

Development Of Digital Modules Integrated With Huma Betang For Islamic Religious Education And Ethics Subjects In High School

Rika Andriani*

*IAIN Palangka Raya

rikaandriani996@gmail.com

Setria Utama Rizal

IAIN Palangka Raya

setriautamarizal@iain-palangkaraya.ac.id

Nurul Hikmah

IAIN Palangka Raya

nurulhikmah@iain-palangkaraya.ac.id

Abstract

The field of education is evolving as a result of advances in science and technology. To be able to compete and not be left behind, this development encourages an increasingly modern learning process. Developing technology-based learning media and resources is one of the steps. SMA Negeri 3 Palangka Raya has facilities and infrastructure that support the digital-based learning process, but in the learning process of Islamic religious education and character, teachers and students still use printed teaching materials, such as package books in general, due to the unavailability of digital teaching materials. The material contained in the book has also not been integrated with local wisdom, especially huma betang in Central Kalimantan. So the development of digital modules based on local wisdom is very important. The objectives of this research are: 1) to produce a digital module integrated with huma betang in the subject of Islamic religious education and ethics class X at SMA Negeri 3 Palangka Raya; and 2) to describe the feasibility of an integrated digital module of huma betang in Islamic religious education and ethics class X at SMA Negeri 3 Palangka Raya. The development of this local wisdom-based digital module was developed through the Canva application to produce a soft file product with a size of 63.5 MB consisting of 61 pages/slides. The results showed that, based on the material expert validation of 92.72% with the criteria "Very Feasible," Furthermore, the results of media expert validation amounted to 89.33% with the criteria "Very Feasible." Based on the validation results of the two

validators, the average score was 91.02% with the criteria "Very Feasible." Thus, it can be concluded that the local wisdom-based digital module that has been developed meets the criteria of being very feasible to use in the learning process.

Keywords: *Digital Module; Canva; Huma Betang*

INTRODUCTION

The rapid development of science and technology (IPTEK) has changed various aspects of life in the fields of economy, politics, culture, art, and even education. With this technological advancement, teachers must be more adaptive when digitizing teaching materials (Azizah, 2022). According to Permendikbud Number 56/M/2022 concerning Guidelines for Curriculum Implementation in the Framework of Learning Recovery, it is explained that "the preparation of learning materials is carried out by the development of science, technological progress, the arts, and culture." Digital modules can be packaged into teaching materials as one type of digitization of teaching materials that we often encounter in the form of text, video, images, and audio.

Digital modules contain learning materials that are systematically created according to a certain curriculum and packaged at a certain time that can be viewed on a cellphone, computer, or other device (Febrianti et al., 2023). The transformation of the presentation of material in digital modules to be more contextual is driven by the influence of digitalization. Given that current advances in science and technology have a positive and negative impact on life, the younger generation should continue to maintain the culture and local wisdom in their area for future generations (Jamun, 2018).

The local wisdom carried out in this research is huma betang. Huma betang, or long house, is the traditional house of the Dayak people in Central Kalimantan (Apanдие & Ar, 2019). Huma betang has four main philosophical pillars of life, namely: honesty, equality, togetherness, and tolerance (As Pelu & Tarantang, 2018). Inside the betang house, the residents are governed by customary laws that have been established as guidelines for life. So the special value in the meaning of huma betang is togetherness amid differences between families living under one roof in huma betang (Lukman, 2018).

Based on the results of the observations of researchers in class X-5 SMA Negeri 3 Palangka Raya, data were obtained that in the learning process, both teachers and students still use printed textbooks, but there is no availability of teaching materials in digital form, especially digital modules. In addition, local wisdom, traditions, and culture, especially huma betang, have not been integrated into the content of the books used today. The results of the curriculum analysis that the researchers conducted with the wakame curriculum obtained information that SMA Negeri 3 Palangka Raya had

implemented an independent curriculum in class X in the odd semester of the new school year 2023/2024 with the Implementation of the Independent Curriculum (IKM) independently changed. Furthermore, the results of the material analysis in this study are based on the results of the needs analysis and curriculum analysis that the researchers have done before. So that the material that is suitable for integration with the local wisdom of huma betang in Central Kalimantan is obtained, namely in the subject of Islamic religious education and character in class X, chapter VIII, avoiding madzmumah morals and accustoming mahmudah morals, so that life is more comfortable and blessed. This is by the Decree of the Head of the Standards Agency, Curriculum, Culture, Research, and Technology Number 033/H/Kr/2022 concerning learning outcomes at the end of phase E (generally for grade X SMA/MMA / Package C Program) in the element of morals.

Based on the results of interviews conducted by researchers with class X Islamic religious education teachers, it is stated that the material of avoiding madzmumah morals and accustoming mahmudah morals to make life more comfortable and blessed needs to be integrated with the local wisdom of huma betang considering that both teachers and students at SMA Negeri 3 Palangka Raya come from different religions and tribes. In addition, with the development of digital modules integrated with huma betang, it is hoped that students can understand that local wisdom has taught them to do good so that it does not conflict with the teachings of Islam. Furthermore, the results of the analysis of the characteristics of students obtained information that class X students at SMA Negeri 3 Palangka Raya are more likely to be interested in digital learning. This is supported by adequate facilities and infrastructure at school and the permissibility of using cell phones during certain lessons. So the development of digital modules will greatly assist in the learning process, which is realized through learning outcomes (CP).

Based on this background, the researcher intends to conduct research with the title "Development of Digital Modules Integrated Huma Betang Islamic Religious Education and Cultivation Subjects in High School." The formulation of the problem of this research is how the development of digital modules integrated huma betang Islamic religious education subjects and class X ethics in SMA Negeri 3 Palangka Raya and how the feasibility of digital modules integrated huma betang Islamic religious education subjects and class X ethics in SMA Negeri 3 Palangka Raya. The purpose of this research is to produce a digital module integrated with huma betang in the subject of Islamic religious education and ethics class X in SMA Negeri 3 Palangka Raya and to describe the feasibility of digital modules integrated with huma betang in the subject of Islamic religious education and ethics class X in SMA Negeri 3 Palangka Raya.

METHODS

This research was conducted from February to April 2024. This research will be conducted at SMA Negeri 3, Palangka Raya. Jl. G. Obos No. 12, Menteng, Kec. Jekan Raya, Palangka Raya City, Central Kalimantan 73112. The research method used is research and development (R & D) to produce certain products and test their effectiveness. The research design follows the ADDIE development model, which consists of five steps: analysis, design, development, implementation, and evaluation. These stages are applied in the implementation of research and development.

The analysis stage in this research includes needs analysis, curriculum analysis, material analysis, and learner analysis. The design stage goes through several stages, namely design development, drafting, and prototype production. The development stage is product validation in the form of an integrated digital module of huma betang by material expert validators and media experts. The implementation stage is the product trial stage in the field, which is used by teachers and students in the learning process. This stage was carried out in class X-5, SMA Negeri 3, Palangka Raya. After this stage was completed, the researchers distributed teacher and learner response questionnaires to find out how they responded to the products that had been developed. The evaluation stage involves the final revision of the module based on input from expert validation as well as responses from teacher and learner questionnaires. The goal is that the developed module is really suitable and can be used in Islamic religious education and ethics subjects, especially material about avoiding madzmumah morals and familiarizing mahmudah morals so that life is more comfortable and blessed.

The research instruments used in this study were validation questionnaires and teacher and learner response questionnaires. The validation questionnaire consists of two types, namely the material expert validation questionnaire and the media expert validation questionnaire. The data collection techniques used include observation, interviews, documentation, and questionnaires to identify problems that need to be researched and evaluate the integrated digital module. Data analysis in this study was carried out with qualitative and quantitative descriptive analysis. Qualitative descriptive analysis was used to process data from the reviews of material experts, media experts, teachers, and supervisors in the form of input, responses, criticisms, and suggestions for improvement of the products developed. Quantitative descriptive analysis was used to process data from the validation of material experts and media experts, as well as the results of teacher and learner response questionnaires. Each piece of data was collected and then analyzed using a Likert scale, including: 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, and 1 = strongly disagree.

RESULTS AND DISCUSSION

Researchers used the ADDIE model in the research process, which consists of five stages: analysis, design, development, implementation, and evaluation. This model was chosen because it is often used in instructional development. Mulyatiningsih (2011: 5) states that “the ADDIE model is considered more rational and more complete than other models.” Therefore, this model can be applied to various types of product development, such as learning models, learning strategies, learning methods, media, and teaching materials (Rohaeni, 2020).

The first stage is analysis. According to Mulyatiningsih (2011: 186), the analysis stage involves several activities, such as identifying products that are suitable for target learners, learning objectives, learning materials, the learning environment, and learning delivery strategies (Ningrum & Dwijayanti, 2021). The analysis stage in this study carried out several activities, including needs analysis, curriculum analysis, material analysis, and learner analysis. The results of the needs analysis showed that the teaching materials used in learning were still limited and in the form of print (non-digital), such as package books that are generally used in schools. Then the material contained in the package book has also not been integrated with local wisdom, especially huma betang, so the development of digital modules integrated with huma betang is very important. The results of the curriculum analysis obtained indicate that SMA Negeri 3 Palangka Raya has implemented an independent curriculum in the odd semester of the 2023–2024 school year in class X with the Independent Curriculum Implementation (IKM) independently changed. The independent curriculum is a curriculum that integrates literacy, knowledge skills, and attitudes toward the use of technology (Mu'minah, 2021). So that the development of this digital module can support the implementation of the independent curriculum (IKM) in class X SMA Negeri 3 Palangka Raya. The results of the material analysis, based on the results of the needs analysis and curriculum analysis that the researcher has done previously, obtained material that is suitable for integration with Huma Betang local wisdom. This material analysis resulted in the main material, namely avoiding madzmumah morals and becoming familiar with mahmudah morals to make life more comfortable and blessed. This is by the Decree of the Head of the Standards Agency, Curriculum, Culture, Research and Technology Number 033/H/Kr/2022 concerning Learning Outcomes in Early Childhood Education, Primary Education Level, and Secondary Education Level in the Merdeka Curriculum that at the end of phase E (generally for grade X SMA / MA / Package C Program), in the moral element, students analyze the benefits of avoiding madzmumah morals; create works that contain content on the benefits of avoiding madzmumah attitudes; believe that madzmumah morals are prohibitions and mahmudah morals are religious orders; and familiarize themselves with avoiding

madzmumah morals and displaying mahmudah morals in everyday life. The results of the analysis of the characteristics of students at SMA Negeri 3 Palangka Raya obtained data that the facilities and infrastructure at the school have supported the digital-based learning process, such as the availability of projectors at school and the existence of two computer laboratories. Students have also been equipped with knowledge about computer operation, and they are allowed to bring cell phones to school. Therefore, the development of digital modules will be very helpful in the learning process, which is realized through learning outcomes because the characteristics of students in these schools are more interested in digital learning than non-digital.



Picture 1. Cover of Huma Betang Integrated Digital Module



Picture 2. Foreword



Picture 3. Table of Contents



Picture 4. Digital Module Instructions for Use



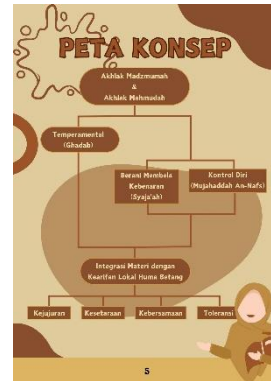
Picture 5. Learning Outcomes



Picture 6. Learning Objectives



Picture 7. Learning Objective Flow



Picture 8. Concept Map



Picture 9. Barcode Integrated Digital Module Huma Betang

The second stage is design; at this stage, the product design is still conceptual and will underlie the development process at the next stage (Maydiantoro, 2021). At this stage, several processes are carried out, namely design development, drafting, and prototype production. Design development is the determination of product design on the medium to be developed, namely in the form of an integrated digital module (huma betang) with the help of the Canva application. Canva is a simple, free design platform that allows users to create attractive, unique, and organized designs (Syabrina, 2023). Furthermore, in the preparation of the draft, stage is carried out by paying attention to

the material to be developed by quoting from several relevant sources. This material is adjusted to the material analysis that has been carried out at the previous analysis stage. The material in question is avoiding madzmumah morals and getting used to mahmudah morals so that life is more comfortable and blessed with integrated huma betang, while the sub-materials discussed are madzmumah morals, avoiding temperamental nature (ghadab), mahmudah morals, getting used to self-control behavior, getting used to brave behavior to defend the truth, integration of material with local wisdom huma betang, and behavior that is not by customs. The content of the material is taken from several relevant sources. Then the prototype production stage is the process of developing or making products in the form of integrated digital modules (huma betang) called prototype 1 to produce soft file products with a size of 18.8 MB consisting of 62 pages or slides.

The third stage is development. In this study, the development stage contains product assessment or validation by experts to determine the feasibility of the product that has been developed. The resulting product has had a positive influence and contribution to the learning process, namely providing interactive elements, providing feedback, and making students independent. This is because the Huma Betang integrated digital module developed as teaching material for students has gone through a validation test by expert validators who are competent in their fields. This validation was carried out by two validators, namely one material expert validator and one media expert validator. Material experts are people who have knowledge and competence in the field of material studied (Purba et al., 2023). Media experts are people who have knowledge and competence in the fields of technology and media design (Suwanda et al., 2023). In development research, material experts and media experts work together to assess the feasibility and validity of the products developed. The criteria for determining expert subjects include: 1) experience in their field; and 2) status as a lecturer.

A material expert is tasked with providing an assessment of the material in the reviewed medium (Alfina et al., 2023). The results of the material expert validation are used as a basis for making improvements to the developed product. The material in the developed product was only assessed by one material expert. The material expert validator consists of one expert, namely Mr. Ali Iskandar Zulkarnain, M.P.D. The material expert validation process was carried out once. Furthermore, the results of the material expert validation will be analyzed and processed using the following formula: $v = (\sum \text{scores obtained}) / (\sum \text{maximum score}) \times 100\%$. 22 questions have 5 answer criteria, so the maximum score obtained is 110 (22 items x 5 criteria). The validation results obtained a total score of 102, so the feasibility value of the integrated digital module of Huma Betang Islamic religious education and character in high school was

92.72%, in the category "very feasible." The results of the material expert validation can be seen in the following table.

Table 1. Material Expert Validation Results

Number	Indicator	Score	Description
Aspects of Self-Instruction			
1.	The material in the module is in accordance with the learning outcomes	4	Agree
2.	The material presented is in accordance with the learning objectives	4	Agree
3.	The material is presented coherently according to the flow of the learning objectives	4	Agree
4.	The material presented can be easily understood by students	5	Strongly Agree
5.	The material presented can be related to the context of the task and the environment of the learners	5	Strongly Agree
6.	Illustrations are presented in accordance with the content of the material in the module	4	Agree
7.	The language used in the module is easily understood by learners	5	Strongly Agree
8.	There is information about references, enrichment, and references that support learning materials	3	Neutral
9.	There are exercises, assignments, and the like	5	Strongly Agree
Aspects of Self Contained			
10.	The module contains the learning materials needed by students	5	Strongly Agree
11.	The module contains one chapter of learning material that is packaged as a whole	5	Strongly Agree
Aspects of Stand Alone			
12.	Module material can be learned without the help of other modules	4	Agree
13.	Module material can be learned without the help of other media	4	Agree
Aspects of Adaptive			
14.	The developed module is in accordance with the development of science and technology	5	Strongly Agree
15.	Modules developed are flexible and can be used on various hardware	5	Strongly Agree
16.	The material in the module can be used within a certain period of time	5	Strongly Agree
17.	Module material can be learned anywhere and anytime	5	Strongly Agree
18.	Module material uses simple language and is easy to	5	Strongly

	understand		Agree
Integration of Material with Huma Betang Values			
19.	The material presented is integrated with the value of honesty that exists in Huma Betang	5	Strongly Agree
20.	The material presented is integrated with the value of equality that exists in Huma Betang	5	Strongly Agree
21.	The material presented is integrated with the value of togetherness that exists in Huma Betang	5	Strongly Agree
22.	The material presented is integrated with the value of tolerance that exists in Huma Betang	5	Strongly Agree

A media expert is someone who can provide feedback on whether the media developed is effective in achieving learning objectives, whether the media is easy to use, and whether the media has an attractive and interactive appearance (Latief et al., 2022). Media expert validation aims to determine the graphic feasibility and quality of the developed product (Farida et al., 2018). The media expert validator consists of one person, namely Mr. Slamet Riyadi, M.Kom. The validation process by media experts was carried out twice. Furthermore, the results of the media expert validation will be analyzed and processed using the following formula: $v = (\sum \text{scores obtained}) / (\sum \text{maximum score}) \times 100\%$. 30 questions have 5 answer criteria, so the maximum score obtained is 150 (30 items x 5 criteria). The validation results obtained a total score of 134, so the validity value of the integrated digital module of Huma Betang Islamic religious education and ethics subjects in high school was 89.33% in the category "very feasible." After validation, the Huma Betang integrated digital module was revised according to suggestions and input from media expert validators. The results of the material expert validation can be seen in the following table.

Table 2. Media Expert Validation Results

Number	Indicator	Score	Description
Module Size			
1.	Conformity of module size to ISO standards: A4 (210 x 297 mm) or B5 (176 x 250 mm)	5	Strongly Agree
2.	Size suitability with module content material	5	Strongly Agree
Module Cover Design			
3.	The arrangement of layout elements on the front cover is appropriate and harmonious so as to give the impression of a good rhythm	5	Strongly Agree
4.	The arrangement of layout elements on the back cover is appropriate and harmonious so as to give the impression of a good rhythm	4	Agree
5.	Displays the right center of view (point center)	4	Agree

6.	The composition of layout elements (title, author, illustration, logo, etc.) is proportional to the layout of the content	5	Strongly Agree
7.	The size and writing layout elements are proportional to the size of the module	5	Strongly Agree
8.	Color elements have a harmonious layout that can clarify the function (module content material)	4	Agree
9.	Module title font size is more dominant than the author name and logo	5	Strongly Agree
10.	The color of the module title contrasts with the background color	4	Agree
11.	Does not use too many typeface combinations	4	Agree
12.	Does not use ornamental or decorative letters	4	Agree
13.	In accordance with the typeface for the content and material of the module	4	Agree
14.	Illustrations can describe the content or material of the module	4	Agree
15.	Illustrations are able to reveal the character of the object	4	Agree
Module Content Design			
16.	The placement of layout elements is consistent based on the writing pattern	5	Strongly Agree
17.	Clear separation between paragraphs	5	Strongly Agree
18.	There are no widows or orphans (sentences on different pages)	5	Strongly Agree
19.	Placement of chapter titles or equivalent (preface, table of contents, etc.) is uniform or consistent	5	Strongly Agree
20.	The margins used are proportional to the module size	5	Strongly Agree
21.	The distance between text and illustrations is appropriate	4	Agree
22.	Not using too many fonts	5	Strongly Agree
23.	The use of letter variations (bold, italic, capital, and small capital) is not excessive	4	Agree
24.	The font size is appropriate for the educational level of the learners	5	Strongly Agree
25.	The typeface is in accordance with the content of the material	4	Agree
26.	Spacing between lines of normal text arrangement	4	Agree
27.	Spacing between letters is normal	4	Agree
28.	The level or hierarchy of titles is clear	5	Strongly Agree
29.	Able to reveal the meaning of the object	4	Agree
30.	Shape in accordance with reality	4	Agree

Based on the results of the data analysis, the final percentage generated is as follows: The results of the material expert validation were interpreted at 92.72% with the category "very feasible"; the results of the media expert validation were interpreted at 89.33% with the category "very feasible." The validation results of the two validators obtained an average of 91.02% in the category "very feasible." Thus, it can be concluded that the Huma Betang integrated digital module that has been developed meets the criteria of being very feasible to use in the learning process.

The fourth stage, namely implementation, is the stage for implementing the design of teaching materials that have been developed in real classroom situations (Safitri et al., 2022). Teaching materials that have been developed are delivered in accordance with learning (Cahyadi, 2019). After the validation of material experts and media experts has been carried out and declared very feasible to use, the Huma Betang integrated digital module is ready to be tested on students in the product trial stage in the field. Researchers conducted product trials on a large scale with a total of 19 students in class X-5 SMA Negeri 3 Palangka Raya. Based on Arikunto (2010: 254), the test subjects for small groups involved 4–14 respondents, while those for large groups involved 15–50 respondents. The class that became the research subject was a recommendation from the Islamic religious education subject teacher in the class. The trial was carried out using each student's cellphone by sending a link to the Huma Betang integrated digital module via the WhatsApp application so that it could be accessed.

After the product trial is completed, the next step is the distribution of teacher and learner response questionnaires. The response given by teachers and students during the learning process is a benchmark for whether the media used is feasible or not (Hur Rahman Zh et al., 2022). As a researcher, it is very important to know the response of students and teachers to learning media in teaching and learning activities. But before that, the response questionnaire must first go through a questionnaire validation process carried out by the instrument validator, namely Mr. H. Abdul Aziz, M.P.D. The questionnaire validation that has been carried out has reached the feasibility level to be used, with a percentage of teacher response questionnaire validation of 82.22% in the category "very feasible" and a percentage of student response questionnaire validation of 81.66% in the category "very feasible." The results of the Islamic religious education teacher response questionnaire were 97% in the category "very feasible," and the results of the student response questionnaire were 76.77% in the category "feasible." Suharsimi Arikunto (2009: 35) indicates that if the percentage results are 81–100%, then the module is categorized as very feasible; the percentage results of 61–80% are categorized as feasible; the percentage results of 41–60% are categorized as quite feasible; the percentage 21–40% is categorized as not feasible; and

the percentage <21% is categorized as very unfit (Ernawati, 2017). Based on the research results obtained, it can be concluded that the integrated digital module of Huma Betang Islamic religious education and ethics subjects in high school that has been developed meets the very feasible category so that it can be said to be suitable for use.

The fifth stage, namely evaluation, is a process to see whether the product being built is successful by initial expectations or not (Kunto et al., 2021). Evaluation is carried out to analyze data on the validity of the developed Huma Betang integrated digital module. At this stage, researchers made the final revision of the developed module based on input obtained from the results of expert validation and teacher and learner response questionnaires. This aims to make the developed module suitable and can be used in Islamic religious education and ethics subjects on the material of avoiding madzmumah morals and familiarizing mahmudah morals so that life is more comfortable and blessed. This evaluation stage produces a soft file product of the Huma Betang integrated digital module with a size of 72.6 MB consisting of 61 pages/slides.

CONCLUSION

Based on the research and development of digital modules integrated with huma betang Islamic religious education and ethics subjects in high school, it can be concluded as follows:

1. The development of integrated digital modules of huma betang Islamic religious education and ethics subjects in high school uses the ADDIE research model (Analysis, Design, Development, Implementation, and Evaluation). The analysis stage includes needs analysis, curriculum analysis, material analysis, and analysis of learner characteristics. Based on this analysis, the appropriate product to be developed is an integrated digital module of Huma Betang Islamic religious education and ethics subjects in high school. The design stage goes through the stages of design development, drafting, and prototype production. This stage produces a soft file product measuring 18.8 MB with 62 pages or slides called a prototype. The development stage involves validation by material experts and media experts so that the products that have been developed are suitable for use in the learning process. The implementation stage involves the use of digital modules integrated with Huma Betang by teachers and students to find out their responses to the products that have been developed. The evaluation stage is the final stage that produces a product in the form of a digital module integrated with huma betang after passing the validation stage by material experts and media experts as well as trials by teachers and students.

2. The feasibility of digital modules based on the local wisdom of Islamic religious education and ethics subjects in high school was validated by two validators, namely material experts and media experts. The results of the validation by one material expert, namely Mr. Ali Iskandar Zulkarnain, M.Pd., were 92.72% with the criteria "Very Feasible." Furthermore, the results of validation by media experts amounted to one person, namely Mr. Slamet Riyadi, M. Kom., with 89.33% of the criteria "very feasible." Based on field trials conducted at SMA Negeri 3 Palangka Raya through the distribution of response questionnaires to Islamic religious education teachers and students, The teacher response questionnaire is 97% with the criteria "very feasible," and the student response questionnaire is 76.77% with the criteria "feasible."

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