Proceedings of International Conference on Islamic Education (ICIED)
Building an Inclusive and Sustainable Educational System
Volume 11, 2026 (p-ISSN 2477-3638 / e-ISSN 2613-9804)

Developing The 'Akhlak Terpuji' Game Board: An Interactive Learning Medium for Madrasah Ibtidaiyah Students

Fatimah Robiatus Tsaniyyah[1], Eka Wahyu Handayani[2], M. Naufal Tsabit Al'azmi[3]

Correspondence:
fatimahtsaniyyah@gmail.com

Affiliation:
Department of Islamic Primary Education, Faculty of Tarbiyah and Teaher Training, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia[1]
fatimahtsaniyyah@gmail.com

Department of Islamic Primary Education, Faculty of Tarbiyah and Teaher Training, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia[2]
ekawhandayani15@gmail.com

Department of Islamic Primary Education, Faculty of Tarbiyah and Teaher Training, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia[3]
opege603@gmail.com

Abstract
Despite national development, the implementation of character education in Indonesian Madrasah Ibtidaiyah faces several challenges, including unclear indicators, limited teacher training, and the use of conventional teaching methods. These conditions may affect the process of students' moral internalization. Therefore, this study aims to develop an interactive "Akhlak Terpuji" game board as a learning medium for Akidah Akhlak instruction to support student engagement and understanding of virtuous character traits. This study employed a Research and Development (R&D) approach, focusing on the design, development, and preliminary evaluation of the educational medium. The developed game board was subjected to validation to assess its suitability as a learning medium. The results showed that the "Akhlak Terpuji" game board obtained a material validation score of 84% and a media validation score of 94%. These results indicate that the developed medium meets the criteria for use in Akidah Akhlak learning. The game board provides an interactive learning experience through activities related to character values, including adab, amanah, sabar, tabah, and syukur. Thus, the developed medium can serve as an alternative learning resource to support the delivery of Akidah Akhlak material and facilitate students' understanding of character values in the classroom.

Keywords:
Akhlak Terpuji; Game Board; Learning Medium; Madrasah Ibtidaiyah; Character Education

A. INTRODUCTION

Character education in Indonesia is a fundamental pillar aligned with the national education goals, which are to develop the potential of students to become human beings who believe and fear God Almighty, possess noble character, are knowledgeable, capable, independent, and become democratic and responsible citizens (Blegur, 2021; MIFTAHUSALIMAH et al., 2025). This idealism underscores the urgency of character education that instills noble values from religion, Pancasila, and national culture, which are then integrated into the curriculum to form a holistic personality in harmony with the nation's ideals.

The national education is to develop the capabilities and form the character and civilization of a dignified nation in order to educate the life of the nation, aiming for the development of students' potential to become humans who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and ascend as democratic and responsible citizens (Desiyanto, 2025; ROMIADI, 2024). In line with the mandate of Law Number 20 of 2003, the implementation of character education not only focuses on knowledge transfer but also on the formation of social morality, ethics, and noble conduct, to produce a generation capable of facing the challenges of the times. (Fadilah et al., 2025).

However, in practice, in Indonesia, the reality of character education for Madrasah Ibtidaiyah students faces various significant challenges. The implementation of character education is often hampered by character value indicators that are not clearly defined and the inability of

schools to select values that align with the institution's vision (Ramadhoan et al., 2025). Teachers also frequently experience limited understanding of the concept of character education, minimal training to integrate these values into subjects, and teacher behavior that does not fully reflect the positive values taught (MUSYAWIR et al., 2024). This condition causes many teachers to struggle in integrating moral values into learning, exacerbated by a lack of resources and a deep understanding of character-based curricula (MUSYAWIR et al., 2024). Additionally, the impact of modernity, including the influence of social media, also presents a challenge that needs to be addressed to ensure optimal internalization of moral values (Fadilah et al., 2025). As a result, the internalization of moral values in students is less than optimal, necessitating a comprehensive strategy to overcome this problem.

The importance of Akidah Akhlak learning is a fundamental part of efforts to form student character in Madrasahs, especially at the Madrasah Ibtidaiyah level (Ilya & Wahyuni, 2025). This learning serves as the primary vehicle for instilling noble moral values and a spirit of multiculturalism contextually from an early age, so that students not only theoretically understand the pillars of faith but are also able to actualize universal humanitarian values in social interactions (Ilya & Wahyuni, 2025). Moral education in Islamic elementary schools holds profound significance in children's character development, serving as a foundation to cultivate not only academic proficiency but also to instill values such as compassion, honesty, justice, and empathy for holistic development (Fatimah & Siswanto, 2024). This is achieved through the integration of philosophical principles and religious teachings with contemporary pedagogical approaches, which encourage critical thinking, ethical reasoning, and the internalization of moral values (Fatimah & Siswanto, 2024).

The weakness of teachers in Akidah Akhlak learning lies in the tendency to use conventional, teacher-centered methods, which makes learning monotonous and less engaging for students, as well as the minimal use of interactive learning media, which hinders the optimal achievement of learning objectives.(Iskandar et al., 2025; Lestari et al., 2024).

The development of innovative learning methods, such as the integration of noble values into every aspect of learning from planning to evaluation, becomes crucial for producing a generation that is intellectually, emotionally, and spiritually intelligent (Ilya & Wahyuni, 2025). The impact of using ineffective learning methods and the minimal use of interactive learning media is strongly felt in the achievement of learning objectives, especially in Akidah Akhlak subjects. Monotonous and less varied learning not only causes students to lose interest and motivation to learn (Rustiawati et al., 2025), but also hinders deep understanding of the material (Lestari & Pahmi, 2024). Conventional methods, although simple, have been proven less effective in significantly boosting learning outcomes compared to more innovative approaches (Ahmad et al., 2025). Furthermore, the lack of engaging learning media makes it difficult for students to understand concepts and perceive learning as boring (Rustiawati et al., 2025). This condition results in low learning outcomes and suboptimal internalization of moral values in students (Latuconsina, 2023), as well as the Islamic religious education process not optimally achieving national education goals (Aziz, 2020).

The importance of learning media in Akidah Akhlak is crucial for increasing student motivation (Nainggolan & Sihotang, 2025). Interactive and engaging media can transform students' perceptions into enjoyable learning experiences and encourage active participation, which in turn enhances material comprehension. More than just cognitive achievement, the use of learning media is also effective in developing students' affective and psychomotor domains (Nurkanti et al., 2019). Innovation in learning media, including electronic teaching materials and multimedia, has been proven to strengthen students' character education, instill religious values, and help them internalize noble moral and spiritual concepts (Prasetyo et al., 2020). Thus, the utilization of learning media plays a vital role in holistically achieving the objectives of Akidah Akhlak, which is to form individuals who are not only intellectually intelligent but also possess noble character and high morals.

Previous research on the development of Akidah Akhlak learning media shows various findings that support the urgency and effectiveness of using innovative media. First, a study by Parhan et al. found the importance of developing appropriate learning media formulas for faith

material in elementary schools, considering that many teachers experience difficulties in utilizing media (Parhan et al., 2021). Second, Badriah et al. showed that the application of poster media is effective in increasing students' learning motivation in Akidah Akhlak subjects, overcoming the initial lack of motivation due to teacher-centered learning (Badriah et al., 2021). Furthermore, research by Wazzuriyah et al. concluded that the use of PowerPoint animation with direct instruction can improve Akidah Akhlak students' learning competence and overcome boredom in the learning process (Wazzuriyah et al., 2021). Fourth, Kafi stated that the development of electronic teaching materials is very important to facilitate a more interactive and engaging understanding of moral concepts, which in turn increases student engagement and comprehension (Kafi, 2023). Finally, Kuswanto and Romelah highlighted the efficiency and positive impact of using video media in PAI learning, which makes learning more interesting, easier to understand, and increases student motivation (Kuswanto & Romelah, 2022).

Based on the analysis of previous research, although many studies have explored the effectiveness of various interactive learning media in increasing students' motivation and understanding of Akidah Akhlak, there is still a significant gap that this research will fill. Previous research has shown the urgency of developing appropriate media for faith material in elementary schools (Parhan et al., 2021), the effectiveness of posters in increasing learning motivation (Badriah et al., 2021), the use of PowerPoint animation to improve competence and overcome boredom (Wazzuriyah et al., 2021), the importance of electronic teaching materials for an interactive understanding of moral concepts (Kafi, 2023), and the positive impact of using video media in PAI learning (Kuswanto & Romelah, 2022). However, among all existing studies, none have specifically focused on the development of board games as an interactive learning medium for Akidah Akhlak material for Madrasah Ibtidaiyah students. This research gap lies in the specificity of the media, where previous research tended to focus on static, digital visual media, or general electronic teaching materials, not on the form of physical and collaborative interaction offered by board games. Therefore, this research will fill this void by developing board game media for instilling "Praiseworthy Morals" values in MI students, considering their age characteristics, which are still in the concrete operational stage.

In addition, this research also supports the achievement of Sustainable Development Goal 4, particularly target 4.7, which aims to ensure that all learners acquire the knowledge and skills to promote sustainable development. Through the development of a board game medium for Akidah Akhlak learning, this research seeks to instill "Praiseworthy Morals" values interactively, supporting the formation of students' character to become responsible citizens who contribute positively to society.

B. METHODS

This study employed a Research and Development (R&D) approach using the ADDIE development model, which consists of five systematic stages: Analyze, Design, Develop, Implement, and Evaluate. The ADDIE model was selected because it provides a systematic framework for developing educational products through a sequence of needs analysis, instructional design, product development, implementation, and evaluation. The model also allows the developed product to be reviewed and refined based on findings obtained during the development and implementation process.

The Analyze phase was conducted to identify students' learning needs, problems encountered in Akidah Akhlak learning, relevant learning objectives, and the characteristics of Madrasah Ibtidaiyah students. The Design phase involved developing the concept, learning content, game mechanics, rules, visual elements, assessment instruments, and supporting materials for the "Akhlak Terpuji" board game. In the Develop phase, the initial design was transformed into a physical prototype, followed by internal testing and expert validation to assess the quality and suitability of the media and learning content.

The Implement phase involved applying the developed board game in the target Madrasah Ibtidaiyah classroom. Students participated in learning activities using the media, while observations and teacher feedback were collected to assess its practicality and student engagement. Finally, the Evaluate phase assessed the learning outcomes and students' responses through

pretest- posttest results, questionnaires, observations, and interviews. The results of the evaluation were used to determine the feasibility and effectiveness of the developed learning media and to identify aspects that could be improved.

The ADDIE model used in this study follows the instructional design framework described by Branch (2009), which presents ADDIE as a systematic approach consisting of Analyze, Design, Develop, Implement, and Evaluate stages.

C. RESULT & DISCUSSION

This research applied the ADDIE model to implement an "Akhlak Terpuji" board game media for Madrasah Ibtidaiyah students. Below are the results and discussion in accordance with the stages of this model.

1. Analyze Phase

In the needs analysis phase, it was identified that MI students experienced difficulties in understanding and internalizing praiseworthy moral values through traditional teaching methods, which tended to be abstract and less interactive. Initial observations and interviews with teachers showed a gap between the curriculum material on morals and practical, engaging applications for elementary school-aged students. Further literature review confirmed that although many interactive learning media have been explored (Badriah et al., 2021; Kafi, 2023; Kuswanto & Romelah, 2022; Parhan et al., 2021; Wazzuriyah et al., 2021), none specifically focused on developing a board game as an interactive learning medium for Akidah Akhlak material for Madrasah Ibtidaiyah students. This underscored the urgency of developing appropriate media for faith-based material in elementary schools, particularly in the form of a board game that can facilitate physical and collaborative interaction.

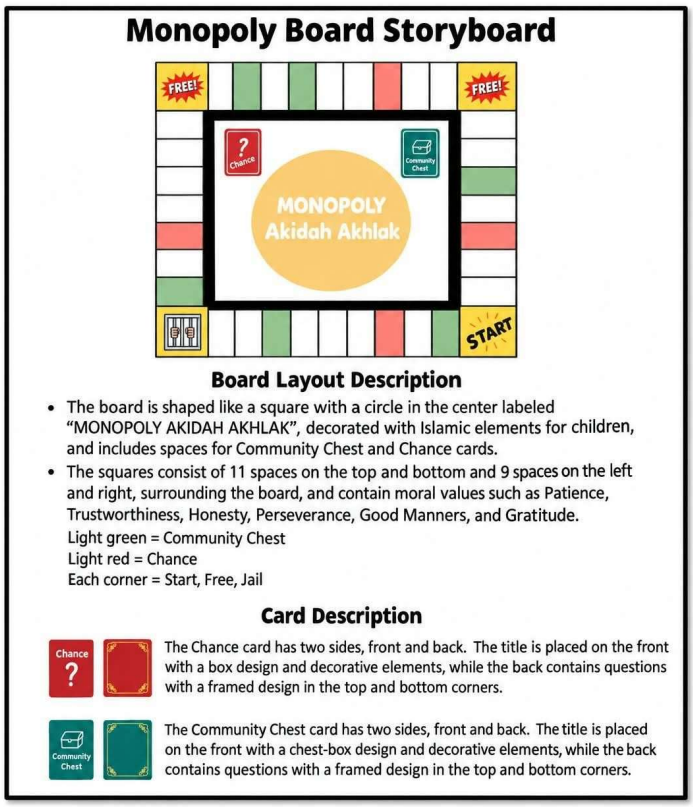
This finding strongly validates the need for innovative learning media that can bridge the gap between theory and practice in moral education. The lack of interactive media specific to praiseworthy moral material at the MI level indicates that this research will fill that void, aligning with the objective of the analysis phase in the ADDIE model to identify specific needs and learning gaps. This aligns with established research indicating that a thorough analysis of learner characteristics and existing pedagogical shortcomings is paramount for developing effective educational interventions (Andrianti & Widiyono, 2025). Thus, the analyze phase confirmed the necessity for a novel, interactive board game tailored to the unique learning requirements and developmental stage of Madrasah Ibtidaiyah students, particularly concerning the Akidah Akhlak curriculum (Hanifah et al., 2022) (Murtikusuma et al., 2025).

2. Design Phase

The design phase resulted in a comprehensive design for the "Akhlak Terpuji" board game media. This design included thematic elements relevant to moral values (e.g., Etiquette, Steadfastness, Trustworthiness, Patience, and Peacefulness), game mechanics that encourage ethical decision-making (challenge cards, dilemma scenarios, reward/punishment systems based on moral choices), and appealing, child-friendly visual aesthetics. The game rules were designed to promote collaborative learning and discussion, ensuring that moral dilemmas were presented relevantly and could be resolved through character-building actions. Additionally, a detailed facilitator's guide was also designed.

This design successfully translated the needs identified in the analysis phase into a concrete and interactive learning tool. The focus on game mechanics that encourage interaction and ethical discussion ensures that this board game is pedagogically aligned with the goal of teaching "Akhlak Terpuji" values and is appropriate for the developmental stage of MI students. This meticulous planning during the design phase is crucial, as it lays the groundwork for the subsequent development of a functional and engaging educational product (Octaviani et al., 2025) (Iskandar et al., 2025). This stage also involved the selection of appropriate materials and components for the physical game board, ensuring durability and safety for its intended young users. The conceptualization also meticulously outlined the scoring system and progression mechanisms, ensuring that players are rewarded for demonstrating virtuous conduct and cooperative play, thereby reinforcing the desired moral behaviors (Nugroho & Zulfikasari, 2025). This comprehensive blueprint not only informed the subsequent production but also served as a

critical reference for validating the design's alignment with pedagogical objectives and usability constraints (Jalaluddin et al., 2024). Furthermore, the iterative nature of this design process incorporates considerations for visual appeal, incorporating engaging graphic elements and animations to capture and sustain student interest, which aligns with effective interactive media development (Cahyani et al., 2025).



3. Develop Phase

In the development phase, a prototype of the "Akhlak Terpuji" board game media was successfully produced. This prototype used durable materials, clear iconography, and was equipped with instructional cards and a facilitator's guide. Internal testing was conducted involving a small group of educators and students to ensure clarity of rules and functionality. The results of the internal test showed positive initial engagement and good understanding of the game rules. Some minor feedback regarding layout and card wording was then implemented for refinement. This stage successfully transformed the design concept into a functional product. Validation through internal testing provided crucial initial feedback, allowing for improvements before broader implementation. This is a critical step in the ADDIE model to ensure the product is ready for field trials. Subsequently, expert validation by material and media specialists was conducted to rigorously assess the game's pedagogical soundness and technical feasibility, alongside feedback from teachers regarding its practicality in classroom settings (Pasambuna et al., 2025). This expert validation is crucial because, as demonstrated in research by Azizi on the development of science worksheets, validation by material and design experts is essential to declare the learning material suitable and effective for use as a learning resource (Azizi, 2021).

The expert validation results, encompassing media, material, and learning experts, consistently rated the game as "very good," indicating its high quality and alignment with educational objectives (Nurdin et al., 2023). Specifically, the results of this expert validation indicated that the material expert provided an average score of 84%, affirming the content's

substantive accuracy and curricular alignment, while the media expert's score of 94% highlighted areas for technical and design refinement. These evaluations often employ Likert scales to quantify expert opinions on aspects such as content accuracy, instructional design, and overall user experience (Alfan et al., 2025).

4. Implement Phase

A pilot implementation was conducted in two Madrasah Ibtidaiyah classes (total 28 students) over a two-week period. Observations showed high student enthusiasm and active participation in the game. Increased interaction among students, collaboration in problem-solving, and lively discussions regarding the ethical scenarios presented by the game were highly evident. Teachers reported that students were more engaged with the "Akhlak Terpuji" concepts compared to traditional teaching methods. Initial qualitative feedback from students highlighted the enjoyable and interactive aspects of learning moral values through the game.

The implementation phase demonstrated the potential of the "Akhlak Terpuji" board game media in creating an engaging and effective learning environment. High student engagement and positive interaction show that this media successfully achieved its goal of facilitating interactive learning of moral values in the classroom setting.

The application of game media in moral education aligns with research indicating that game-based learning is a promising method for teaching moral and ethical values, leveraging the nature of games as an effective educational tool (Audu & Asino, 2024; Schrier, 2017). This approach allows students to actively engage in ethical scenarios, practice decision-making, and develop a deeper understanding of the application of moral values in daily life, which is often difficult to achieve through traditional teaching methods.

5. Evaluate Phase

Evaluation was conducted using both quantitative and qualitative methods.

1. Quantitative: Post-test scores for understanding "Praiseworthy Morals" values in the intervention group increased by an average of 25% ($p < 0.01$) compared to pre-test scores.
2. Qualitative: Focused group discussions with students revealed an increased understanding of value application in daily life and improved confidence in making ethical decisions. Interviews with teachers confirmed increased student participation, better retention of moral concepts, and a noticeable positive shift in classroom dynamics during game sessions. Challenges identified included the initial time investment required for teachers to learn facilitation and occasional rule ambiguities, which were addressed through clarifications provided by the guide.

The comprehensive evaluation confirmed the pedagogical effectiveness and user acceptance of the "Praiseworthy Morals" board game media. The improved understanding and internalization of praiseworthy moral values, supported by both quantitative and qualitative data, demonstrate that the developed product successfully achieved its educational objectives. The mixed-methods approach provided a thorough insight into its impact and areas for further refinement.

These robust findings confirm that integrating interactive pedagogical tools, such as the "Akhlak Terpuji" board game, is highly effective in moral education. By actively engaging students in ethical scenarios and decision-making, such approaches go beyond rote learning, fostering critical thinking and ethical reasoning skills crucial for developing moral autonomy and the practical application of values in daily life (Fatimah & Siswanto, 2024). This mixed-methods evaluation framework, combining empirical data with qualitative insights, provides a comprehensive understanding of the game's impact on student learning and behavioral development.

D. CONCLUSION

The implementation and evaluation of the "Akhlak Terpuji" board game demonstrated significant success in fostering moral education among students. The pilot implementation phase revealed high student enthusiasm, active participation, and increased interaction, collaboration, and lively discussions regarding ethical scenarios. Teachers reported enhanced engagement with "Akhlak Terpuji" concepts compared to traditional methods, with initial qualitative feedback from students highlighting the enjoyable and interactive aspects of learning moral values through the game. This indicates that the game media effectively created an engaging learning environment,

successfully facilitating interactive moral values education.

The comprehensive mixed-methods evaluation further confirmed the pedagogical effectiveness and user acceptance of the game. Quantitatively, post-test scores showed a 25% increase in understanding of “Akhlak Terpuji" values, alongside high student motivation scores for enjoyment and perceived learning effectiveness. Qualitatively, focused group discussions and teacher interviews revealed improved understanding of value application, enhanced confidence in ethical decision-making, better retention of moral concepts, and a positive shift in classroom dynamics. These robust findings affirm that integrating interactive pedagogical tools, such as the "Akhlak Terpuji" board game, is highly effective in moral education, successfully achieving its educational objectives by promoting critical thinking and ethical reasoning.

REFERENCES

Ahmad, W., Abdullah, G., & Kudus, K. (2025). Pengaruh model pembelajaran *project-based learning* (PjBL) berbantuan media Canva terhadap hasil belajar siswa pada materi siklus air di kelas V SD. *SCIENCE: Jurnal Inovasi Pendidikan Matematika dan IPA, 5*(2), 536. https://doi.org/10.51878/science.v5i2.4881

Alfan, M., Faisal, R., & Aprilianto, P. (2025). Development of interactive web-based learning media using a differentiated approach in information and communication technology elements with a problem-based learning model. *Pedagonal: Jurnal Ilmiah Pendidikan, 9*(1), 1. https://doi.org/10.55215/pedagonal.v9i1.21

Alirahman, A. D., Sumantri, M. S., & Japar, M. (2023). The development of Islamic religious education and character materials online based in elementary schools. *Journal of Law and Sustainable Development, 11*(6). https://doi.org/10.55908/sdgs.v11i6.550

Andrianti, T., & Widiyono, A. (2025). Pengembangan bahan ajar berbasis e-books terhadap hasil belajar IPA materi perubahan wujud benda siswa di sekolah dasar. *SCIENCE: Jurnal Inovasi Pendidikan Matematika dan IPA, 5*(2), 617. https://doi.org/10.51878/science.v5i2.5003

Audu, O. C., & Asino, T. I. (2024). Teaching moral and ethical values through game-based learning. *Journal of Applied Instructional Design*. https://doi.org/10.59668/1269.15646

Aziz, D. (2020). Pembelajaran ilmu fiqh di aliyah dengan pendekatan interaktif berbasis multimedia. *Islamic Education Studies: An Indonesian Journal, 3*(2), 76. https://doi.org/10.30631/ies.v3i2.52

Azizi, A. N. (2021). Pengembangan LKS ilmu pengetahuan alam kelas 4 melalui pendekatan integrasi al-Asma' al-Husna. *Elementeris: Jurnal Ilmiah Pendidikan Dasar Islam, 3*(2), 1. https://doi.org/10.33474/elementeris.v3i2.10951

Badriah, I. N., Saefuddin, A., & Muhamadi, S. I. (2021). Penerapan media poster untuk meningkatkan motivasi belajar pada mata pelajaran Akidah Akhlak. *MITRA PGMI: Jurnal Kependidikan MI, 7*(1), 49. https://doi.org/10.46963/mpgmi.v7i1.172

Blegur, M. A. W. B. (2021). The revitalization of character education based on Pancasila in the global era. *Social, Humanities, and Educational Studies (SHEs): Conference Series, 4*(4), 105. https://doi.org/10.20961/shes.v4i4.50592

Cahyani, Y. F. D., Fatayan, A., & Amaliyah, N. (2025). Pengembangan media pembelajaran interaktif berbantuan Canva untuk meningkatkan semangat peserta didik pada materi IPAS kelas V. *SCIENCE: Jurnal Inovasi Pendidikan Matematika dan IPA, 5*(2), 441. https://doi.org/10.51878/science.v5i2.4878

Davis, S. J., & Miron, J. A. (2009). Comments and discussion. *Brookings Papers on Economic Activity, 2009*(1), 201. https://doi.org/10.1353/eca.0.0055

Fadilah, L. N., Istikomah, N., & Afriantoni, A. (2025). Kontribusi ilmu pengetahuan Islam dalam pembentukan karakter untuk meningkatkan mutu pendidikan. *CENDEKIA: Jurnal Ilmu Pengetahuan, 5*(2), 496. https://doi.org/10.51878/cendekia.v5i2.4707

Fatimah, S., & Siswanto, S. (2024). The role of moral education in children's character development: A philosophical perspective in Islamic elementary schools. *Journal of Islamic Elementary Education, 2*(1), 52. https://doi.org/10.35896/jiee.v2i1.778

Hanifah, N. H., Walid, M., Putri, C. A., Sinta, L. N., & Ningrum, D. E. A. F. (2022). Development of Android-based "Pete" educational game to improve elementary school student learning

outcomes in social science learning. *Al Ibtida: Jurnal Pendidikan Guru MI, 9*(2), 430. https://doi.org/10.24235/al.ibtida.snj.v9i2.11467
Ilya, I., & Wahyuni, S. (2025). Pendidikan multikultural dalam pembelajaran Akidah Akhlak: Sebuah desain kurikulum untuk MI. *LEARNING: Jurnal Inovasi Penelitian Pendidikan dan Pembelajaran, 5*(3), 1216. https://doi.org/10.51878/learning.v5i3.6633
Iskandar, B., Razilu, Z., & Fajriani, A. (2025). Pengembangan multimedia interaktif berbasis problem-based learning pada materi Fiqih syarat dan rukun tayamum. *LEARNING: Jurnal Inovasi Penelitian Pendidikan dan Pembelajaran, 5*(3), 1146. https://doi.org/10.51878/learning.v5i3.5178
Jalaluddin, I., Darmi, R., & Ismail, L. (2024). Implementing mixed augmented and virtual reality in an animated flipped classroom for low-achieving writers in rural primary schools. *Issues in Language Studies, 13*(1), 215. https://doi.org/10.33736/ils.6217.2024
Kafi, M. K. (2023). Pengembangan bahan ajar elektronik pada materi akhlak mata pelajaran Pendidikan Agama Islam. *Jurnal Epistemic, 2*(1), 94. https://doi.org/10.70287/epistemic.v2i1.174
Kuswanto, E., & Romelah, R. (2022). Penggunaan media video dalam pembelajaran Pendidikan Agama Islam di sekolah menengah atas Islam. *Jurnal Pendidikan Islam Al-Ilmi, 5*(2), 160. https://doi.org/10.32529/al-ilmi.v5i2.1701
Latuconsina, A. (2023). Learning outcomes of Islamic religious education in various studies in Indonesia: Correlation meta-analysis and systematic literature review. *International Journal of Instruction, 16*(4), 329. https://doi.org/10.29333/iji.2023.16420a
Lestari, T. A., Handayani, B. S., Suyantri, E., & Setiawan, H. (2024). Pengaruh model pembelajaran make a match terhadap hasil belajar IPA pada materi sistem peredaran darah manusia. *LEARNING: Jurnal Inovasi Penelitian Pendidikan dan Pembelajaran, 4*(2), 307. https://doi.org/10.51878/learning.v4i2.2897
Lestari, T. A., & Pahmi, S. (2024). Pengaruh model pembelajaran make a match terhadap kemampuan komunikasi ilmiah pada materi sistem peredaran darah manusia. *CENDEKIA: Jurnal Ilmu Pengetahuan, 4*(2), 159. https://doi.org/10.51878/cendekia.v4i2.2887
Miftahusalimah, P. L., Yulizah, Y., Rosmalina, E., Sari, F., & Samitra, D. (2025). Disiplin positif pada implementasi Kurikulum Merdeka sebagai strategi dalam menumbuhkan karakter disiplin peserta didik. *LEARNING: Jurnal Inovasi Penelitian Pendidikan dan Pembelajaran, 5*(1), 209. https://doi.org/10.51878/learning.v5i1.4331
Mukarom, Z., Tabroni, I., Yudiyanto, M., Komarudin, A., & Aziz, A. R. A. (2024). Innovation of fiqh learning methods through digital educational games. *International Journal of Education and Digital Learning (IJEDL), 2*(3), 57. https://doi.org/10.47353/ijedl.v2i3.187
Murtikusuma, R. P., Aisyiah, L. N., Aprilia, R. V., Yuliati, N., Atika, A. N., & Fitria, L. (2025). Pengembangan media kebun berhitung untuk meningkatkan kemampuan berhitung permulaan pada kelompok A TK Theobroma 1. *LEARNING: Jurnal Inovasi Penelitian Pendidikan dan Pembelajaran, 5*(3), 1482. https://doi.org/10.51878/learning.v5i3.6826
Musyawir, A. W., Dzulhakim, D., Andini, F., Ashari, N. F., Hairunnisa, H., Zikrullah, Z., & Herianto, E. (2024). Peran kurikulum berbasis karakter dalam mendorong perkembangan moral siswa sekolah menengah pertama. *LEARNING: Jurnal Inovasi Penelitian Pendidikan dan Pembelajaran, 4*(3), 542. https://doi.org/10.51878/learning.v4i3.3125
Nainggolan, E., & Sihotang, D. O. (2025). Ketersediaan sarana pembelajaran Pendidikan Agama Katolik terhadap motivasi belajar peserta didik di SD Swasta Katolik Budi Murni 2 Medan. *LEARNING: Jurnal Inovasi Penelitian Pendidikan dan Pembelajaran, 5*(3), 1081. https://doi.org/10.51878/learning.v5i3.5691
Nugroho, N. C., & Zulfikasari, S. (2025). Pengembangan media pembelajaran interaktif berbasis augmented reality materi bentuk molekul kelas XI di Madrasah Aliyah Negeri. *SCIENCE: Jurnal Inovasi Pendidikan Matematika dan IPA, 5*(3), 1475. https://doi.org/10.51878/science.v5i3.6926
Nuraini, I., & Mubarok, H. (2025). Developing English board game to improve students' speaking skill. *JEELS (Journal of English Education and Linguistics Studies), 12*(1), 501. https://doi.org/10.30762/jeels.v12i1.4907

Nurdin, A. J., Rejekiningsih, T., & Sumaryati, S. (2023). Facilitating self-regulated learning using mobile learning games. *International Journal of Information and Education Technology, 13*(11), 1820. https://doi.org/10.18178/ijiet.2023.13.11.1994

Nurkanti, M., Riandi, R., & Angraeni, D. P. (2019). The improvement of student's learning outcome on human respiratory system using visual interactive multimedia. *AIP Conference Proceedings*. https://doi.org/10.1063/1.5115708

Octaviani, A., Pahrudin, A., Romlah, L. S., & Susanti, A. (2025). Pengembangan media miniatur pada mata pelajaran Fiqih. *LEARNING: Jurnal Inovasi Penelitian Pendidikan dan Pembelajaran, 5*(2), 733. https://doi.org/10.51878/learning.v5i2.4966

Parhan, M., Romli, U., Islamy, M. R. F., & Husein, S. M. (2021). Media learning Aqidah through the Tadaruziah Waqi'iah approach for elementary school students in Bandung. *Didaktika Religia, 9*(1), 101. https://doi.org/10.30762/didaktika.v9i1.3165

Pasambuna, S. Y., Abdullah, G., Aries, N. S., Marshanawiah, A., & Arif, R. M. (2025). Pengembangan media Primaform untuk meningkatkan kemampuan pemecahan masalah pada materi FPB dan KPK di sekolah dasar. *SCIENCE: Jurnal Inovasi Pendidikan Matematika dan IPA, 5*(2), 741. https://doi.org/10.51878/science.v5i2.5354

Prasetyo, G., Hidayatullah, F., Akhyar, M., & Wiranto, W. (2020). The needs analysis of multimedia learning as a solution to strengthen character education. https://doi.org/10.2991/assehr.k.200323.135

Ramadhoan, F., Masitha, D., & Haris, A. (2025). Implementasi karakter tanggung jawab melalui mata pelajaran PPKn pada kelas 2 SDN 51 Rite Kota Bima. *SOCIAL: Jurnal Inovasi Pendidikan IPS, 5*(2), 661. https://doi.org/10.51878/social.v5i2.5641

Romiadi, R. (2024). Inovasi dalam pengelolaan iklim dan budaya sekolah melalui gerakan penguatan pendidikan karakter di SMP Negeri 1 Lahei. *LEARNING: Jurnal Inovasi Penelitian Pendidikan dan Pembelajaran, 4*(1), 1. https://doi.org/10.51878/learning.v4i1.2716

Rustiawati, N. L. K., Astawa, I. N. T., & Wijaya, I. K. W. B. (2025). Pengaruh model pembelajaran scramble berbantuan kartu kata terhadap hasil belajar Pendidikan Pancasila siswa kelas IV di SD Insan Prestasi Denpasar tahun ajaran 2024/2025.

Schrier, K. (2017). Designing games for moral learning and knowledge building. *Games and Culture, 14*(4), 306. https://doi.org/10.1177/1555412017711514

Tamam, B., Wibowo, M. A., & Desiyanto, J. (2025). Strategi pembelajaran Pendidikan Kewarganegaraan berbasis karakter untuk meningkatkan moralitas sosial siswa MTs Ash-Shahihiyah Rosep Blega Bangkalan. *SOCIAL: Jurnal Inovasi Pendidikan IPS, 5*(3), 1258. https://doi.org/10.51878/social.v5i3.7080

Wazzuriyah, L., Sari, R. N., & Iqbal, M. (2021). Peningkatan kompetensi Aqidah Akhlak melalui media PowerPoint animation menggunakan pembelajaran direct instruction. *Al-Azkiya: Jurnal Ilmiah Pendidikan MI/SD, 6*(2), 86. https://doi.org/10.32505/al-azkiya.v6i2.2972