



## AUTOPLAY-BASED LEARNING MEDIA DEVELOPMENT TO IMPROVE LEARNING OUTCOMES OF GRADE IV ELEMENTARY SCHOOL STUDENTS

Lailatul Istiqomah<sup>1</sup> & Ahmad Mubaligh<sup>2</sup>

<sup>1,2</sup>Madrasah Ibtidaiyah Negeri 2 Kota Malang, Jawa Timur, Indonesia

<sup>1</sup>Contributor Email: [lailatulistiqomah129@gmail.com](mailto:lailatulistiqomah129@gmail.com)

Received: December 7, 2023

Accepted: February 6, 2025

Published: March 30, 2025

Article Url: <https://ojsdikdas.kemendikdasmen.go.id/index.php/didaktika/article/view/1420>

### Abstract

*This study aims to determine the feasibility, describe the effectiveness, determine the validity and produce Autoplay-based learning media to improve learning outcomes in students' Hadith al-Qur'an subjects. This type of Research is Research and development (R & D). The development product in this study is Autoplay learning media to improve student learning outcomes. The research design uses the ADDIE approach (analysis, design, development, implementation and evaluation). Data collection techniques with qualitative and quantitative data with T-test. This Research was conducted at MIN 2 Malang City, grade IV students consisting of control and experimental classes. The validity results of material experts obtained 93.75%, media experts 82.14%, and learning experts 90.62%, which means very good. The average value of the control class pre-test was 74.70 and post-test 86.61, while the average value of the experimental class pre-test was 75.29 and post-test 90.88. The difference in learning gains between the experimental and control class post-test scores was 3.53%. So it can be concluded that Autoplay learning media can improve student learning outcomes in Alquran Hadith subjects in class IV MIN 2 Malang.*

**Keywords:** *Learning Media; Autoplay; Learning Outcome; Alquran Hadith.*

---

## Abstrak

Penelitian ini bertujuan untuk mengetahui kelayakan, keefektifan, dan kevalidan serta menghasilkan media pembelajaran berbasis Autoplay untuk meningkatkan hasil belajar pada mata pelajaran Alquran Hadis siswa. Jenis penelitian ini adalah *Research and development (R&D)*. Produk pengembangan dalam penelitian ini adalah media pembelajaran Autoplay untuk meningkatkan hasil belajar siswa. Rancangan penelitian menggunakan pendekatan ADDIE (*analisis, desain, pengembangan, implementasi dan evaluasi*). Data kualitatif dianalisis secara deskriptifm sedangkan kuantitatif dengan Uji-T. Penelitian ini dilakukan di MIN 2 Kota Malang, siswa kelas IV yang terdiri dari kelas kontrol dan eksperimen. Hasil validitas ahli materi diperoleh 93,75%, ahli media 82,14%, dan ahli pembelajaran 90,62%, yang berarti sangat baik. Nilai rata-rata pre-test kelas kontrol sebesar 74,70 dan post-test 86,61, sedangkan nilai rata-rata pre-test kelas eksperimen adalah 75,29 dan post-test 90,88. Perbedaan perolehan belajar antara nilai post-test kelas eksperimen dan kontrol sebesar 3,53%. Dapat disimpulkan bahwa media pembelajaran Autoplay dapat meningkatkan hasil belajar siswa pada mata pelajaran Alquran Hadis di kelas IV MIN 2 Malang.

**Kata Kunci:** *Media Pembelajaran; Autoplay; Hasil Belajar; Alquran Hadis.*

---

## A. Introduction

Education is entering the 21st century, a time when technology and information development has rapidly developed in all fields. One of them is the use of technology in the world of education. Education must follow the development of existing technology to develop higher quality education and professionalism. This aims to improve the quality of education quality. The national education standards stipulated in government regulation number 32 of 2013 are the main foundation for achieving improved quality of education (Siahaan et al., 2023). One of the factors in improving the quality of education is making learning active by involving students.

Students will quickly feel bored if the learning provided is not engaging. The role of the teacher is not only to provide knowledge or teach. However, the teacher is also a facilitator and mediator so that learning can increase student learning potential. Students are no longer passive during the learning process but become active in thinking, searching, combining, concluding, processing, parsing and solving learning problems (Hanafiah & Suhana, 2010). Active learning aims to strengthen the response and stimulus

of students, thus making the learning process fun and not dull. Active learning can be implemented if teachers can use media in the learning process. This is related to the teacher's pedagogical competence, which can utilize technology to benefit learning (Karapınar et al., 2023).

According to Santya, learning media is anything that can be used to channel learning material to attract students' attention, interest, thoughts and feelings in learning activities to achieve goals (Tacoh, 2023). According to Mulyanta & Leong (2009), students' ability, understanding, and knowledge can be seen in the learning process. One of the obstacles to developing learning media is the limited skills and knowledge required to make media incredibly interactive multimedia. Interactive media is media related to technology, especially in the use of computers.

According to Dahar (2011), interactive media combines images, text, audio, animation and video into one unit. The theory put forward by Jean Piaget grade IV elementary school children are generally 9-11 years old; in their cognitive development, children enter the concrete operational stage where they can think logically (Faisal et al., 2021). In this case, interactive media can stimulate children to do thinking activities and develop children's imagination. One of the interactive media is Autoplay. Autoplay is an interactive multimedia application software that combines animation, images, sound, audio, and video to facilitate learning.

Alquran Hadith is one of the subjects of Islamic religious education that combines learning concepts sourced from the Qur'an and Hadith. Learning Alquran Hadith plays an important role in achieving spiritual education for students. The demands of learning Alquran Hadith on students emphasize the competence of reading, writing, memorizing, translating and knowing the content of the arguments of the Qur'an and Hadith. Grade 4 Quran Hadith learning is about the material on the reading laws of Idgham and Iqlab. In this material, students must have the basic ability to read the Quran, which is implemented in everyday life. This media is essential in improving students' understanding and learning abilities.

Alquran Hadith is one of the subjects of Islamic religious education that combines learning concepts sourced from the Qur'an and Hadith. Learning Alquran Hadith plays an important role in achieving spiritual education for students. The demands of learning Alquran Hadith on students emphasize the competence of reading, writing, memorizing, translating and knowing the content of the arguments of the Qur'an and Hadith. Grade 4 Quran Hadith learning is about the material on the reading laws of Idgham and Iqlab. In this material, students must have the essential ability to read the Qur'an, which is implemented in everyday life. This media is essential in improving students' understanding and learning abilities.

Based on preliminary observations of researchers at MIN 2 Malang City. Hadith Qur'an learning applied at MIN 2 has been equipped with various facilities to assist in the learning process. One of the facilities is the availability of a very adequate computer laboratory. However, the fact is that the teacher has not maximized the utilization of facilities and infrastructure in learning media. The difficulty found in the learning process of Alquran Hadith is applying tajweed material about the reading laws of Idgham and Iqlab in reading the Quran. In addition, teachers teaching Hadith Quran material more often use the lecture method rather than learning media. This causes students to get bored quickly when the teacher provides material. The impact is that students are less interested in the material of Idgham and Iqlab reading laws in Alquran Hadith. Teachers also lack expertise in developing learning media in the field of technology (Risdianto et al., 2022). This impacts the problems faced by students with many difficulties in understanding the material, causing low grades in the subject of Alquran Hadith. Interactive media is needed to improve student learning outcomes. One of the interactive media is Autoplay.

Based on previous research conducted by Khasanah (2015), developing teaching materials with autoplay media improved the learning outcomes of seventh-grade students of MTs Sunan Ampel Kediri. The results of his research showed an increase in learning outcomes after using Autoplay media. Autoplay Media Studio is a multimedia software that integrates

various media types, such as images, video, and text. According to (Setiawan et al., 2017; Tacoh, 2023), the development of interactive multimedia based on Autoplay is feasible or valid for 5th-grade students of SDN Percobaan 02 Malang City. This proves that using Autoplay media is feasible and can improve learning outcomes.

The Autoplay learning media developed is teaching media made using Autoplay Studio 8 software for Alquran Hadith subjects on the reading laws of Idgham and Iqlab. The resulting media is an interactive multimedia CD Autoplay media. The purpose of developing this media is to improve student learning outcomes in Alquran Hadith material on the laws of reading idgham and iqlab. Based on this, it is necessary to conduct Research on the development of learning media, especially on the material of idgham and iqlab reading laws. This development research is entitled "Autoplay-Based Learning Media Development to Improve Learning Outcomes of Grade IV Elementary School Students".

## **B. Method**

This research used development research or R&D (Research and Development) projects. To produce products, research that analyzes needs and tests the product's effectiveness must be used (Sugiyono, 2016). The Research will produce Autoplay-based learning media as an interactive CD. The ADDIE development research model (Analysis, Design, Development, Implementation, and Evaluation) will be used to develop this research. (Gumanti & Yunidar, 2016) chose this model for its systematic stages.

During the analysis stage, researchers conducted curriculum, needs, and material analyses. The curriculum analysis stage is completed by examining KI/KD and indicators in the student book, which are used as instructions for developing material on the media. The needs analysis stage is carried out to determine the needs of teachers, student characteristics and the condition of the school environment. Needs analysis is carried out by direct observation interviews at MIN 2 Malang City. In the material analysis stage, the researcher adjusts the material to be taught using the media and adjusted learning.

In the design stage, the researcher plans the product design, which includes determining the material to be developed, the learning media frame, video, shape and colour, evaluation, and materials to be used in learning media and formulating learning objectives. At the development stage, researchers have developed and designed Autoplay learning media. At this stage, trials are carried out before implementation and expert validation (lecturers) and expert practitioners (teachers). This validation is when the data is analyzed and evaluated to determine whether there are suggestions and input to determine feasibility and validity. After making improvements and being validated, students tested this Autoplay product on a small scale.

At the implementation stage, researchers conducted research with 34 students in class IV MIN 2 in Malang City. After using the teaching media, students were asked to fill out questionnaires and take tests. At the evaluation stage, researchers make improvements at each stage. This stage uses a formative evaluation whose purpose is to revise needs. This formative evaluation is done to obtain data to revise the resulting autoplay-based interactive media to make it more effective. Formative evaluation is carried out with two groups: learning media experts and material experts.

This trial was conducted to determine a product's validity, feasibility, and effectiveness. Researchers used a test class IV C as a control class and class IV D as an experimental class. The trial was carried out with a post-test and pre-test, and the trial analysis was carried out through several stages, including validation of material experts, media design experts, learning experts, and field trials. The subjects of this trial consisted of two lecturers who validated and were able to provide suggestions, input, and comments to be used as revision material for the Autoplay learning media developed. Then, one teacher and two classes of VI-grade students of MIN 2 Malang City to assess the validity and feasibility of the Autoplay media developed. In this study, students were treated with Autoplay media through Google Classroom. After using Autoplay media, students answered a questionnaire sent through Google Forms. Data collection instruments in this study include interviews, media validation questionnaires, material expert validation questionnaires, learning expert (teacher) questionnaires, and student questionnaires and tests (*pre and post-tests*).

This study's data analysis techniques include quantitative and qualitative descriptive data analysis. Qualitative descriptive data analysis was sourced from suggestions, input, and responses from lecturer media experts and teacher learning experts obtained from questionnaires and answers from direct interviews. Quantitative descriptive data analysis is used in this study to calculate the effectiveness and feasibility of using Autoplay learning media. Data was obtained from feasibility and effectiveness tests through expert questionnaires of lecturers and teachers, initial trial questionnaires and field trial questionnaires. This analysis also uses T-test analysis of student pre and post-test results (Walidin et al., 2015).

### **C. Result and Discussion**

The results of this study include a description of the results of media development product validation, media feasibility, effectiveness of media use and student learning outcomes in Alquran Hadith subjects.

#### **1. Result**

Material experts, design experts, and learning experts or practitioners validate Autoplay learning media at this stage. Mrs. Fitratul Uyun, M. Pd. I am the material expert, while the media design expert is Mr. Ahmad Makki Hasan, M. Pd, and the learning expert is Mr. Fathor, S. Ag, the Alquran Hadis teacher.

Material experts conduct validation by collecting opinions and suggestions to make revisions. The questionnaire uses a Likert scale with four alternative answers: inappropriate, less precise, and exact. Questionnaires for material experts have eight assessment indicators, which are grouped into aspects of material content and language suitability. The eligibility criteria can be seen in the following table.

*Table 1. Qualification of feasibility level based on percentage*

<b>No.</b>	<b>Achievement Level</b>	<b>Qualification</b>	<b>Description</b>
1.	80-100%	Valid	No Revision Required
2.	60-79%	Fairly Valid	No Revision Required
3.	40-59%	Less Valid	Revised
4.	0-39%	Invalid	Revised

From the questionnaire, 93.75% was obtained, which means very good. This follows the validity criteria table, showing that the development of learning media is feasible and that there are no revisions so that it can be used as a learning media at school.

Mr. Ahmad Makki Hasan, M.Pd. validated the media expert with suggestions and input. The questionnaire uses a Likert scale with four alternative answers: inappropriate, less precise, and exact. Questionnaires for material experts have seven assessment indicators grouped into aspects of media design, colour display, and media features. The following is a table of media design expert presentations.

*Table 2. Percentage of media expert assessment components*

No.	Statement	Assessment		Description
		x	xi	
1.	Autoplay Media Design	8	9	No Revision
2.	Media Colour Display	8	9	No Revision
3.	Media Features	7	10	No Revision
<b>Total</b>		<b>23</b>	<b>28</b>	<b>Valid</b>

The data listed above is the result of the calculation process using the following formula (Amirudin, 2010):

$$\text{Rumus: } P = \frac{\sum x}{\sum xi} \times 100\%$$

$$P = \frac{23}{28} \times 100\% = 82,14\%$$

The percentage result from the questionnaire is 82.14%, which means that the media is very feasible. This follows the validity criteria table, showing that the development of learning media is feasible and that there are no revisions so that it can be used as a learning media at school.

Mr. Fathor, S. Ag, as the teacher of Alquran Hadith class IV, validated learning experts. The questionnaire uses a Likert scale with four alternative answers: inappropriate, less precise, precise, and very precise. Questionnaires for material experts have eight assessment indicators. The results obtained from the questionnaire were 90.62% and considered valid and appropriate for use in the learning process. The conclusion of each validation of material, design, and learning experts obtained an average result of 88.83%.

The product's feasibility is determined by data from a questionnaire-based learning media trial for fourth-grade students at MIN 2 Malang City. The questionnaire includes ten question items. Questions are shared with Google Forms through Google Classroom. The results of the data obtained are that of the 34 students who filled out the questionnaire who chose the answer point 4 as many as 215, namely 63.23% and who answered point 3 as many as 117, namely 34.41%. Then, the overall data of the learning media questionnaire was 91%, so the autoplay learning media is very feasible. The following is a diagram of the student questionnaire from the data field trial results.

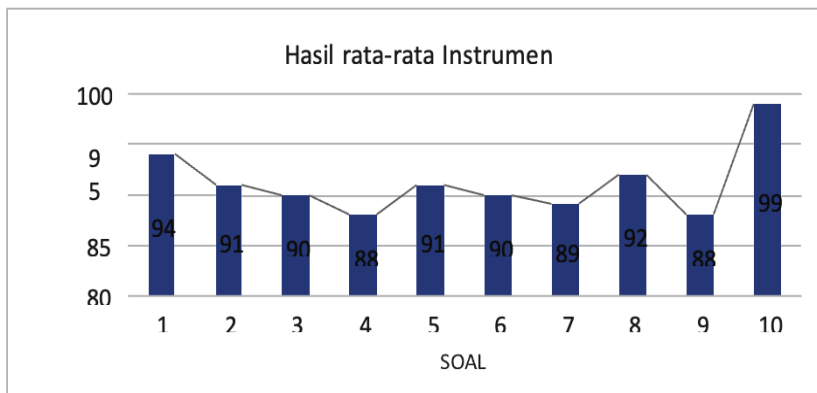


Figure 1: Diagram of average field trial results

From the data above, this Autoplay learning media can increase student motivation in learning Alquran Hadith obtained an assessment with a percentage of 99%. Data obtained from questionnaires filled out by students with details: Strongly agree 32 (9.4%), moderately agree 2 (0.5%). This shows that learning media motivates students to learn.

Data from the pre-test and post-test scores of fourth-grade students at MIN 2 Malang City are used to assess the effectiveness of using Autoplay-based learning media. In this development research, researchers used two classes, namely experimental and control classes. The experimental class receives treatment in the form of Autoplay-based learning media, whereas the control class does not receive treatment in the form of Autoplay-based

learning media. The table below shows the Pre-Test and Post-Test scores for the experimental and control classes.

*Table 3. Pre-test scores of experimental and control classes*

No.	Class	Number of Students	Minimum Value	Maximal Value	Average
1.	Experiment	34	50	100	75,29
2.	Control	34	45	90	74,70

*Table 4. Post-test scores of experimental and control classes*

No.	Class	Number of Students	Minimum Value	Maximal Value	Average
1.	Experiment	34	80	100	90,88
2.	Control	34	70	95	86,61

According to the table above, there is a difference in pre-test and post-test scores in both the control and experimental groups. For the post-test results, the value rose from 74.70 to 75.29; for the post-test results, the value was 80.61 to 90.88. This proves the increase in student learning outcomes on the material of the laws of idgham and iqlab reading in the subject of Alquran Hadith class IV MIN 2 Malang city.

## **2. Discussion**

This Research produces Autoplay learning media on the material of idgham and iqlab reading laws for class IV MIN 2 Malang city. The development of Autoplay learning media is based on observation or observation as well as interviews and distributing questionnaires to fourth-grade students of MIN 2 Malang City. This is done to analyze the needs of students, teachers, and the learning environment, so this research is based on field conditions. The teacher mentioned the lack of motivation and the low learning outcomes of students in the subject of Alquran hadis because of the traditional learning that is more often used.

Researchers designed an Autoplay learning media format consisting of several components: the front page, main menu page, instructions for use

page, KI/KD page and indicators, material page, evaluation page and profile page. This media was created with Autoplay Studio 8 software and Quiz Creator (in making questions). This Autoplay-based learning media development can be used in individual learning because the software can be installed on each student's laptop. In addition, this media can also be used in group learning, both small and large groups, and can be displayed on a projector. This Autoplay media development aims to provide alternative learning media that can help classroom learning be more active and engaging and improve student learning outcomes in the subject of Alquran Hadis. Autoplay learning media development consists of 7 main components: the front page, main menu page, instructions for use page, KI/ KD page and indicators, material page, evaluation page and profile page.

The use of media in learning is in accordance with Briggs' theory that media is a learning tool with sound slides, pictures, books, videotapes or one component of a delivery system (Anita, 2010). learning media can help teachers deliver material and make it easier for students to understand the material. The benefits of the media will be achieved if the teacher is maximized in choosing and using the media appropriately and following learning needs.

Autoplay media is multimedia software that combines various media types such as sound, text, images, video, and flash into presentations. Autoplay software can be used to develop Computer Training (CBT) applications, autoplay/ autorun systems, multimedia applications, interactive marketing presentations, CD Business Cards, and- ROM menus (Hernawati, 2009). With this media, students do it repeatedly and can learn independently with fun. The procedure for developing autoplay-based learning media on the subject of class IV Hadith Alquran material on the reading laws of idgham and iqlab follows the ADDIE stages, of which there are five stages of the development model, namely analysis, design, development, implementation and evaluation.

Analysis of the assessment of material experts by MI/ SD PAI learning lecturers, namely Mrs. Fitratul Uyun, M. Pd. I on autoplay-based

learning media on Alquran Hadith subjects on the Law of Reading Idgham and Iqlab on grade IV students of MIN 2 Malang City. From the response questionnaire filled in by the material expert or content of the autoplay-based learning media, the Percentage of eligibility is 93.75%, which is a valid qualification so that the Autoplay learning media developed does not need to be revised and is suitable for use according to the material expert or content. This information shows that the Autoplay-based learning media on the reading laws of idgham and iqlab are feasible to use by the validation results.

It can be concluded that the material presented in the media follows the curriculum, KI/ KD and indicators that have been determined. The learning media material is under the criteria for selecting material in the media proposed by (Arsyad, 2014) regarding the feasibility of learning media. Technical media feasibility that the selected media can stimulate and support students' learning process. In this case, some qualities must be considered, namely the quality of the message (learning objectives, clarity in teaching, logical systematics and ease of understanding).

The material design expert analysis obtained a percentage of 82.14%, which is a valid qualification, so the autoplay-based learning media developed does not need to be revised and is suitable for use. The design of the learning media is also attractive. This is per Widagda Pringga Suwarna's explanation that the media can create an illustrative teaching and learning process. Illustrations under the objectives, products, and content are more interesting and clarify them (Tacoh, 2023).

The results of the validation of the material expert analysis by the practitioner teacher obtained a percentage of 90.62%, which was in the valid qualification, so the learning media developed did not need to be revised and was suitable for use. This is due to the benefits of learning media; according to Martunis et al., (2014), the learning process is more interesting, learning processes can occur anywhere and anytime, learning is more interactive, the quality of student learning can be improved, and teaching materials are efficient.

Exposure of data take from the results of field trials on the development of Autoplay-based learning media for class IV MIN 2 Malang city on the reading laws of idgham and iqlab. All students of class IV D filled in the response questionnaire as an experimental class, totalling 34 students of MIN 2 Malang City, and the average result was 91%. The Percentage of achievement is included in the qualification as valid and feasible. The principle reinforces the use of learning media; namely, as a learning resource used to solve problems encountered in the teaching and learning process (Fadillah, 2016).

Students in the experimental class who used autoplay learning media outperformed those in the control class who did not use autoplay learning media. This demonstrates that the learning outcomes of experimental and control class students at MIN 2 Malang City differ significantly. When IV D students learn using learning media, their memory and retention are more potent than those of IV C students who learn without learning media. This is evident from the difference in test results in the two classes.

The learning outcomes were assessed using the post-test scores from the control and experimental classes. The analysis of the control class's post-test scores and the experimental class's post-test scores revealed that the average value of the experimental class's learning outcomes was 90.88%, while the average value of the control class was 87.35%. There was a 3.53% difference in student learning gains between students who used Autoplay learning media and those who did not use learning media. After that, based on manual data processing of post-test scores from students analyzed through the t-test formula, T count = 4.53 was obtained. The result follows Purnomo & Darsono (2016), who says that using appropriate media is an alternative to overcoming students' low learning outcomes. The media also makes learning outcomes reach standards, and using appropriate media can improve student learning outcomes.

#### **D. Conclusion**

The validation obtained from material experts, media experts and learning experts obtained an overall result of 88.83% with details of material

experts (93.75%), media experts (82.14%) and Alquran Hadis learning experts (90.62%) based on eligibility qualifications, it is declared valid. As well as obtained a percentage of feasibility with 91% results from student assessments. Based on the research and discussion previously described, Autoplay-based learning media in the subject of Alquran Hadis class IV MIN 2 Malang city is effective based on the results of the pre and post-test of the experimental class and control class. The control class pre-test score obtained an average of 74.70, and the post-test obtained an average of 86.61. The experimental class obtained an average pre-test score of 75.29 and a post-test of 90.88. The level of effectiveness obtained through obtained t count = 4.53 is more significant than t table = 2.03. The conclusion is that learning media is proven suitable for use and helps improve the effectiveness of student learning outcomes using Autoplay learning media.

### **Acknowledgements**

The author expresses his gratitude to all parties involved in this research, including teachers, lecturers, students, and all the principals and staff of MIN 2 in Malang City. Providing support through thoughts, energy, suggestions, and input helped create this research and the application of this Autoplay learning media. Hopefully, the findings of this study will be valuable and inspiring in improving education in Indonesia.

### **Daftar Referensi**

- Anita, S. (2010). *Media Pembelajaran*. Yuma Pressindo.
- Arsyad, A. (2014). *Media Pembelajaran*. Raja Grafindo Persada.
- Dahar, R. W. (2011). *Theories Belajar dan Pembelajaran*. Jakarta: Erlangga.
- Fadillah, A. (2016). Pengaruh pembelajaran Problem Solving terhadap Kemampuan Berpikir Kreatif Matematis Siswa. *Fibonacci: Jurnal Pendidikan Matematika Dan Matematika*, 2(1), 1-8. <https://doi.org/10.24853/fbc.2.1.1-8>.
- Faisal, M., ZA, T., Siswanto, R., Hayati, H., & Darajat, J. (2021). The Integration of KKNi, SNPT, and the Integration-Interconnection

- Paradigm in Curriculum Development at PTKI. *Jurnal Ilmiah Peuradeun*, 9(2), 309. <https://doi.org/10.26811/peuradeun.v9i2.528>
- Falahudin, I. (2014). Pemanfaatan media dalam pembelajaran. *Jurnal Lingkar Widyaaiswara*, 1(4), 104-117.
- Gumanti, T. A., & Yunidar, S. (2016). *Metode Penelitian Pendidikan*. Jakarta: Mitra Wacana Media, 2916.
- Hanafiah, N., & Suhana, C. (2010). *Konsep Strategi Pembelajaran*. Bandung: Refika Aditama.
- Hernawati, K. (2009). *Pelatihan Autoplay Media Studio*. Laboratorium Komputer Jurdik Matematika FMIPA UNY.
- Karapınar, S., Kadioğlu, N., & Özyalçın Oskay, Ö. (2023). Flipped Learning Model Based on Learning Styles in Chemistry Education. *Jurnal Ilmiah Peuradeun*, 11(3), 847-872. <https://doi.org/10.26811/peuradeun.v11i3.954>
- Khasanah, R. (2015). *Pengembangan Media Autoplay dalam Pembelajaran Al-Quran Hadits guna Meningkatkan Pemahaman Tajwid Siswa*. Universitas Islam Negeri Maulana Malik Ibrahim.
- Khasanah, R. (2017). *Pengembangan Bahan Ajar Menggunakan Media Autoplay dalam Pembelajaran Alquran Hadis Guna Meningkatkan Pemahaman Tajwid Siswa Kelas VII MTs Sunan Ampel Kepung Kediri*, skripsi tidak diterbitkan: Prodi Pendidikan Agama Islam, UIN Maulana Malik Ibrahim, Malang.
- Martunis, M., Ikhsan, M., & Rizal, S. (2014). Meningkatkan Kemampuan Pemahaman dan Komunikasi Matematis Siswa Sekolah Menengah Atas Melalui Model Pembelajaran Generatif. *Jurnal Didaktik Matematika*, 1(2), 75-84. <https://jurnal.usk.ac.id/DM/article/view/2079>.
- Mulyanta & Leong, M. (2009). *Tutorial Membangun Multimedia Interaktif Media Pembelajaran*. Universitas Atma Jaya
- Purnomo, E., & Darsono, D. (2016). Perbandingan Model Pbl dan Cps Meningkatkan Kemampuan Berfikir Kritis dengan Minat Belajar. *Jurnal Studi Sosial*, 4(3), 132088.
- Risdianto, E., Wachidi, W., Riyanto, R., Fathurochman, I., Yanto, M., & Asmara, A. (2022). Feasibility Test of Learning Media with Blended Learning Model and Augmented Reality-Assisted

- MOOCs. *Jurnal Ilmiah Peuradeun*, 10(1), 149–164.  
<https://doi.org/10.26811/peuradeun.v10i1.626>
- Setiawan, H., Adi, S., & Ulfah, N. H. (2017). Pengembangan Multimedia Interaktif Berbasis Autoplay sebagai Media Promosi Kesehatan tentang Kesehatan Gigi dan Mulut pada Siswa Kelas V SDN Percobaan 02 Kota Malang. *Preventia: The Indonesian Journal of Public Health*, 2(2), 93–104.  
<https://doi.org/10.17977/um044v2i2p93-103>.
- Siahaan, A., Anggara, A. B., Ramadani, I., Mtd, N. P., & Rozzaqiyah, Z. (2023). Meningkatkan mutu pendidikan melalui manajemen peserta didik. *Jurnal Pendidikan Dan Konseling (JPDK)*, 5(1), 3645–3651.  
<https://journal.universitaspahlawan.ac.id/index.php/jpdk/article/view/11594>.
- Sugiyono, (2013). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung. Alfabeta.
- Sugiyono, S. (2016). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Alfabeta, Bandung.
- Tacoh, Y. T. (2023). Analysis of the “Deep Listening” Spiritual Pedagogy Approach in Online Learning to Build Intersubjectivity. *Jurnal Ilmiah Peuradeun*, 11(3), 905–924.  
<https://doi.org/10.26811/peuradeun.v11i3.935>
- Walidin, W., Idris, S., & Tabrani ZA. (2015). *Metodologi Penelitian Kualitatif & Grounded Theory*. FTK Ar-Raniry Press.