean that learning occurs without incident.

Apart from this problem, various previous researchers have identified types of problems related to the implementation of Islamic Religious Education learning media, such as the typical difficulties of lack of time for Islamic Religious Education Teachers, lack of skills in creating interactive learning media, and lack of opportunities for self-development. Other typical difficulties mentioned by teachers include lack of time.

From the teacher's perspective, according to Nikolopoulou and Gialamas (2016) the problems that often arise in the implementation of the use of interactive media by teachers are as follows.

### 1. Lack of Support

Teachers often face great pressure from school officials to incorporate interactive learning tools into the learning process, including Islamic Religious Education subjects (Wikan & Molster, 2011). Ideally, the Principal should provide the broadest possible support to teachers to ensure the successful integration of interactive learning media into the classroom.

The most important support for teachers is the integration of the use of interactive learning media into the curriculum, so teachers must also make good plans to integrate interactive learning media into the classroom. Furthermore, because interactive learning media is closely related to technology, the school must also have a vision and mission for technology integration, as well as a plan to implement it and invest in the development of interactive learning media. The government must provide as much support as possible in providing educational infrastructure that supports the use of interactive learning media.

Apart from that, the lack of internet networks, energy and other supporting infrastructure, such as computer equipment, gadgets and infocus, is an obstacle to the availability of equipment. Indeed, internet network problems can be classified as a result of a lack of support from the school. Schools should allocate funds to enable internet access in classrooms. If used in conjunction with a school literacy movement, the existence of internet facilities in a school becomes a barometer that the school has implemented a digital literacy program.

### 2. Lack of Trust

When Islamic Religious Education teachers try to integrate interactive learning media into their teaching, they face many obstacles, including their insight, knowledge, experience and attitudes (Papanastasiou & Angeli, 2008).

This principle has of course been mutually understood by various stakeholders, including teachers, students and other related parties, such as schools, committees and MGMP. However, ironically, concerns have emerged from these

parties regarding interactive learning media. 1) the assumption that learning media is not something important, 2) using media repeatedly in every lesson, and 3) the wrong understanding that learning media is always associated with complicated things, sophisticated technology and costs a lot of money. It is assumed that the use of learning media is not necessary, because many teachers consider learning media only as auxiliary media. So, if it is not used, it has no effect (Darimi, 2017).

Many teachers are afraid of incorporating interactive learning media into their teaching and experience anxiety when forced to apply their knowledge of interactive learning media. In addition, many teachers are not aware of the educational benefits of interactive learning media (Mirzajani et al., 2016). If they are not aware of the potential benefits of using interactive learning media in the classroom, they may lack the drive to incorporate interactive learning media into classroom activities.

### 3. Lack of facilities

The main obstacle for teachers in using interactive learning media in the classroom is the lack of supporting facilities and infrastructure. Computers, gadgets and other digital media are the facilities and infrastructure that are of concern. The second significant factor that influences teachers' willingness to use interactive learning media in education is the availability of internet signals and the availability of electricity. Teachers' lack of technical understanding regarding information and communication technology is also a further obstacle in implementing interactive learning media in the classroom. Furthermore, anxiety and concerns about the dangerous impacts of using tools such as cellphones and computers in schools are a barrier for instructors to use interactive learning media in classroom teaching. Given the anxiety associated with the use of interactive learning media tools, schools implemented policies prohibiting instructors from bringing

cell phones to school. The lowest barrier to instructors embracing interactive learning media is data management.

Currently, the majority of educational institutions already have computer and multimedia facilities. However, the use of computer and multimedia integration in the learning process is still very lacking. A number of studies show that this is one of the causes of limited access to technology for educators and students. According to Balanskate et al. (2006), access to interactive learning media sources does not guarantee successful implementation in the classroom, and this is not only caused by a lack of interactive learning media facilities and infrastructure, but also other problems such as a lack of interactive learning media facilities and infrastructure. high-quality hardware, appropriate educational software, and access to interactive learning media.

## **Conclusion**

Educational technology which is used as a learning medium makes a big contribution to the learning process, apart from making it easier it also increases the effectiveness of learning, especially learning Islamic Religious Education. With the development of information technology through interactive learning media in Islamic Religious Education learning, it will form better learning discipline and increase interaction between teachers and students. Interactive learning media in Islamic Religious Education learning acts as a tool or medium so that students more easily receive the information conveyed by the teacher, so it is hoped that it will make it easier for students to achieve success in learning. The use of interactive learning media in Islamic Religious Education learning has now experienced a lot of development, various forms of learning media can be used to support learning, especially Islamic Religious Education, whether based on websites, software or mobile phone applications. All of these media can provide convenience in learning Islamic Religious Education so that educators and students can easily carry out learning.

Much needs to be addressed and improved so that learning using interactive learning media can be achieved effectively. Infrastructure, policies, teacher competency and curriculum are important parts that still need improvement. If these aspects can be improved, improvements to these aspects have been carried out, Islamic Religious Education learning can certainly be carried out optimally. However, there are many obstacles and challenges in efforts to implement Islamic Religious Education learning. Especially for remote areas where electricity or internet facilities are not yet accessible.

## REFERENCES

- Abadi, G. F. (2015). Inovasi Pembelajaran Pendidikan Agama Islam Berbasis E-Learning. *Tasyri'*, 22(2), 127–138.
- Anggraeni, D., Zahra, L. A., & Shoheh, R. A. (2020). Pembelajaran Blended Learning Berbasis Schoology Pada Mata Kuliah Pendidikan Agama Islam. *TARBAWY: Indonesian Journal of Islamic Education*, 7(1), 56–69.
- Anuli, W., Talibo, I., & Mochtar, S. (2020). Analisis Penggunaan Aplikasi Quipper School Dalam Proses Pembelajaran Rumpun PAI Di Madrasah Aliyah Negeri 1 Bitung. *Journal of Islamic Education: The Teacher of Civilization*, 2.
- Arsyad, A. (2014). *Media Pembelajaran* (rev. ed). Jakarta: Raja Grafindo Persada.
- Arumawan, M. M., & Yasri, H. L. (2021). Efektivitas Pembelajaran Berbasis Riset pada Mata Kuliah Hikmat al-Tasyri. *Jurnal Penelitian Pendidikan Islam*, 8(2), 149. <https://doi.org/10.36667/jppi.v8i2.484>
- Asela, S., Salsabila, U. H., Lestari, N. H. P., Sihati, A., & Pertiwi, A. R. (2020). Peran Media Interaktif Dalam Pembelajaran PAI Bagi Gaya Belajar Siswa Visual. *Jurnal Inovasi Penelitian*, 1(7), 1297–1304.
- Azra, A. (1999). *Pendidikan Islam: tradisi dan modernisasi menuju milenium baru*. Logos Wacana Ilmu.
- Daradjat, Z. (2017). *Ilmu Pendidikan Islam*. Bumi Aksara.
- Darimi, I. (2017). *Teknologi Informasi Dan Komunikasi Sebagai*



- Media Pembelajaran Pendidikan Agama Islam Efektif. *Jurnal Pendidikan Teknologi Informasi*, 1(2), 111–121.
- Fikriyyah, D. U. (2018). Telaah aplikasi hadis (lidwa pusaka). *Jurnal Studi Ilmu-Ilmu Al-Qur'an Dan Hadis*, 17(2), 271–286.
- Hasanah, N. (2020). Pelatihan Penggunaan Aplikasi Microsoft Power Point Sebagai Media Pembelajaran pada Guru SD Negeri 050763 Gebang. *Jurnal Pengabdian Kepada Masyarakat*, 1(2), 34–41.
- Irfan Cahyono, D., & Andrian Gandi Wijanarko, M. P. (2020). *Media Pembelajaran Pendidikan Agama Islam (PAI)*. CV. Pilar Nusantara.
- Limbong, T., Simarmata, J., & Rikki, A. (2020). *Media dan Multimedia Pembelajaran: Teori & Praktik*. Yayasan Kita Menulis.
- Majid, A., & Andayani, D. (2004). Pendidikan agama Islam berbasis kompetensi: konsep dan implementasi kurikulum 2004. Remaja Rosdakarya.
- Marisa, M. P. (n.d.). *Konsep Pemanfaatan Media dalam Pembelajaran*.
- Novia Lestari, M. K. (2019). *Media Pembelajaran Berbasis MULTIMEDIA Interaktif*. Penerbit Lakeisha.
- Nurbaiti, U. C. (2017). Pengembangan Media Pembelajaran Pendidikan Agama Islam Berbasis Analisis Lectora Inspire. *Educatio*, 12(1), 21–29.
- Nurhasanah, A., & Hakim, Z. R. (2020). Pengembangan Media Pembelajaran Pop Up Book Pada Pembelajaran IPS Di Kelas IV SD. *JKAP PGSD: Jurnal Ilmiah Ilmu Kependidikan*, 4(3), 233–239.
- Nurrita, T. (2018). Pengembangan media pembelajaran untuk meningkatkan hasil belajar siswa. *MISYKAT: Jurnal Ilmu-Ilmu Al-Quran, Hadist, Syari'ah Dan Tarbiyah*, 3(1), 171–210.
- Papanastasiou, E. C., & Angeli, C. (2008). Evaluating the use of ICT in education: Psychometric properties of the survey of factors affecting teachers teaching with technology (SFA-T3). *Journal of Educational Technology & Society*, 11(1), 69–86.
- Pasya, rayi, & Darisman, D. (2018). Upaya meningkatkan prestasi belajar peserta didik menggunakan media crossword puzzle dalam proses evaluasi pada mata pelajaran akidah akhlak. *Jurnal Penelitian Pendidikan Islam*, 5(2). <http://riset->

- iaid.net/index.php/jppi/article/view/194
- Pertiwi, F. T., & Sumbawati, M. S. (2018). Pengaruh Penggunaan Learning Management System Berbasis Chamilo dan Motivasi Terhadap Hasil Belajar Siswa SMK Kelas X Pada Mata Pelajaran Sistem Komputer. *IT-Edu: Jurnal Information Technology and Education*, 3(02).
- Pramana, C. (2020). Pengembangan Media Pembelajaran Dalam Era Teknologi Informasi dan Komunikasi.
- Prawiradilaga, D. S. (2016). *Mozaik Teknologi Pendidikan: E-Learning*. Kencana.
- Retnanto, A. (2011). *Teknologi Pembelajaran*. Nora Media Enterprise. Kudus: Nora Media Press.
- Saputro, F. E. (2021). Pembelajaran Al-Qur'an Anti Radikalisme di Kalangan Pelajar Sekolah Menengah. *Jurnal Penelitian Pendidikan Islam*, 8(2), 115. <https://doi.org/10.36667/jppi.v8i2.436>
- Sawitri, E., Astiti, M. S., & Fitriani, Y. (2019). Hambatan Dan Tantangan Pembelajaran Berbasis Teknologi Informasi Dan Komunikasi. *Prosiding Seminar Nasional Program Pascasarjana Universitas Pgri Palembang*.
- Suherman, H. (2020). Problematika dan Tantangan Pembelajaran Pendidikan Agama Islam di Tengah Pandemi Covid-19. *Tsamratul Fikri | Jurnal Studi Islam*, 14, 199–212.
- Sutarti, T., & Irawan, E. (2017). *Kiat sukses meraih hibah penelitian pengembangan*. Deepublish.
- Sutoyo, A. (2015). *Manusia dalam Perspektif al-Qur'an*. Yogyakarta: Pustaka Pelajar.
- Syukri, I. I. F., Rizal, S. S., & Hamdani, M. D. Al. (2019). Pengaruh Kegiatan Keagamaan terhadap Kualitas Pendidikan. *Jurnal Penelitian Pendidikan Islam*, 7(1), 17. <https://doi.org/10.36667/jppi.v7i1.358>
- Ulya, H., Laily, N. H., & Hakim, M. L. (2020). Pengembangan Media Pembelajaran Pai dengan Menggunakan Video Explanasi, Pop Up dan Kahoot. *Edudeena: Journal of Islamic Religious Education*, 4(1).
- Wibawanto, W., & Ds, S. S. M. (2017). *Desain dan pemrograman multimedia pembelajaran interaktif*. Cerdas Ulet Kreatif Publisher.
- Yulianti, H., Iwan, C. D., & Millah, S. (2018). *Penerapan Metode*

Giving Question and Getting Answer untuk Meningkatkan Hasil Belajar Peserta Didik pada Mata Pelajaran Pendidikan Agama Islam. *Jurnal Penelitian Pendidikan Islam*, 6(2), 197. <https://doi.org/10.36667/jppi.v6i2.297>

Zed, M. (2004). *Metode peneletian kepustakaan*. Yayasan Obor Indonesia.