

Implementation of the Use of Digital Visual Learning Media in Improving Student Learning Achievement in Islamic Religious Subjects at the Junior High School Level in Sidikalang District

 **Aisyah Bancin^{*1)}**,  **Hasrian Rudi Setiawan²⁾**  **Indra Prasetya³⁾**

¹⁻³⁾ Universitas Muhammadiyah Sumatera Utara, Indonesia

✉ bancinaisyah633@gmail.com * (Correspondence)

Article Information

Abstract

Article history:

Received

May 21, 2024

Revised

May 27, 2024

Accepted

Juni 20, 2024

This study characterizes the importance of digital visual learning materials for raising student learning outcomes. The topic of discussion is Islamic religious education courses in the junior high schools in the Sidikalang District, namely SMPN 1 Sidikalang, SMPN 2 Sidikalang, and SMPN 3 Sidikalang, with a research background. This kind of research, which is being conducted from November 2023 to March 2024, is qualitative and uses a descriptive-analytical study method. In order to gather factual information from schools, data was first collected through observation techniques. Data collection in this research used interviews, observation and documentation. The results of this research show that the form of digital visual media in learning Islamic religion at three SMPN Sidikalang District includes representative images, diagrams and graphs assisted by an LCD or projector in operationalizing the media. The development of digital visual learning media through the stages of needs analysis, planning, design, development, evaluation, revision, implementation, sustainable use, and periodic evaluation. In addition, digital visual learning media can help to make it easier for students to understand, strengthen memory, attract students' interest, and bridge the relationship between teaching materials and the real world (contextual).

Keywords: Learning Media, Student Achievement, Digital Visuals.

How to cite: Aisyah Bancin, Hasrian Rudi Setiawan & Indra Prasetya, Implementation of the Use of Digital Visual Learning Media in Improving Student Learning Achievement in Islamic Religious Subjects at the Junior High School Level in Sidikalang District, Volume 08, Nomor 01, Edisi Januari-Juni 2024; 59—69; <https://doi.org/DOI10.32332/tarbiyah.v8i1.9354>.



This is an open access article under the CC BY SA

INTRODUCTION

Education is a driver between humans and the sustainability of life (Rangkuti, 2023). It is based on developing potential and forming human personality. In the context of learning resources, attitudes, values and knowledge are not only got through the classroom or formal education system. Because every individual can to gain knowledge through the surrounding environment, nature and the use of other learning media (Hasyim, 2019). The educational process must pay attention to all

aspects that can influence changes in attitudes, behavior and knowledge, because all of these are things that cannot be separated from the learning process.

Using nature and the surrounding environment as a learning resource requires creativity and learning innovation in exploring students' potential (Rahmawati, 2020). Teachers play an important role in the process of extracting information about the needs, interests, talents and potential of each student (Dewi, 2021). This is so that learning orientation based on co-curricular, intra curricular and extra curricular helps increase the achievement of each student. Thus, educators must update and upgrade knowledge to adapt learning dynamics and media to the era of student development (Elitasari, 2022).

During the learning process, students' understanding and reasoning will be facilitated by the educator's ability to demonstrate, using and instruct media-based learning tools that are appropriate to the period and stage of student development. (Fitriana, *et.al.*, 2021). This aligns with the learning objectives, which include helping children develop their personalities, including their thought, attitude, and behavior patterns. These development initiatives are in line with social values, creating a generation that is imaginative, self-reliant, respectable, and accountable for all facets of life (Senjaya, *et.al.*, 2020).

Then learning must be organized and managed effectively and efficiently to create a conducive learning climate and increase students' learning awareness (Lubis, *et.al.*, 2022). Digital and analog media are necessary for the interaction between educators and learners during the learning process (Mubarok, *et. al.*, 2023). Learning media's existence is crucial given how the world has changed in the twenty-first century. Because media is digitally based and non-physical besides being tangible and touchable (Utomo, 2023). As a result, educators must be able to operationalize learning materials so that they match the developmental stage of the students.

Using information and communication technology in many facets of life, including education, is a defining feature of the 21st century (Julita & Purnasari, 2022). Education benefits from the advancement and use of information technology as well. Media audio elektronik terutama digunakan dalam teknologi pendidikan sebagai sarana untuk mengomunikasikan konten instruksional kepada siswa (Riady, 2021). 21st century learning is expected to open up a wider range of job opportunities and expand employment opportunities for the Indonesian people as quality and superior human resources.

One discipline taught or the discipline taught in Indonesian educational institutions is Islamic Religious Education. These include public and private schools at the elementary, middle, high, vocational, and college levels (Yuniarti, *et.al.*, 2022). The Al-Qur'an serves as the foundation for Islamic religious education, which teaches about the religion of Islam (Umam & Hamami, 2023). Islamic Religious Education seeks to make all people completely cognizant of religious principles, steadfast in their religion, and obedient to the Almighty God (Nurlaeli, 2020). The goal of Islamic religious education is to help pupils always comprehend religious teachings in a thorough and sophisticated way (Mansir, 2020).

There are benefits to digital visual learning materials that can facilitate students' comprehension of the content they are presented with (Said, 2023). Because digital visual media displays take the shape of a light source that can affect students' thoughts

and emotions and focus them more on paying attention to the material presented to support the learning process, it also has the advantage of speeding up the entry of learning material into students' minds (Laily, *et.al.*, 2022). Teachers employ a variety of technologies in the classroom, such as internet networks, laptops, and cellphones. Teachers utilize Filmorago software and PowerPoint on laptops to edit instructional movies (Hasanah, *et.al.*, 2022).

According to a preliminary survey, instructors at junior high schools (SMP) in the Sidikalang District were particularly keen to use digital visuals in the classroom and other school-related operations. Teachers have a strong desire to become tech savvy. Unfortunately, this did not function as well as it could have due to time restrictions and the lack of close oversight. When employing digital graphics as a teaching tool, educators must foresee and quickly overcome the challenges they will face. Educators often face a variety of challenges, including limited resources, gaps in student abilities, adaptation to new technology, curriculum changes, classroom management, and comprehensive assessment. To overcome this, the research entitled "The Urgency of Digital Visual Learning Media in Improving Student Learning Achievement in Islamic Religious Subjects at Middle School Level in Sidikalang District" aims to explore the use of digital visual media as an effective means of learning. This media can help clarify abstract concepts, increase student interest and motivation, and enable the adaptation of teaching methods to various learning styles, which overall is expected to improve student understanding and learning achievement.

This research uses a qualitative approach with descriptive analytical study methods. The researcher served as the key instrument in obtaining data which was carried out through observation, interviews and documentation studies (Assingkily, 2021). The creation of digital visual learning materials to raise student learning outcomes in Islamic religious instruction is the subject of the research focus's next section. The multisite category at junior high schools in the Sidikalang District—SMPN 1 Sidikalang, SMPN 2 Sidikalang, and SMPN 3 Sidikalang—starting in November 2023 and running through March 2024, provides the foundation for this study.

Primary and secondary data are the two types of research data sources. The main sources of data are: (1) individuals as research informants, including students and a few teachers who are members of the Sidikalang sub-district's Subject Teachers' Conference (MGMP) for Islamic religious education; (2) papers as scientific documents pertinent to the research theme; and (3) places in the form of factual information from schools that is pertinent to the research's discussion. In the meantime, secondary data—particularly for student accomplishment data—takes the form of field study notes, audio recordings, photos, and other supporting material. Subsequently, the investigator employed data reduction methodologies, presented the findings, and made inferences. Finally, data triangulation techniques were used to assess the veracity of the data (Sugiyono, 2019).

RESULTS AND DISCUSSION

Results

Development of Digital Visual Learning Media

The development of digital visual learning media includes several principles and stages that must be considered so that the learning media is effective and in accordance with learning objectives (Yang, 2021). As stated by the principal of SMPN 1

Sidikalang, the planning for the development of digital visual learning media in Islamic religious education lessons designed by the school has the following stages:

"...in this school, we are presently concentrating on creating digital visual learning materials. Because, if we may put it that way, the Covid-19 pandemic has compelled all people to adopt modern technologies. The stages of requirements analysis, planning, design, development, evaluation, revision, implementation, sustainable use, and ongoing evaluation are all included in the process of creating digital visual media".

The interview excerpt above emphasizes the stages of development of digital visual learning media in schools. He continued, the Principal of SMPN 2 Sidikalang detailed.

"...a requirements analysis must be completed as the initial step. Identifying learning needs is the first step in creating educational material. This entails being aware of the curriculum, target audience, learning objectives, and issues or barriers that students encounter when trying to learn. Following the completion of a needs analysis, the procedure moves on to planning. Learning media designers now organize the goals, subjects, formats, and methods of instruction that will be employed. This entails choosing techniques and tools in accordance with learning objectives".

In connection with the interview excerpt above, the teacher of SMPN 3 Sidikalang who is also a member of MGMP PAI Sidikalang Regency explained that in practice, they develop media by designing material (content) and preparing the necessary tools. Here's the explanation:

"...it is impossible for us to separate program design from media development. Using educational media, designers create interactive and visual designs. To make sure that learning materials are interesting and simple for students to understand, designers must take into account displays, images, audio, and interactive components. We then work on its development after design. This phase involves turning the design into an actual teaching tool. This include developing, producing, and evaluating educational materials. At this point, educational materials ought to contain every component required to meet learning goals".

In line with the results of the interview above, the Principal of SMPN 3 Sidikalang also conveyed that the follow-up process of media development efforts is evaluation. The following result from the interview with him:

"...the most crucial step that we should not overlook after creating digital visual learning materials is doing evaluations. To guarantee the learning media's efficacy, evaluation must be done once it has been created. Assessment methods include student trials, questionnaires, and learning outcome analysis. The evaluation's findings are utilized to determine what needs to be improved. We also perform a revision stage, which is equally crucial as the evaluation stage. Educational materials can be updated and enhanced. Modifications to the design, content, or interactions could be part of these adjustments. The goal is to make learning material more effective".

Furthermore, the Principal of SMPN 1 Sidikalang added the following process: *“...we believe that the implementation stage of media development is the one that is most related to reaching the objective. where the educational medium can be incorporated into the learning process after its efficacy has been established. The intention is for this media to have a sustainable use. Additionally, this falls under the category of media maintenance since it involves making updates, maintenance, and adjustments to instructional materials in line with curriculum changes and technological advancements. Additionally, we keep assessing them on a regular basis to make sure they are still applicable and useful for accomplishing learning goals”*.

The aforementioned interview comment suggests that learning tools that are engaging, effective, and aligned with the curriculum can be produced through the creation of learning media. Effective learning media use can enhance students' educational experiences and facilitate their comprehension of Islamic religious education curriculum. As reported by the principal of the school and the instructors who are MGMP PAI Sidikalang District members.

Organizing the Development of Digital Visual Learning Media to Improve Student Learning Achievement

The contents of the media, which include representative images, diagrams, and graphs with the help of an LCD or projector in operationalizing the learning media, demonstrate how the development of digital visual learning media was organized to improve student learning achievement in Islamic religious subjects at the junior high school level in Sidikalang District. Additionally, Mrs. NW, a member of the Sidikalang District MGMP PAI, stated:

“...in the age of technological advancements in digital media, students can find engaging and significant elements in various forms of digital learning media. These include representational pictures added to digital visual media, such as paintings, sketches, or photos that depict how an object or scenario appears in the actual world. This helps students recognize the content being taught through digital visual media”.

In line with the interview quote above, LW (PAI teacher) said:

“...diagrams that show the spatial relationships between items in content supplied via digital visual media can also be found in digital visual learning materials. Additionally, it is presented graphically in the form of tables, charts, and other visuals that show a data trend, overview, or the relationship between a collection of statistics or images. Visual media are used differently than other types of media. In order to operate digital visual media, support equipment such LCDs and projectors is needed”.

Development of digital visual media for visual-based learning which is operationalized using computer devices and other supporting tools to visualize it (Kurniasih, 2019). Digital visual media aims to introduce, shape, enrich and clarify

abstract understanding or concepts to students, develop existing concepts, bring the object of study closer so that it is more efficient, and make it easier to convey messages (Nurdiyanti, 2019).

Obstacles Experienced by Teachers in Using Digital Visual Media in SMPN throughout Sidikalang District

Based on the findings of observations, teachers in junior high schools throughout the Sidikalang District face the following challenges when implementing digital visual media to teach Islamic religious lessons: (1) There is a dearth of digital media in the classroom; (2) Teachers are not proficient in using digital media; and (3) Teachers are not proficient in using digital visual media. As a result, some educators choose not to use the media that the school provides, and learning and teaching activities continue to employ antiquated techniques or materials in place of digital visual media. To captivate and excite pupils, PowerPoint file preparation calls for talent and imagination.

Apart from the observation findings above, Mr. ST, a PAI teacher who is a member of the MGMP PAI Sidikalang District, said that:

“...in addition, we as educators perceive real barriers to using digital visual learning resources, specifically a deficiency in our creativity and teaching abilities. In addition, since we are already seniors, those of us who are older have less time to study and use digital visual media”.

The aforementioned interview extract provides insight into the range of challenges faced by Islamic religious education instructors. It can be separated into two categories with close inspection: internal and external causes. Internal issues include the following: students who are still not proficient in utilizing digital learning resources, not all instructional materials make use of digital learning resources, insufficient time to use digital learning resources, and students who are still not proficient in using digital learning resources. External variables include poor infrastructure and the fact that not all parents support the use of technology in the classroom.

Discussion

Basic education starting at SD/MI or SMP/MTs level is a valuable momentum which needs to be used by teachers in the process of forming students' personalities. For this reason, elementary education teachers must be able to teach material according to students' needs. Of course, the use of learning media can encourage continuous change and progress, along with developments in science and technology (Ummah, *et.al.*, 2023). In this way, re-orientation of learning becomes an awareness that must be raised by teachers regarding students' personalities, so as to create an active learning process and stimulate independent learning in students.

The progress of a nation depends on the quality of the nation's Human Resources (HR). Quality human resources are one of the main assets in the progress of a nation in the fields of economics, science and technology, politics, culture and national character (Davani, 2022). To form quality human resources, educators are needed who are ready to teach and educate through 21st century learning which of course must apply to the development of the Industrial Revolution Era 4.0 (Rahma,

et.al., 2023). In learning activities, educators need to have expertise in selecting learning media that is relevant to teaching materials or materials that are suitable for achieving learning objectives.

Teaching Islamic religious material and other fields of study was hampered when the Covid-19 pandemic hit the entire earth. Likewise, thanks to the use of technology, learning can still be carried out using a distance or online system (Mastura & Santaria, 2020). This is both encouraging and a serious challenge for education implementers and administrators at the national level. This is because learning can be carried out from a distance, with different activities, but in accordance with the procedural corridors of learning (Samarenna, 2020). Even though distance learning in the Covid-19 era is not perfect, it at least represents a reflection of future learning, with the use of technology as the main media (Tajhi, *et.al.*, 2022).

Digital visual media is visual-based learning media that is operationalized using computer devices and other supporting tools to visualize it (Silk, *et.al.*, 2021). Digital visual media aims to introduce, shape, enrich and clarify abstract understanding or concepts to students, develop existing concepts, bring the object of study closer so that it is more efficient, and make it easier to convey messages (Zhou, *et.al.*, 2021).

Digital visual-based learning media plays a very important role in the learning process (Kustandi, *et.al.*, 2021). Digital visual media can facilitate understanding, for example, elaborating structure and organization and strengthening memory (Vandayo & Hilmi, 2020). Digital visual learning media can also attract students' interest with displays that are presented as attractive as possible and can provide a connection between the content of the lesson material and the real world (Mayasari, *et.al.*, 2021). To be effective, digital visuals must be made as attractive as possible to encourage students to be more active in learning so as to create a continuous information process in learning (Rahmi, 2022).

Digital learning media is useful in increasing student learning motivation (Jediut, *et.al.*, 2021). As stated by Adventyana, *et.al.* (2023) that an integral or inseparable part of the contemporary learning process is the use of digital media, this is also seen as an innovative form of the learning process. The use of digital media also welcomes technological advances which have an impact on the effectiveness and efficiency of learning (Utomo, 2023), as well as the level of student learning activity (Efendi, 2018).

CONCLUSION

According to the description given above, it was discovered that three SMPN Sidikalang District locations use digital visual media for teaching Islamic religion. These media comprise of representational pictures, diagrams, and graphs that are operationalized with the help of an LCD or projector. The phases of requirements analysis, planning, design, development, evaluation, modification, implementation, sustainable use, and ongoing evaluation are all involved in creating of digital visual learning materials. Digital visual learning materials can help students comprehend concepts more easily, improve their memory, become more engaged, and establish a contextual link between what they are learning and real-world experiences.

REFERENCES

- Adventyana, B. D., Salsabila, H., Sati, L., Galand, P. B. J., & Istiqomah, Y. Y. (2023). "Media Pembelajaran Digital Sebagai Implementasi Pembelajaran Inovatif untuk Sekolah Dasar" *Jurnal Pendidikan dan Konseling (JPDK)*, 5(1), 3951-3955. <http://journal.universitaspahlawan.ac.id/index.php/jpdk/article/view/11640>.
- Alzubi, A. M. (2022). "Impact of New Digital Media on Conventional Media and Visual Communication in Jordan" *Journal of Engineering, Technology, and Applied Science (JETAS)*, 4(3), 105-113. <https://lamintang.org/journal/index.php/jetas/article/view/383>.
- Assingkily, M. S. (2021). *Metode Penelitian Pendidikan: Panduan Menulis Artikel Ilmiah dan Tugas Akhir*. Yogyakarta: K-Media.
- Davani, D. (2022). "Analisis Dampak Penggunaan Gadget pada Siswa dalam Pembelajaran di Sekolah" *Cendekiawan: Jurnal Pendidikan dan Studi Keislaman*, 1(2), 87-91. <https://www.zia-research.com/index.php/cendekiawan/article/view/51>.
- Dewi, M. K. (2021). "Peningkatan Kualitas Pembelajaran Anak Usia Dini Melalui Pemanfaatan Lingkungan Sekitar Sebagai Sumber Belajar" *Journal Ashil: Jurnal Pendidikan Anak Usia Dini*, 1(1), 37-51. <https://ejournal.uit-lirboyo.ac.id/index.php/piaud/article/view/1564>.
- Efendi, N. M. (2018). "Revolusi Pembelajaran Berbasis Digital (Penggunaan Animasi Digital pada Start Up Sebagai Metode Pembelajaran Siswa Belajar Aktif)" *Habitus: Jurnal Pendidikan, Sosial, & Antropologi*, 2(2), 173-182. <https://jurnal.uns.ac.id/habitus/article/view/28788>.
- Elitasari, H. T. (2022). "Kontribusi Guru dalam Meningkatkan Kualitas Pendidikan Abad 21" *Jurnal Basicedu*, 6(6), 9508-9516. <https://jbasic.org/index.php/basicedu/article/view/4120>.
- Fitriana, F., Yusuf, A. M., Megaiswari, B. A., & Afdal, A. (2021). "Strategi Keluarga dan Guru Bimbingan Konseling dalam Meningkatkan Aspirasi Karir Siswa Menuju Generasi Berkualitas" *Jurnal Pendidikan Tambusai*, 5(2), 4032-4038. <https://www.jptam.org/index.php/jptam/article/view/1515>.
- Hasanah, A. N., Basari, L. M., Irvan, R. A., & Sari, N. (2022). "Kendala yang Dialami Guru dalam Proses Pembelajaran Daring Era Covid-19" *Cendekiawan: Jurnal Pendidikan dan Studi Keislaman*, 1(1), 45-49. <https://zia-research.com/index.php/cendekiawan/article/view/27>.
- Hasyim, M. A. (2019). "Pemanfaatan Lingkungan Sekitar Sebagai Sumber Belajar Ilmu Pengetahuan Sosial" *Elementeris: Jurnal Ilmiah Pendidikan Dasar Islam*, 1(1), 12-32. <https://riset.unisma.ac.id/index.php/je/article/view/2737>.
- Jediut, M., Sennen, E., & Ameli, C. V. (2021). "Manfaat Media Pembelajaran Digital dalam Meningkatkan Motivasi Belajar Siswa SD Selama Pandemi Covid-19" *Jurnal Literasi Pendidikan Dasar*, 2(2), 1-5. <http://unikastpaulus.ac.id/jurnal/index.php/jlpd/article/view/2047>.

- Julita, J., & Purnasari, P. D. (2022). "Pemanfaatan Teknologi Sebagai Media Pembelajaran dalam Pendidikan Era Digital" *Journal of Educational Learning and Innovation (ELIA)*, 2(2), 227-239. <https://journal.shantibhuana.ac.id/index.php/elia/article/view/460>.
- Kurniasih, E. (2019). "Media Digital pada Anak Usia Dini" *Jurnal Kreatif: Jurnal Kependidikan Dasar*, 9(2), 87-91. <https://journal.unnes.ac.id/nju/kreatif/article/view/KR-11>.
- Kustandi, C., Farhan, M., Zianadezdha, A., & Fitri, A. K. (2021). "Pemanfaatan Media Visual dalam Tercapainya Tujuan Pembelajaran" *Akademika: Jurnal Teknologi Pendidikan*, 10(02), 291-299. <https://uia.e-journal.id/akademika/article/view/1402>.
- Laily, I. M., Astutik, A. P., & Haryanto, B. (2022). "Instagram Sebagai Media Pembelajaran Digital Agama Islam di Era 4.0" *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 3(2), 160-174. <https://www.pasca.jurnalikhac.ac.id/index.php/munaddhomah/article/view/250>.
- Lubis, F. G., Putri, A. D., Irvan, R. A., & Jf, N. Z. (2022). "Guru Profesional Sebagai Komunikator dan Fasilitator Pembelajaran Bagi Siswa" *Cendekiawan: Jurnal Pendidikan dan Studi Keislaman*, 1(1), 34-38. <https://zia-research.com/index.php/cendekiawan/article/view/25>.
- Mansir, F. (2020). "Diskursus Sains dalam Kurikulum Pendidikan Agama Islam di Sekolah dan Madrasah Era Digital" *Kamaya: Jurnal Ilmu Agama*, 3(2), 144-157. <https://jayapanguspress.penerbit.org/index.php/kamaya/article/view/437>.
- Mubarok, A. S, dkk. 2023. "Development of PAI Learning in the Digital Era Merdeka Curriculumat MTs Negeri 1 Yogyakarta." *Eduprof: Islamic Education Journal* Vol. 5 (2): 16. DOI: <https://doi.org/10.47453/eduprof.v5i2.226>.
- Mastura, M., & Santaria, R. (2020). "Dampak Pandemi COVID-19 Terhadap Proses Pengajaran Bagi Guru dan Siswa" *Jurnal Studi Guru dan Pembelajaran*, 3(2), 289-295. <https://www.e-journal.my.id/jsgp/article/view/293>.
- Mayasari, A., Pujasari, W., Ulfah, U., & Arifudin, O. (2021). "Pengaruh Media Visual pada Materi Pembelajaran Terhadap Motivasi Belajar Peserta Didik" *Jurnal Tahsinia*, 2(2), 173-179. <https://jurnal.rakeyansantang.ac.id/index.php/tha/article/view/303>.
- Nurdiyanti, S. (2019). "Implementasi Media Visual dan Audiovisual Terhadap Pembelajaran Anak Usia Dini di Era Revolusi Industri 4.0" *Prosiding Seminar Nasional Pendidikan FKIP*, 2(1), 642-650. <https://pustaka.untirta.ac.id/index.php/psnp/article/view/5652>.
- Nurlaeli, A. (2020). "Inovasi Pengembangan Kurikulum Pendidikan Agama Islam pada Madrasah dalam Menghadapi Era Milenial" *Wahana Karya Ilmiah Pendidikan*, 4(01). <https://journal.unsika.ac.id/index.php/pendidikan/article/view/4332>.
- Rahma, F. A., Harjono, H. S., & Sulisty, U. (2023). "Problematika Pemanfaatan Media Pembelajaran Berbasis Digital" *Jurnal Basicedu*, 7(1), 603-611. <https://jbasic.org/index.php/basicedu/article/view/4653>.

- Rahmawati, U. N. A. (2020). "Pemanfaatan Lingkungan Sebagai Sumber Belajar di MIM Pundungrejo Tahun Pelajaran 2019/2020" *JENIUS (Journal of Education Policy and Elementary Education Issues)*, 1(1), 16-25. <https://ejournal.uinsaid.ac.id/index.php/jenius/article/view/3025>.
- Rahmi, E. (2022). "Inovasi Media Pembelajaran Pendidikan Agama Islam Melalui Media Audio Visual di Era Digital" *El-Rusyd*, 7(1), 37-43. <http://ejournal.stitahlussunnah.ac.id/index.php/el-rusyd/article/view/103>.
- Rangkuti, A. R. (2023). "The Influence of School Management in Improving Teacher Performances at Sangkhom Islam Wittya School Sadao, Songkhla Thailand" *Cendekiawan: Jurnal Pendidikan dan Studi Keislaman*, 2(2), 273-279. <https://zia-research.com/index.php/cendekiawan/article/view/174>.
- Riady, A. (2021). "Pendidikan Berkualitas di Era Digital: Fokus Aplikasi Sebagai Media Pembelajaran" *Jurnal Literasi Digital*, 1(2), 70-80. <https://pusdig.my.id/jld/article/view/15>.
- Said, S. (2023). "Peran Teknologi Digital Sebagai Media Pembelajaran di Era Abad 21" *Jurnal PenKoMi: Kajian Pendidikan dan Ekonomi*, 6(2), 194-202. <http://jurnal.stkipbima.ac.id/index.php/PK/article/view/1300>.
- Samarena, D. (2020). "Dunia Pendidikan Pengajaran di Era New Normal" *Harvester: Jurnal Teologi dan Kepemimpinan Kristen*, 5(2), 135-147. <http://ejournal.sttharvestsemarang.ac.id/index.php/harvester/article/view/47>.
- Senjaya, P., Kotamena, F., Andika, C. B., & Purwanto, A. (2020). "Studi Kasus: Pengaruh Pendidikan Karakter dan Tata Nilai Terhadap Kecerdasan Emosi dan Kemandirian Siswa Sekolah Dasar di Serpong" *EduPsyCouns: Journal of Education, Psychology and Counseling*, 2(1), 22-39. <https://ummaspul-e-journal.id/EdupsyCouns/article/view/401>.
- Silk, M., Correia, R., Verissimo, D., Verma, A., & Crowley, S. L. (2021). "The Implications of Digital Visual Media for Human-Nature Relationships" *People and Nature*, 3(6), 1130-1137. https://www.research.ed.ac.uk/files/412060346/People_and_Nature_-_2021_-_Silk_-_The_implications_of_digital_visual_media_for_human_nature_relationships.pdf.
- Sugiyono, S. (2019). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: CV. Alfabeta.
- Tajhi, A. I., Fitria, A., Sabella, D., Oktavia, D., Al Munawwaroh, R., Hafiz, S., & Ani, Y. S. (2022). "Kesulitan Mahasiswa dalam Pembelajaran Daring pada Masa Pandemi Covid-19" *Cendekiawan: Jurnal Pendidikan dan Studi Keislaman*, 1(1), 7-12. <https://www.zia-research.com/index.php/cendekiawan/article/view/14>.
- Umam, M. R., & Hamami, T. (2023). "Evaluasi Kurikulum Pendidikan Agama Islam Sekolah dan Madrasah" *At-Ta'dib: Jurnal Ilmiah Prodi Pendidikan Agama Islam*, 1-16. <https://ejournal.staindirundeng.ac.id/index.php/tadib/article/view/1556>.
- Ummah, R., Majid, M. N., & Kuswanto, F. (2023). "Penerapan Karakter Kemandirian Melalui Kegiatan Pramuka pada Kelas IV: (Studi Kasus di MI Nadlatul Ulama

- Sumokali” *Jurnal Madrasah Ibtidaiyah*, 1(2).
<https://journal.unusida.ac.id/index.php/jmi/article/view/728>.
- Utomo, F. T. S. (2023). “Inovasi Media Pembelajaran Interaktif untuk Meningkatkan Efektivitas Pembelajaran Era Digital di Sekolah Dasar” *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 8(2), 3635-3645.
<https://journal.unpas.ac.id/index.php/pendas/article/view/10066>.
- Vandayo, T., & Hilmi, D. (2020). “Implementasi Pemanfaatan Media Visual untuk Keterampilan Berbicara pada Pembelajaran Bahasa Arab” *Tarbiyatuna*, 5(2), 217-236. <http://repository.uin-malang.ac.id/8066/>.
- Yang, B. (2021). “Innovation and Development Analysis of Visual Communication Design Based on Digital Media Art Context” *International Conference on Computer Technology and Media Convergence Design (CTMCD)*, 192-195. IEEE. <https://ieeexplore.ieee.org/abstract/document/9463358/>.
- Yuniarti, I., Khodijah, N., & Suryana, E. (2022). “Analisis Kebijakan Pendidikan Agama Islam di Sekolah dan Madrasah” *Modeling: Jurnal Program Studi PGMI*, 9(1), 182-207. <http://jurnal.stitnualhikmah.ac.id/index.php/modeling/article/view/1162>.
- Zhou, Y., Hu, X., & Shabaz, M. (2021). “Application and Innovation of Digital Media Technology in Visual Design” *International Journal of System Assurance Engineering and Management*, 1-11.
<https://link.springer.com/article/10.1007/s13198-021-01470-8>.