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Utilization of Interactive PowerPoint in Islamic Religious Education Learning: A Case Study at MAS Al Islamiyah Kotabumi

Firmansyah¹, Hoiri², Soni Putra³, Erdiyansyah⁴, Muhamad Yusuf⁵

¹²³⁴⁵STAI Ibnu Rusyd Kotabumi, Lampung, Indonesia

¹firmsanyakur04@gmail.com

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*Corresponding

Author:

Name: Firmansyah

Email:

firmsanyakur04@gmail.com

Phone/WA:

082368122463

ABSTRACT

Despite the strategic role of Islamic Religious Education (PAI) in character formation, instruction at MAS Al Islamiyah remained dominated by one-way lecture methods with minimal visual media, leaving Grade XI students disengaged. This study aims to describe the planning, implementation, and student responses to interactive PowerPoint as a learning medium in PAI. Employing a descriptive qualitative design, data were gathered through classroom observation, semi-structured interviews with two PAI teachers and Grade XI students, and documentation, and analysed using the Miles and Huberman interactive model with source and methodological triangulation. The findings show that teachers integrated multimedia elements (animations, video, audio, and interactive quizzes) aligned with learning objectives, shifting instruction from teacher-centred delivery toward facilitation; students engaged more actively, comprehended abstract concepts more readily, and most exceeded the Minimum Mastery Criterion (KKM). The study concludes that interactive PowerPoint is a relevant medium for PAI and recommends that madrasahs strengthen teachers' digital competencies and provide institutional support for sustained, contextually grounded multimedia instruction.

Keyword

Interactive PowerPoint; Learning media; Islamic religious education

Abstrak

Meskipun Pendidikan Agama Islam (PAI) berperan strategis dalam pembentukan karakter, pembelajaran di MAS Al Islamiyah masih didominasi oleh metode ceramah satu arah dengan media visual yang minim, sehingga siswa kelas XI kurang terlibat. Penelitian ini bertujuan mendeskripsikan perencanaan, implementasi, dan respons siswa terhadap PowerPoint interaktif sebagai media pembelajaran PAI. Dengan desain kualitatif deskriptif, data dikumpulkan melalui observasi kelas, wawancara semi-terstruktur dengan dua guru PAI dan siswa kelas XI, serta dokumentasi, lalu dianalisis menggunakan model interaktif Miles dan Huberman dengan triangulasi sumber dan metode. Hasil penelitian menunjukkan bahwa guru mengintegrasikan unsur multimedia (animasi, video, audio, dan kuis interaktif) yang selaras dengan tujuan pembelajaran sehingga pembelajaran bergeser dari berpusat pada guru menuju fasilitasi; siswa lebih aktif, lebih mudah memahami konsep abstrak, dan sebagian besar melampaui Kriteria Ketuntasan Minimal (KKM). Penelitian ini menyimpulkan bahwa PowerPoint

interaktif merupakan media yang relevan untuk PAI dan merekomendasikan agar madrasah memperkuat kompetensi digital guru serta memberikan dukungan kelembagaan bagi pembelajaran multimedia yang berkelanjutan dan kontekstual.

Kata Kunci

PowerPoint interaktif; Media pembelajaran; Pendidikan Agama Islam

INTRODUCTION

Islamic Religious Education (PAI) is an integral component of the national education system and plays a crucial role in shaping students' character, personality, and moral values (Nur et al., 2024). PAI is not only intended to transfer religious knowledge but also to cultivate individuals who possess strong faith, piety, and noble character in their social, national, and civic lives (Faruq & Noviani, 2021). In Islamic educational institutions such as MAS Al Islamiyah, PAI serves as the primary foundation for developing Islamic values and strengthening students' spirituality. Therefore, the effectiveness of PAI instruction is a determining factor in achieving the desired outcomes of character education (Isval Maulana & Abdul Khobir, 2025).

However, the implementation of PAI learning continues to face several challenges. One of the primary issues is the continued dominance of traditional teaching methods, particularly one-way lecture-based instruction that is often delivered monotonously without sufficient variation in media or teaching strategies to encourage active student participation (Rahman, 2024). Such an approach not only creates a passive classroom atmosphere but also reduces students' interest and motivation in learning (Kusumawati, 2021). Consequently, PAI materials that should be understood deeply and internalized by students often become less engaging and more difficult for learners to comprehend.

This situation highlights the importance of innovation in the learning process, particularly through the use of instructional media that can capture students' attention and increase their participation (Sodikin & Ma`arif, 2021). The digital era, characterized by rapid advancements in information technology, has significantly transformed the educational landscape (Umam, 2021). Today's students belong to a generation that has grown up with technology, making it essential for educators to adopt learning approaches that align with the characteristics of digital-native learners (Dalimunthe, 2023). In this regard, technology-based learning media such as interactive PowerPoint offer a promising alternative for enhancing the quality of instruction, especially in Islamic Religious Education (Pamungkas et al., 2021).

Interactive PowerPoint represents an advancement of conventional presentation media by incorporating multimedia elements such as animations, sound effects, videos, and interactive features, including navigation buttons, quizzes, and simulations. These features enable students to interact directly with the learning materials (Trisniawati et al., 2021). The use of interactive PowerPoint allows teachers to present PAI content in a more engaging, visual, and contextual manner, making abstract concepts such as faith, piety, and moral values easier to understand (Yantik et al., 2022). Furthermore, this medium

can facilitate formative assessment through practice exercises, interactive quizzes, and educational games that enhance student engagement throughout the learning process (Kuncoro et al., 2024).

Within the context of MAS Al Islamiyah, the utilization of interactive PowerPoint is particularly relevant due to the need to create a more dynamic and meaningful learning environment. As an Islamic educational institution, the madrasah is expected not only to focus on students' cognitive achievement but also to strengthen their spiritual, emotional, and social development. Instructional innovation through the integration of modern technology can serve as an effective bridge for communicating religious values in a manner that is both engaging and meaningful. Moreover, the use of interactive PowerPoint is expected to foster an active, creative, and productive learning environment in which students become active participants rather than passive recipients of information. In this setting, teachers no longer function solely as sources of knowledge but also as facilitators who guide students through meaningful learning experiences. This approach aligns with the principles of twenty-first-century education, which emphasize critical thinking, collaboration, communication, and creativity.

A preliminary observation conducted in February 2025 in Grade XI of MAS Al Islamiyah confirmed that this problem is concrete rather than abstract. During three initial classroom visits, PAI instruction was delivered almost entirely through lecture, supported only by a textbook and whiteboard, without audio-visual or interactive media. The researcher recorded that a substantial proportion of students were inattentive talking among themselves, looking at their phones, or appearing drowsy particularly when abstract material such as faith (iman) and the wisdom of worship was being explained. In a pre-research interview, the Grade XI PAI teacher acknowledged rarely using technology-based media because of limited preparation time and confidence, while several students stated that PAI felt monotonous and difficult to follow. These initial findings establish a specific gap between the expected outcomes of PAI and the actual learning conditions at the research site.

While prior studies have examined interactive PowerPoint largely in general or thematic learning at the elementary level, relatively few have explored its use specifically within Islamic Religious Education at the madrasah aliyah level, where the material is often abstract and value-laden. This study, therefore positions its novelty in describing how interactive PowerPoint is planned and implemented to communicate Islamic values to Grade XI madrasah students, and how those students respond to it. Accordingly, this study is guided by two research questions: first, how are the planning and implementation of interactive PowerPoint carried out in Islamic Religious Education learning for Grade XI students at MAS Al Islamiyah; and second, how do students respond to the use of interactive PowerPoint in PAI learning, including its influence on their interest, understanding, and engagement?

Consistent with the focus and scope of *Ruhama: Islamic Education Journal*, this study also connects to existing scholarship on technology and innovation in Islamic learning, including work on digital transformation in Islamic education (Badriah, 2022),

the role of teachers in online PAI learning (Maimun et al., 2021), and the integration of e-learning in religious subjects (Saputra et al., 2023). Based on these considerations, it is important to investigate more deeply the utilization of interactive PowerPoint as a learning medium in Islamic Religious Education, particularly among Grade XI students at MAS Al Islamiyah. Answering the questions above is expected to contribute a practical model of innovative, technology-based instructional media for PAI teachers and to strengthen the quality of learning within Islamic educational institutions in the digital era.

METHOD

This study employed a descriptive qualitative approach aimed at exploring and understanding phenomena based on real-life situations in a systematic and in-depth manner. (O'Connor & Joffe, 2020) This approach was considered appropriate because the study focused on examining the utilization of interactive PowerPoint by teachers in Islamic Religious Education (PAI) learning, as well as students' responses and engagement with the media (Ahmed, 2024). Through this qualitative framework, the research sought not only to describe observable facts but also to interpret the meanings embedded within instructional practices. Consequently, the study enabled a comprehensive and naturalistic analysis of the phenomenon without manipulating any variables (DEWI, 2022).

The research was conducted at MAS Al Islamiyah, specifically involving Grade XI students, who were considered to possess sufficient cognitive maturity to actively participate in and respond to interactive learning activities. Data collection took place during the second semester of the 2024/2025 academic year, from April to June 2025. This period allowed the researcher to conduct intensive observations, interviews, and documentation procedures (Muhammad Adriansyah Siregar et al., 2023). The participants were determined through purposive sampling and consisted of two Grade XI Islamic Religious Education teachers who implemented interactive PowerPoint in their instruction and 32 Grade XI students drawn from two learning groups (rombongan belajar). MAS Al Islamiyah was selected as the research site because the school had begun introducing technology-based media, but its use was not yet optimal; the preliminary observation revealed concrete problems of low student engagement in PAI, and the school management granted access and recommended the class as representative of the broader learning condition. The object of the study was the utilization of interactive PowerPoint as a learning medium, encompassing the stages of planning, implementation, and student responses (DEWI, 2022).

Data were collected through three primary techniques: observation, interviews, and documentation. Classroom observations were conducted directly during the learning process to examine how teachers utilized interactive PowerPoint, how students engaged with the learning activities, and how classroom interactions developed (Fernandes et al., 2025). The researcher acted as a non-participant observer to ensure that the natural flow of instruction was maintained. Semi-structured interviews were conducted with teachers

to explore the rationale behind the use of interactive PowerPoint, instructional strategies employed, and perceived strengths and limitations of the medium. Interviews with students focused on their perceptions of the learning experience, its influence on their understanding of the subject matter, and its impact on their motivation and interest in learning. Supporting documentation was collected from lesson plans, PowerPoint presentation files, students' assignments, and photographs of classroom activities, providing concrete evidence to complement observational and interview data.

The collected data were analyzed using the interactive model of data analysis developed by Miles and Huberman, comprising data reduction, data display, and conclusion drawing. In the reduction stage, interview transcripts and field notes were read repeatedly and coded; for example, student statements such as understanding the material more easily when a video was shown were coded as "visual comprehension" and grouped with related observation notes under the broader theme of "increased understanding through multimedia." The reduced data were then displayed in the form of narrative descriptions, thematic matrices, and selected excerpts to facilitate interpretation, after which conclusions were drawn and continuously verified throughout the research process to ensure consistency, credibility, and validity of the findings. To enhance the trustworthiness of the study, both source triangulation and methodological triangulation were employed and applied operationally: information reported by teachers in interviews was cross-checked against classroom observation records and supporting documents (lesson plans, PowerPoint files, and student worksheets), so that a teacher's claim that students became more active, for instance, was verified against observed participation and documented student work. The study also observed established research ethics. Prior to data collection, the researcher obtained written permission from the school principal and the consent of the participating teachers, while students and, where required, their guardians were informed of the purpose of the study and gave informed consent. Participation was voluntary; participants could withdraw at any time, and all data were treated confidentially, with identities anonymised in the reporting of findings. Through these procedures, the study ensured greater accuracy, minimized potential bias, and provided a more comprehensive representation of the actual implementation of interactive PowerPoint in Islamic Religious Education learning at MAS Al Islamiyah.

RESULTS&DISCUSSION

Planning and Implementation of Interactive PowerPoint in Islamic Religious Education Learning

This study was conducted to examine the utilization of interactive PowerPoint as a learning medium in Islamic Religious Education (PAI) for Grade XI students at MAS Al Islamiyah and to explore its influence on both the learning process and student outcomes. Findings obtained through observations, interviews, and documentation reveal that the integration of interactive PowerPoint was not merely a technological addition but a carefully planned instructional strategy. Teachers systematically incorporated

interactive PowerPoint into their lesson plans, ensuring alignment with learning objectives and core competencies. The presentations were enriched with multimedia elements, including animations, images, videos, audio recordings, and interactive quizzes, which were designed to accommodate diverse learning styles, particularly visual and kinesthetic learners.

The classroom observations further demonstrated that interactive PowerPoint transformed conventional teacher-centered instruction into a more dynamic and communicative learning environment. Multimedia content enabled teachers to present complex and abstract Islamic concepts in a more concrete and accessible manner. The inclusion of historical animations, worship procedure demonstrations, and interactive assessments encouraged active engagement and facilitated deeper understanding. In this context, the teacher's role shifted from being the primary source of information to acting as a facilitator who guided discussions, stimulated critical reflection, and supported student participation.

Student Engagement and Perceptions toward Interactive Learning Media

The findings indicate that students responded positively to the use of interactive PowerPoint in PAI learning. Interview data revealed that students perceived the learning process as more engaging, enjoyable, and meaningful compared to traditional lecture-based approaches. The integration of visual and audio elements increased students' attention and reduced the monotony often associated with classroom instruction. Students reported that difficult concepts became easier to comprehend when presented through visual representations and simulations, suggesting that multimedia learning supports cognitive processing and knowledge retention.

Moreover, interactive features such as quizzes and discussion prompts encouraged students to become active participants rather than passive recipients of information. This increased participation reflects a higher level of learning engagement, which is widely recognized as a key factor in achieving meaningful educational outcomes. The findings suggest that interactive PowerPoint contributes not only to cognitive engagement but also to emotional and motivational dimensions of learning, fostering greater enthusiasm and willingness to participate in classroom activities.

Impact on Learning Outcomes and Educational Effectiveness

Although this study did not employ a quantitative research design, evidence from student worksheets, formative assessments, and teacher evaluations indicates a positive impact on learning outcomes. Most students achieved scores above the Minimum Mastery Criterion (KKM), suggesting that the use of interactive PowerPoint supported improved comprehension of Islamic Religious Education materials. The multimedia-based presentation of content appears to have enhanced students' ability to understand, retain, and apply knowledge more effectively than conventional instructional methods.

Beyond academic achievement, the findings also highlight significant improvements in students' social and communication skills. The collaborative activities

facilitated through interactive PowerPoint, including group discussions, presentations, and question-and-answer sessions, encouraged students to develop teamwork, communication competence, and confidence in expressing their opinions. These outcomes demonstrate that interactive PowerPoint contributes to holistic educational development by fostering both cognitive and social learning competencies. Consequently, the study suggests that interactive PowerPoint is an effective pedagogical tool that enhances instructional quality, promotes student-centered learning, and supports the achievement of broader educational objectives in Islamic Religious Education.

Connecting the Findings to Theory and Relevant Research

The field data can be summarised concretely. In the planning stage, both teachers prepared interactive PowerPoint slides containing animations of the history of Islam, short videos demonstrating worship procedures, audio recitation, and embedded multiple-choice quizzes, all mapped to the lesson's core competencies. During implementation, observation across several meetings recorded a marked rise in student participation: in a lecture-only baseline session, few students asked questions, whereas in sessions using interactive quizzes, the majority of the 32 students responded to on-screen questions and volunteered answers. In interviews, students consistently reported that visual and audio elements made abstract material such as faith and the wisdom of worship easier to grasp, and the teacher confirmed that fewer students appeared disengaged, while documentation of formative results showed that most students exceeded the Minimum Mastery Criterion (KKM).

These findings can be interpreted through Mayer's Cognitive Theory of Multimedia Learning, which holds that learners understand material more deeply when information is presented through both verbal and visual channels, thereby reducing the load on any single channel. The improved comprehension of abstract Islamic concepts observed in this study is consistent with that principle: pairing narration with relevant animation and video helped students build mental models that text-only lectures did not support. The shift of the teacher's role from sole information source to facilitator likewise reflects constructivist learning theory, in which knowledge is actively constructed through interaction rather than passively received.

These results align with and extend prior research. Trisniawati et al. (2021) found interactive PowerPoint effective in thematic learning at the elementary level, while studies in *Ruhama: Islamic Education Journal* have shown that digital and e-learning tools can support religious learning during and after the pandemic (Maimun et al., 2021; Saputra et al., 2023). The contribution of the present study is to demonstrate, within the specific context of madrasah aliyah PAI, that interactive PowerPoint is effective not only for cognitive outcomes but also for communicating value-laden and abstract religious content an area less examined in earlier work focused on general or thematic subjects. The position of this finding is therefore that interactive PowerPoint functions in PAI not merely as a presentation aid but as a pedagogical bridge between Islamic values and the characteristics of digital-native learners. At the same time, because the study is qualitative

and site-specific, these claims are analytic rather than statistically generalisable, and the reported KKM attainment should be read as supporting evidence rather than as an experimental measure of effectiveness.

CONCLUSIONS

This study set out to answer two questions concerning the use of interactive PowerPoint in Islamic Religious Education (PAI) for Grade XI students at MAS Al Islamiyah. In response to the first question, regarding the planning and implementation of the medium, it can be concluded that the two PAI teachers designed and applied an interactive PowerPoint systematically. They integrated images, animations, videos, audio, and interactive quizzes that were aligned with the instructional content and core competencies, providing greater variety in content delivery and making learning more engaging and easier for students to understand. In implementation, the learning process became more interactive and participatory: students were no longer passive recipients of information but actively engaged through discussions, quizzes, and responses to visual and audio materials, which strengthened motivation, deepened engagement, and fostered an enjoyable classroom atmosphere as the teacher's role shifted toward facilitation.

In response to the second question, regarding student responses, the findings show that students reacted very positively to the interactive PowerPoint. They demonstrated greater enthusiasm and interest in learning, found Islamic Religious Education materials easier to understand when presented through interactive media, and were better able to retain and apply Islamic values in their daily lives. This positive response was accompanied by improved learning outcomes: documentation and interview data revealed a better understanding of PAI materials, reflected in stronger academic performance, enhanced critical thinking, and greater collaboration among students, with most exceeding the Minimum Mastery Criterion. Overall, the implementation of interactive PowerPoint represents an appropriate and innovative strategy for PAI in the digital era, and teachers are encouraged to continuously develop their technological competencies to create meaningful, engaging, and contextually relevant learning experiences.

This study has several limitations. It was conducted at a single madrasah with a limited number of participants and relied on a qualitative design, so its findings are context-specific and not statistically generalisable. The improvement in learning outcomes was inferred from documentation and interviews rather than measured through a controlled or experimental design, and the research period was relatively short. Future researchers are therefore encouraged to examine the use of interactive PowerPoint across multiple madrasahs, to employ quantitative or mixed-methods and experimental designs to test its effectiveness more rigorously, and to investigate its long-term impact on character formation and the internalisation of Islamic values. Practically, schools are advised to support teachers through training and adequate facilities so that technology-based media can be implemented sustainably in Islamic Religious Education.

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