

The Effect of Using Plotagon Learning Media on Students' Learning Outcomes in Akidah Akhlak for VIII Grade Students at MTsN 4 Madiun

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Abstract: Initial observations at MTsN 4 Madiun revealed that the learning outcomes of eighth-grade students in Akidah Akhlak were relatively low, as many students had not achieved the Minimum Mastery Criteria (KKM) of 70. This condition was influenced by the limited use of varied instructional media, indicating the need for more innovative learning tools. This study aims to examine the effect of using Plotagon as a learning medium on students' learning outcomes. The study employed a quantitative approach with a quasi-experimental design using a nonequivalent control group. The sample consisted of two classes: VIII B as the experimental group and VIII C as the control group, each with 30 students. The results showed that both groups had relatively equivalent initial abilities, with mean pretest scores of 71.33 (experimental) and 70.50 (control). After treatment, the experimental group showed significant improvement, with a mean posttest score of 85.67, higher than the control group's 71.33. Hypothesis testing showed a significance value (Sig. 2-tailed) of $0.000 < 0.05$, confirming a significant positive effect.

Abstrak: Hasil observasi awal di MTsN 4 Madiun menunjukkan bahwa hasil belajar Akidah Akhlak siswa kelas VIII tergolong rendah, karena banyak siswa belum mencapai KKM sebesar 70. Kondisi ini dipengaruhi oleh keterbatasan penggunaan media pembelajaran yang bervariasi, sehingga diperlukan media yang lebih inovatif. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan Plotagon sebagai media pembelajaran terhadap hasil belajar siswa. Penelitian menggunakan pendekatan kuantitatif dengan metode quasi eksperimen dan desain nonequivalent control group. Sampel terdiri dari dua kelas, yaitu VIII B sebagai kelas eksperimen dan VIII C sebagai kelas kontrol, masing-masing berjumlah 30 siswa. Hasil penelitian menunjukkan bahwa kemampuan awal kedua kelompok relatif setara, dengan rata-rata pretest 71,33 pada kelas eksperimen dan 70,50 pada kelas kontrol. Setelah perlakuan, kelas eksperimen mengalami peningkatan signifikan dengan rata-rata posttest 85,67, lebih tinggi dibandingkan kelas kontrol sebesar 71,33. Uji hipotesis menunjukkan nilai signifikansi (Sig. 2-tailed) $0,000 < 0,05$, yang membuktikan adanya pengaruh positif dan signifikan.



INTRODUCTION

Education is a conscious and systematic effort to create a conducive learning environment that enables students to develop their potential optimally (Nurul, 2023). The national education objectives, as stipulated in Law Number 20 of 2003 on the National Education System, emphasize the formation of individuals who are faithful and devoted to God Almighty, possess noble character, are knowledgeable, competent, independent, and responsible democratic citizens (RI, 2003). One indicator of educational success lies in the quality of the learning process that takes place in the classroom, which is characterized by active interaction between teachers and students in achieving learning objectives. The quality of learning can be reflected in students' learning outcomes, which encompass cognitive, affective, and psychomotor domains (Kamid et al., 2022).

Along with the rapid development of science and technology in the modern era, education is required to keep pace with the flow of digitalization. Learning conducted in schools is now increasingly digital-based. One of these is education in madrasahs, which has undergone a paradigm shift, where educators are no longer the primary source of knowledge, but rather facilitators who support students' development, along with changes in methods, approaches, and educational strategies (Sucipto, 2024). Madrasah and teachers facilitate students in adapting to contemporary developments by implementing digital-based learning.

Islamic education, particularly the Akidah Akhlak subject, plays a strategic role in shaping students' character and moral values. In the context of educational transformation in the digital era, Akidah Akhlak learning is expected to adopt innovative and technology-based approaches in order to enhance students' active engagement in the learning process. However, in practice, Akidah Akhlak instruction in various madrasahs is still frequently dominated by traditional methods, such as lectures and the use of static presentation media, resulting in limited student participation and underdeveloped critical engagement. This condition was also identified based on preliminary observations conducted at MTsN 4 Madiun. Initial data on students' learning outcomes indicate that the level of learning mastery remains relatively low. As presented in the following table.

Table 1.
Percentage of Students' Learning Mastery

Score	Criteria	Student	Percentage
<75	Not yet achieved	52 students	57,78%
75	Achieved	38 students	42,22%
Total		90 students	100%

Based on this table, out of 90 eighth-grade students, only 38 students (42.22%) achieved scores above the Minimum Mastery Criterion (KKM) of 75, while 52 students (57.78%) had not yet met the mastery criteria. These findings indicate that the majority of students have not achieved the expected learning outcomes. Therefore, it is necessary to develop learning media that are not monotonous and are able to encourage students'

active participation in Akidah Akhlak learning. One relevant medium is animated video, which presents Akidah Akhlak material in a concise, clear, and easily understandable manner (Ayken, 2020). The use of animated video as a learning medium is considered an effective alternative, as it can enhance students' learning motivation and engagement, particularly at the madrasah tsanawiyah level (Ansyari et al., 2024).

Plotagon is one of the animated video creation applications that can be utilized as a learning medium. This application allows teachers to present learning materials in the form of engaging and contextual 3D animations (Buchari Agustini, 2018). Eighth-grade students are generally aged 13–14 years; according to Piaget, at this developmental stage, students begin to develop abstract thinking skills but still require visual and concrete support to understand complex concepts (Anitasya, 2024). Therefore, the use of interactive and visual learning media, such as animated videos, is essential to help students better comprehend Akidah Akhlak material (Suyanto & Jihad, 2020).

Previous research conducted by Eva examined the effect of using Plotagon-based animated media on improving students' learning outcomes (Eva Margaretha Saragih, 2025). The findings indicated that the use of animated media made a positive contribution to students' engagement and academic achievement. Similarly, a study conducted by Ulfa Maghfiroh reported positive results from the development of video-based learning media using Plotagon Studio in Islamic Religious Education (PAI) learning (Maghfirah et al., 2024). The study primarily focused on the feasibility and effectiveness of the developed media in supporting the learning process.

However, both studies tend to emphasize media development and its general impact on learning motivation or overall instructional effectiveness, without specifically examining its influence on measurable cognitive learning outcomes within a structured instructional intervention. In addition, the application of Plotagon-based animated media in Akidah Akhlak learning at the madrasah level remains relatively limited and has not been widely explored.

Accordingly, this study aims to examine the effect of using Plotagon-based learning media on the learning outcomes of eighth-grade students in Akidah Akhlak at MTsN 4 Madiun. This study does not merely focus on motivation or media development aspects, but directly measures improvements in students' learning outcomes through a comparison between the experimental and control groups. It is expected that this research will contribute to the development of interactive learning media and enhance the quality of the learning process and outcomes in accordance with students' needs in the digital era.

METHOD

The type of research employed in this study is quantitative research using an experimental approach. According to Sugiyono, quantitative research presents data in numerical form and analyzes it using statistical techniques to demonstrate relationships among variables (Sugiyono, 2019). The main objective of the experimental approach is to examine the effect of one or more variables on other variables. The research design applied in this study is a Quasi-Experimental Design, specifically the Nonequivalent

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Control Group Design. This design was selected because, within the school setting, the classes serving as research subjects had already been naturally formed; therefore, the researcher did not have the opportunity to conduct randomization of the students.

Table 2.
Quasi-Experimental Research Design

Group	Criteria	Treatment	Posttest
Experimental	O ₁	X (Plotagon Media)	O ₃
Control	O ₂	-	O ₄

In this design, both groups were administered a pretest and a posttest to determine the effect of the given treatment. The experimental group underwent a pretest (O₁), received the treatment (X), and was then administered a posttest (O₂). Meanwhile, the control group received a pretest (O₃) without any treatment and subsequently completed a posttest (O₄).

This study was conducted at MTsN 4 Madiun during the even semester of the 2025/2026 academic year. The research took place from June to September 2025. The population of this study consisted of all eighth-grade students at MTsN 4 Madiun in the 2024/2025 academic year, totalling 90 students distributed across three parallel classes. From this population, the researcher selected two classes as the research sample, consisting of 60 students, with 30 students assigned to the experimental class and 30 students assigned to the control class. The sampling technique used in this study was non-probability sampling, specifically purposive sampling (Isnawan, 2020).

The experimental group received treatment using the Plotagon learning media applied to the Akidah Akhlak material. In contrast, the control group received treatment using other media, such as the existing PowerPoint (PPT) materials available at the school in the Akidah Akhlak subject. These materials include discussions on faith in the Last Day, the definition and examples of commendable character traits such as gratitude (*shukr*), patience (*sabr*), and contentment (*qana'ah*), as well as the dangers of reprehensible traits such as excessive anger (*ghadab*), envy (*hasad*), ostentation (*riya'*), and despair.

The total number of test instrument items was 30, of which 20 items were valid, and 10 items were invalid. The researcher used the 20 valid items for the pretest and posttest administered to eighth-grade students at MTsN 4 Madiun. Based on the SPSS 25 output results, a Cronbach's Alpha value of 0.847 was obtained. Since this value is greater than 0.600, the research instrument is considered reliable and can be used to measure the variables under investigation. Hypothesis testing was conducted using the Independent Samples t-Test.

RESULT AND DISCUSSION

Result

Analisis Descriptive

1. Students' Learning Outcomes Before Treatment (Pretest)

The researchers conducted a descriptive analysis to describe the data obtained from the pretest and posttest in the experimental class. The analysis was carried out using IBM SPSS Version 25. The obtained data are presented as follows:

	N	Minimum	Maximum	Mean	Std. Deviation
Kelas_Kontrol	30	55	85	70.50	9.500
Kelas_Eksperien	30	55	85	71.33	9.185
Valid N (listwise)	30				

Picture 1.
Pre-Treatment Results (Pretest)

Based on the descriptive analysis using IBM SPSS Version 25, an overview of students' initial abilities in the control and experimental classes prior to the treatment was obtained. The number of respondents in each class was 30 students. In the control class, the minimum score was 55, and the maximum score was 85, with a mean score of 70.50 and a standard deviation of 9.500. Meanwhile, in the experimental class, the minimum score was also 55 and the maximum score was 85, with a mean score of 71.33 and a standard deviation of 9.185. These results indicate that the students' initial learning abilities in both classes were relatively balanced, as reflected by the very small difference in the mean scores between the control and experimental classes.

2. Students' Learning Outcomes After Treatment (Posttest)

The researchers conducted a descriptive analysis to explain the posttest data from the control and experimental classes. This analysis included several statistical measures, namely range, minimum score, maximum score, mean, median, mode, standard deviation, and variance. The data analysis was performed using IBM SPSS Version 25, and the results are presented as follows:

	N	Minimum	Maximum	Mean	Std. Deviation
Kelas_Kontrol	30	60	80	71.33	5.241
Kelas_Eksperimen	30	70	100	85.67	7.279
Valid N (listwise)	30				

Picture 2.
Post-Treatment Results (Posttest)

Based on the figure above, the minimum score obtained in the control class was 60, and the maximum score was 80, with a mean score of 71.33 and a standard deviation of 5.241. Meanwhile, in the experimental class, the minimum score was 70, and the maximum score reached 100, with a mean score of 85.67 and a standard

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deviation of 7.279. These results indicate a considerable improvement in posttest learning outcomes in both the experimental and control groups. Overall, these findings suggest that the use of Plotagon learning media improves students' learning outcomes.

Hypothesis Test

Before conducting hypothesis testing, prerequisite tests, namely the normality test and homogeneity test, were carried out to ensure that the data met the assumptions for further statistical analysis.

1. Normality Test

Tests of Normality							
Kelas Siswa		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Nilai Hasil Belajar	Eksperim	.186	30	.010	.939	30	.083
	kontrol	.174	30	.021	.937	30	.074

a. Lilliefors Significance Correction

Picture 3.
Shapiro-Wilk Normality Test Results

Based on the table above, the pretest and posttest data of Akidah Akhlak learning outcomes for eighth-grade students at MTsN 4 Madiun show significance values of 0.083 for the experimental class and 0.074 for the control class. Since both significance values are greater than 0.05, it can be concluded that the students' learning outcome data in both classes are normally distributed.

2. Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Sekor Hasil Belajar	Based on Mean	2.629	1	58	.110
	Based on Median	2.526	1	58	.117
	Based on Median and with adjusted df	2.526	1	55.170	.118
	Based on trimmed mean	2.668	1	58	.108

Picture 4.
Homogeneity Test Results

The results of Levene's test indicate a significance (Sig.) value of 0.110, which is greater than 0.05, indicating that the variances of the learning outcome data between the control and experimental classes are homogeneous. Therefore, the data meet the requirements for conducting an Independent Samples t-test to compare learning outcomes between the two classes.

3. t-Test (Independent Sample Test)

Independent Samples Test										
		Levene's Test for Equality of Variances				t-Test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Skor Hasil Belajar	Equal variances assumed	2,629	,110	-8,752	58	,000	-14,333	1,638	-17,612	-11,055
	Equal variances not assumed			-8,752	52,700	,000	-14,333	1,638	-17,619	-11,048

Picture 5.

Independent Sample t-Test Results

Based on the results of data analysis using the Independent Sample t-Test, a significance value of 0.000 was obtained, which is smaller than 0.05. This indicates a significant difference between the learning outcomes of students in the experimental class who used Plotagon learning media and those in the control class who used conventional learning methods. Therefore, it can be concluded that the use of Plotagon learning media has a significant effect on the learning outcomes of Akidah Akhlak for eighth-grade students at MTsN 4 Madiun.

Discussion

The results of this study confirm that the use of animation-based learning media contributes significantly to improving students' learning outcomes in Akidah Akhlak. From a theoretical perspective, these findings strengthen the cognitive theory of multimedia learning, which posits that students learn more effectively when information is presented through integrated verbal and visual channels. Plotagon-based animation enables the simultaneous processing of narration, dialogue, and visualization, thereby facilitating deeper encoding of moral and theological concepts that are often abstract when delivered through conventional lecture methods. Therefore, it can be concluded that the use of Plotagon learning media has a significant effect on the learning outcomes of eighth-grade students in the Akidah Akhlak subject at MTsN 4 Madiun.

In addition, the findings align with constructivist learning theory, emphasizing that knowledge is actively constructed through meaningful experiences (Mayer, 2014). The animated scenarios presented through Plotagon provide contextualized representations of ethical situations, allowing students to interpret, reflect, and internalize Islamic values rather than merely memorizing doctrinal explanations.

Furthermore, the effectiveness of Plotagon for eighth-grade students (aged 13–14 years) supports developmental learning theory, which explains that learners at this stage transition from concrete operational thinking toward formal abstraction. Three-dimensional visualization helps make intangible concepts more concrete and relatable, enabling students to grasp and retain them more effectively (Rizki F. Yahya, F. Y Khosmas, 2015). By visually presenting moral narratives, symbolic actions, and cause-and-effect relationships, animation reduces the cognitive gap between doctrinal explanation and personal understanding. Thus, for early adolescents, 3D visualization functions not

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merely as an aesthetic aid but as a cognitive scaffold that translates abstract Akidah Akhlak values into observable representations; Supports associative memory by linking narration, imagery, and emotional cues; Encourages active meaning construction aligned with developmental readiness.

The improvement in students' learning outcomes in the experimental class can be explained by the theory of meaningful learning proposed by David Ausubel, which holds that learning becomes more meaningful when new information is connected to learners' prior knowledge (Indah & Abimanyu., 2024). Plotagon Media presents Akidah Akhlak material in the form of animated stories closely related to students' daily lives, helping them connect new learning content with their prior experiences. Animated visualizations serve as cognitive stimuli that facilitate information encoding, as students receive not only verbal explanations but also visual representations of concepts and moral values presented in the story.

From a cognitive perspective, the use of animated media can strengthen students' memory by engaging learners through multiple channels, making the material easier to understand and remember. This mechanism is particularly relevant for students aged 13–14 years, who are in the early adolescent stage and tend to show a greater interest in visual and narrative learning. Three-dimensional (3D) visualization in Plotagon enables the presentation of abstract concepts in Akidah Akhlak in a more concrete, contextual manner, helping students understand moral messages more effectively.

The results of this study are also consistent with Jerome Bruner's discovery learning theory, which emphasizes that learning becomes more effective when students are actively involved in discovering concepts (Yuli, 2024). Through Plotagon media, students are encouraged to observe storylines, interpret characters' actions, and identify moral messages contained in the animation. This process allows students to actively construct their own understanding rather than merely passively receive information.

Furthermore, compared with previous studies, such as Ulfa Maghfirah's research, which demonstrated that the use of Plotagon learning media significantly improved students' learning outcomes (Maghfirah et al., 2024). This study provides additional insight by applying Plotagon media specifically in the context of Akidah Akhlak learning at the junior secondary level. In addition, this research not only confirms the effectiveness of Plotagon media but also highlights how animated storytelling can facilitate students' cognitive engagement and moral understanding in Islamic education learning. Thus, it can be concluded that Plotagon learning media has a positive and significant effect on the learning outcomes of eighth-grade students in the Akidah Akhlak subject at MTsN 4 Madiun.

Practically, the study demonstrates that Plotagon learning media can serve as an innovative instructional strategy for Islamic Religious Education, particularly in subjects emphasizing character formation. Teachers can employ animated storytelling to illustrate moral dilemmas, enhance student engagement, and create interactive discussions that connect Islamic teachings with students' real-life experiences.

At the institutional level, the findings highlight the need for educational policies that support the integration of digital media into madrasah learning systems. Schools should encourage the adoption of multimedia-based instruction, provide teacher training, ensure access to digital resources, and integrate technology-enhanced learning strategies into the curriculum.

Based on these findings, the implementation of Plotagon learning media has a positive and significant impact on improving students' learning outcomes in the Akidah Akhlak subject. The influence of this media is not limited to academic achievement but also helps students understand and internalize moral values to be applied in their daily lives. Therefore, Plotagon media can serve as an innovative, engaging, and effective alternative learning medium for creating an enjoyable and meaningful learning environment.

The findings of this study contribute to the development of learning media research, particularly in the integration of animation-based technology in Islamic education learning. The results strengthen the perspective that visual and narrative-based digital media can support students' cognitive processes in understanding abstract moral and religious concepts. In addition, this study provides empirical support for the application of meaningful learning and discovery learning theories in technology-assisted learning environments. Implications for teachers, especially in the Akidah Akhlak subject, are to utilize digital animation media such as Plotagon to enhance student engagement and comprehension during the learning process. The use of interactive and visual learning media can help teachers present learning materials in a more contextual, attractive, and easily understandable manner for students. Furthermore, from a policy perspective, schools and educational institutions are encouraged to support the integration of digital learning media by providing adequate technological facilities and training for teachers so that innovative media can be implemented effectively in classroom learning.

However, this study has several limitations. First, the research was conducted in only one school with a relatively limited sample size, which may limit the generalizability of the findings to broader educational contexts. Second, this study focused only on students' cognitive learning outcomes and did not explore in depth the long-term impact of Plotagon media on students' affective or behavioral development. Therefore, future research is recommended to involve a larger sample size, apply the media in different educational settings, and examine its influence on broader aspects of student development.

CONCLUSION

Based on the findings of this study, it can be concluded that the use of Plotagon learning media in the Akidah Akhlak subject for eighth-grade students at SMP Negeri 4 Madiun has a statistically significant and positive effect on students' learning outcomes. The hypothesis testing results (Sig. 0.000 < 0.05) confirm that the implementation of animation-based media meaningfully improves students' academic achievement compared to conventional instruction. This effectiveness is reflected in the higher mean

posttest score of the experimental group (85.67) compared to the control group (71.33), indicating that Plotagon media enhances students' understanding of abstract moral and theological concepts.

These findings imply several important recommendations. Teachers are encouraged to integrate animation-based learning media as part of interactive and student-centered instructional strategies in Islamic Religious Education. School administrators should provide institutional support through teacher training and adequate digital infrastructure to optimize multimedia-based instruction. Policymakers are advised to promote the integration of technology-enhanced pedagogies within curriculum frameworks, particularly in subjects related to character and values education. Future research should involve broader samples, longer intervention periods, and expanded assessment domains, including affective and psychomotor aspects, to provide a more comprehensive understanding of the long-term impact of animation-based learning.

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