

THE DEVELOPMENT OF INTERACTIVE MEDIA BASED ON POWERPOINT FOR THE QURAN AND HADITS SUBJECT

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ABSTRACT

Interactive learning media is designed to support two-way communication between users and software. This interactive media serves as an intermediary to facilitate learning for teachers and students because it is not bound by space and time and increases student engagement and activeness in the learning process. This research aims to describe the development of interactive media based on PowerPoint for the Qur'an and Hadith subject for third grade at MI Islamiyah Attanwir Bojonegoro. This study used a Research and Development (R&D) method with the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) development model. Data analysis used qualitative and quantitative analysis. The results of this development included five stages: the analysis stage, which identified student needs and learning materials. The design stage, which developed the content structure and interactive features. The development stage produced PowerPoint-based media with animation, audio, and interactive questions. It was validated by subject matter, media, language, and subject experts. The validation results indicated that the media was highly suitable for use. The implementation stage was conducted through classroom trials, and the evaluation stage was conducted through student response questionnaires. This media is recommended as an innovative, engaging and enjoyable interactive learning medium for the Al-Qur'an and Hadith subject at the elementary school level.

Keywords: learning media, interactive media, PowerPoint, Al-Qur'an and Hadith

BACKGROUND

The development of science, technology, and the arts (IPTEKS) requires educators to adapt information and communication technology (ICT) to the learning process. Teachers need to keep up with technological developments to improve the quality of learning, one way being to master the skills to create and use Information and Communication Technology (ICT)-based learning media. The use of technology in learning provides a more in-depth learning experience for students, both in terms of information, learning resources, and multimedia elements that can enhance understanding of the material being taught (Anisa and Munir, 2024).

Law Number 20 of 2003 concerning the National Education System stipulates that each level of education is required to develop student competencies in accordance with the applicable curriculum. In the independent curriculum, learning is designed to be more flexible and student-centered, including the subject of the Qur'an and Hadith, which plays a crucial role in shaping the character and Islamic understanding of students in Madrasah Ibtidaiyah (Raden and Sholikha, 2024). Therefore, Quranic and Hadith material must be presented in an engaging and contextual manner to make it easier for students to understand.

However, in reality, Quranic and Hadith learning in third grade at Islamic elementary schools is often considered uninteresting by students. This occurs because the learning media used are still conventional

and lack innovative media. According to Piaget (1945), students aged 7-11 are in the concrete operational stage, where they understand concepts more easily through real-life experiences and visualizations. If material is presented abstractly without the support of engaging media, students' understanding of the Quranic and Hadith will be less than optimal (Jean Piaget, 1945).

To address this problem, interactive PowerPoint-based learning media are needed to help teachers deliver Quranic and Hadith material in a more engaging and understandable way. The use of this media is expected to increase students' learning motivation, help them better understand the content and meaning of verses and hadith, and encourage them to be more active in learning. With the support of technology in learning the Qur'an and Hadith, it is hoped that learning will be more effective, in accordance with the Independent Curriculum approach which emphasizes more flexible, enjoyable, and student-based learning (Arief, 2021). The use of media in learning plays a crucial role in facilitating the delivery of material, ensuring optimal achievement of learning objectives. For students, learning media serves as a means to support their understanding of the material, both accelerating the learning process and improving the quality of their understanding (Mamonto, 2025).

Based on observations at MI Islamiyah Attanwir, Talun, Sumberrejo, it was found that students tended to have difficulty maintaining focus during learning. They also easily became bored when learning was monotonous and lacked variation in the delivery of the material. The lack of interactive learning media contributed to low student engagement in the learning process. In the context of learning the Quran and Hadith, a deep understanding of the material is essential so that students not only memorize but also understand the meaning and messages contained within the verses of the Quran.

However, the learning media used in the classroom is still dominated by conventional approaches, such as reading text without the support of visual or interactive media, which results in a lack of student enthusiasm and difficulty in grasping concepts effectively. The use of traditional media, such as blackboards and textbooks, is very minimal in providing engaging and enjoyable learning stimulation for students. This tends to make the learning process one-way and monotonous, thus failing to inspire enthusiasm and active student participation, particularly in the subject of the Quran and Hadith, which demands in-depth understanding.

An interview with the third-grade homeroom teacher at MI Islamiyah Attanwir, who also teaches the subject of the Quran and Hadith, stated, "One of the challenges we face is how to keep students focused and engaged during the lesson. Because the media used tend to be conventional and monotonous, namely textbooks and blackboards, students quickly become bored and are less active in asking questions or discussing." He also added that the use of interactive learning media is still very limited due to limited facilities and teacher training. This statement indicates an urgent need to develop and utilize more innovative and interactive learning media to improve the quality of learning and actively engage students in understanding the contents of the Quran.

Along with technological advancements, interactive PowerPoint-based learning media can be a solution for increasing students' attention and motivation to learn. This media allows for a more engaging presentation of material with a combination of text, images, audio, and animation, creating a more dynamic and easily understood learning experience for students. Furthermore, the use of interactive PowerPoint media can also help increase active participation in learning by providing opportunities for students to interact directly with the material being presented.

To ensure that the developed learning media truly meets students' needs, this research begins with a needs analysis stage conducted through classroom observations and distributing questionnaires to both students and teachers. This step aims to identify the obstacles encountered in Qur'an and Hadith learning and to determine the most effective media features to support students' comprehension. Based on this background, this study focuses on the development of interactive PowerPoint-based learning media for the Qur'an and Hadith subject in the third grade at MI Islamiyah Attanwir Talun Sumberrejo.

RESEARCH METHOD

The type of research used in this study is Research and Development (R&D). Research and Development aims to produce new products and to test their effectiveness in practice (Wahyuni, 2022). In this study, the development focused on validating the learning media before being widely implemented in the learning process. The product developed was interactive PowerPoint-based learning media for the Qur'an and Hadith subject in the third grade of MI. This media was expected to serve as an engaging, feasible, and effective learning resource after being validated by material experts, media experts, language experts, and learning experts, as well as receiving attractiveness assessments from students.

In educational R&D, the primary focus is not only on creating products but also on testing, validating, and refining them to suit learning needs. This method involves research models, development procedures, and product testing stages (Hamdani, 2023). In this study, the model used was the ADDIE model, classified as a procedural model describing systematic steps in the development of instructional products. This model consists of five main stages: Analysis, Design, Development, Implementation, and Evaluation (Astuti, 2022).

Data analysis combined qualitative and quantitative approaches. Validation data from experts were calculated in percentage form using the following formula:

$$\text{Percentage Score} = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100\%$$

With criteria:

86–100% = Highly Feasible

70–85% = Feasible

55–69% = Fairly Feasible

<55% = Not Feasible

Qualitative data were analyzed using Miles and Huberman's interactive technique, consisting of data reduction, data display, and conclusion drawing. Data reduction was carried out by filtering and selecting observational data, interview results, and expert feedback relevant to the research focus. The reduced data were presented in thematic narratives and quotations to facilitate deeper analysis. The final stage was drawing conclusions, where researchers identified patterns, trends, and meanings from the data. These qualitative findings were then used as the basis for refining the learning media and evaluating its feasibility (Miles & Huberman, 2020).

RESEARCH FINDINGS

The final result of this research and development is an interactive PowerPoint-based learning media specifically designed to support Qur'an and Hadith learning for third-grade students at Madrasah Ibtidaiyah (MI). The media presents material on Surah Al-Fil (105) in an engaging and interactive format. Equipped with active navigation buttons, this media provides convenience for both teachers and students in accessing and understanding the learning content. The media consists of several main components, including an introduction, presentation of the surah's content, memorization exercises, and simple evaluations. All components were structured based on the curriculum guidelines and adjusted to the characteristics of Madrasah Ibtidaiyah students.

The development process applied the ADDIE model, which includes five stages: Analysis, Design, Development, Implementation, and Evaluation. The outcomes of each stage are as follows: The first stage of the development process was analysis, which involved three main aspects: teacher analysis, student analysis, and learning material analysis. Data were collected through direct classroom observations and interviews with relevant parties. An interview was conducted with the third-grade homeroom teacher at MI Islamiyah Attanwir, to gather information regarding the curriculum, learning material coverage, and the need for learning media to support Qur'an and Hadith instruction. The

interview also aimed to identify challenges faced by teachers in delivering lessons, particularly related to the use of learning media. Teachers often encountered difficulties in presenting dense and complex material without adequate media support. The lack of attractive and effective media for visualizing Qur'anic content became a major obstacle, resulting in monotonous and less varied learning experiences.

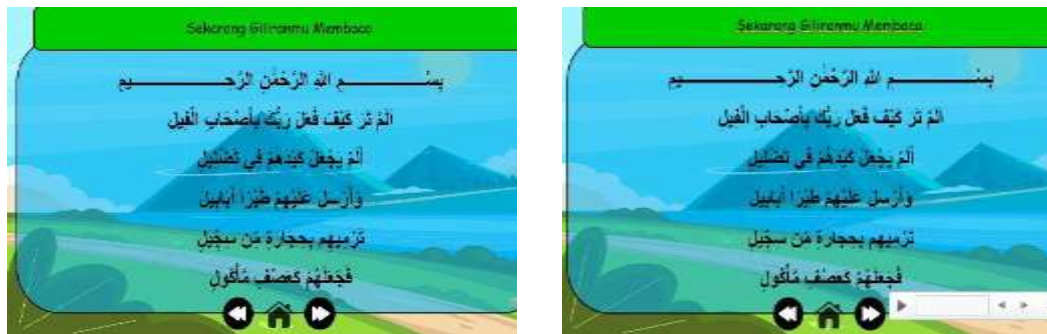
The findings of the observation and interview were: a). Teacher Analysis. Observations revealed that Qur'an and Hadith learning in third grade relied heavily on textbooks and blackboards as the main sources. The lack of varied instructional media led to one-way communication and low student engagement. Furthermore, the integration of information and communication technology in learning activities was still very limited. These conditions indicate the urgent need for innovation through interactive media to make learning more engaging and effective. b). Student Analysis. Student characteristics were analyzed to identify conditions, needs, and difficulties in learning Qur'an and Hadith. Interviews with students revealed that many faced challenges in understanding the material due to lack of enthusiasm and engagement. Conventional media such as textbooks and blackboards were less appealing, making students easily bored and unable to grasp lesson content effectively. Hence, interactive and communicative media aligned with MI students' characteristics are needed. Interactive PowerPoint media was expected to enhance interest, attention, and comprehension of Surah Al-Fil, providing a more enjoyable and effective learning experience.

Third is Learning Material Analysis. The analysis focused on Qur'an and Hadith subject matter for third grade, particularly Surah Al-Fil. This analysis ensured that the media covered reading fluency (tajwid), comprehension of meanings, and internalization of values. The developed media was aligned with curriculum learning outcomes, enabling students not only to memorize and recite but also to understand and apply the surah's messages in daily life. Based on these analyses, interactive PowerPoint-based media was chosen as the solution to support Qur'an and Hadith learning in third grade. The media was designed with engaging visuals, interactive navigation buttons, audio recitations of Surah Al-Fil, and video explanations. These features aimed to motivate students, enhance comprehension, and support teachers with more varied and effective instructional tools.

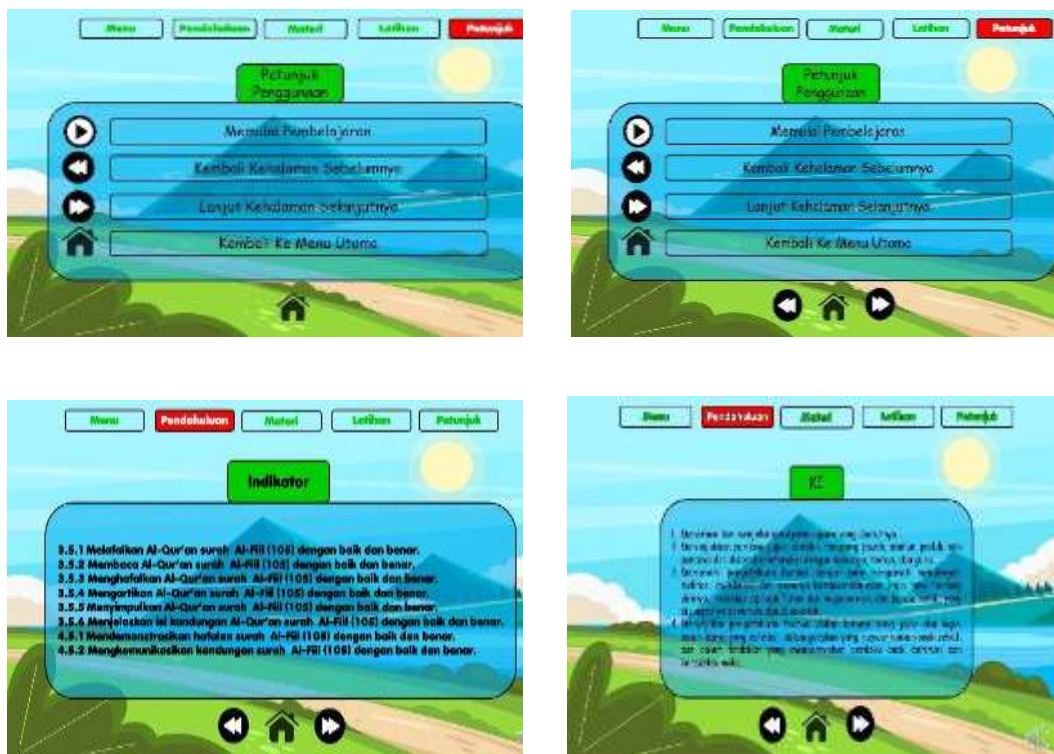
Second step is Design. The media was designed based on the Merdeka Curriculum for third-grade MI students, specifically for Surah Al-Fil. a). Initial Design. The design process included preparing an outline of the material, collecting visual elements (images, animations, etc.), choosing templates, and arranging slide layouts. Interactive elements such as buttons and hyperlinks were also incorporated to improve navigation. b). Media Development The steps included: (1) creating a clear outline, (2) collecting supporting visuals, (3) designing slides with appealing templates, and (4) adding interactive elements such as buttons, hyperlinks, animations, and transitions to engage students. c). Media Validation. Before validation, the researchers prepared an instrument in the form of a questionnaire to assess the feasibility of the developed media. The instrument evaluated design, material, subject matter, and language. Validators included media experts, material experts, subject matter experts, and language experts. Feedback from validators was used for revisions.

Media Expert Validation, Feasibility score 79.17%. Suggestions included adding audio to all content, simplifying navigation with automated settings, and using more readable fonts suitable for elementary students. Material Expert Validation, Feasibility score 90.91%. Suggested complementing PowerPoint media with additional tools to enrich content delivery and student engagement. Subject Matter Expert Validation Feasibility score 93.3% with no revisions required. Language Expert Validation, Feasibility score 93.75%, with no revisions required. Third step is Development. The development stage was conducted using Microsoft PowerPoint, following the prepared design. Steps included needs analysis, outlining, visual collection, slide design, insertion of navigation buttons and hyperlinks, and validation. Media was refined based on expert input to ensure usability and effectiveness. Fourth step is Implementation. At this stage, the product was tested in a large-group trial with 29 third-grade students. Teachers introduced the media, provided instructions, and guided its use in class. Students then

completed questionnaires to provide feedback on their experiences with the media. The last step is Evaluation. The evaluation stage validated the developed media through expert assessments and student feedback. Validation covered four aspects: media design, material, subject matter, and language. In addition, student responses confirmed that the interactive PowerPoint media was engaging, effective, and well-suited to



classroom learning.



Pict 1. Revision product

The validation process was carried out using an instrument in the form of an assessment sheet consisting of 18 statements, focusing on evaluating the interactive PowerPoint-based learning media. The purpose of this validation was to obtain input and assessments from the perspective of media expertise in reviewing the feasibility of the media's appearance, navigation, and functionality. Based on the results of the media validation, a score of 57 was obtained, with a suitability percentage of 79.17%. According to the established category, this result falls into the "Appropriate" category. However, the media expert suggested that the researcher add recorded audio to the material, set navigation buttons to automatic, and improve the font type used.

From the above results, it can be concluded that the media validation achieved 79% with the category “Appropriate”, indicating that the interactive PowerPoint-based learning media can be implemented. Meanwhile, based on the results of the material validation, a score of 40 was obtained, with a suitability percentage of 90.91%. According to the category used, the media was classified as “Highly Appropriate.” Nevertheless, the validator suggested that the researcher should “add complementary media during the learning process.” It can thus be concluded that the material validation achieved 90.91% with the category “Highly Appropriate,” showing that the interactive PowerPoint-based media is already very good.

Furthermore, based on the results of the subject matter validation, a score of 112 was obtained, with a suitability percentage of 93.3%. According to the category used, the media was classified as “Highly Appropriate,” with no notes or revisions required. Lastly, the results of the language validation showed a score of 45, with a suitability percentage of 93.75%. According to the established category, the media was also classified as “Highly Appropriate,” with no notes, indicating that the interactive PowerPoint-based learning media is feasible for testing.

At the validity testing stage, data obtained from questionnaires distributed to 29 students were analyzed to examine the validity of each instrument item. The purpose of the validity test was to determine the extent to which the questionnaire items were able to measure the intended aspects in accordance with the research objectives. The validity test was conducted by comparing the calculated *r*-value (*r*-count) with the table *r*-value (*r*-table). If $r\text{-count} > r\text{-table}$, the item was considered valid.

Table 1. Results of Validity Test

Item	result		r-table	Description
	Sig.	r-count		
Q1	0.010	0.473	0.355	Valid
Q2	0.046	0.373	0.355	Valid
Q3	0.001	0.581	0.355	Valid
Q 4	0.035	0.393	0.355	Valid
Q5	0.008	0.485	0.355	Valid
Q6	0.002	0.552	0.355	Valid
Q7	0.009	0.474	0.355	Valid
Q8	0.006	0.498	0.355	Valid
Q9	0.001	0.572	0.355	Valid
Q10	0.018	0.436	0.355	Valid
Q11	0.018	0.436	0.355	Valid
Q12	0.011	0.466	0.355	Valid
Q13	0.037	0.389	0.355	Valid
Q14	0.027	0.411	0.355	Valid
Q15	0.013	0.455	0.355	Valid
Q16	0.004	0.517	0.355	Valid

Based on the table above, all questionnaire items (1–16) had a significance value < 0.05 and *r*-count values greater than *r*-table (0.355). This indicates that each item had adequate validity, meaning every question item was able to measure the research variables accurately. Thus, all items were declared valid and feasible for use in the data collection stage.

After establishing validity, a reliability test was conducted to measure the consistency of respondents' answers. Reliability ensures that the instrument produces stable and trustworthy data when applied under similar conditions. The instrument was considered reliable if the reliability coefficient > 0.7 .

Table 2. Results of Reliability Test

	Cronbach's Alpha value	Threshold	Description
Item Questions	0.764	0.7	Reliabel

The obtained Cronbach's Alpha value was 0.764, which is higher than the threshold of 0.7. This indicates that the instrument had good internal consistency. In other words, the questionnaire items produced stable and consistent responses under similar conditions, meaning the instrument was reliable and suitable for use in this research. At product trial implementation stage, the researchers conducted a trial of the developed interactive PowerPoint media with students in third grade (class 3B) at MI Islamiyah Attanwir, under the supervision of the homeroom teacher. The lesson delivered was the Qur'an and Hadith subject, which included learning to read and understand Qur'anic surahs as well as understanding Hadiths.

During the learning process, students showed high enthusiasm when the interactive PowerPoint media was used to present the material. The classroom atmosphere became more active and communicative. The media also contained several evaluation questions and interactive games, which allowed students to learn while playing. In the Qur'an and Hadith lesson, students were excited to read the surahs displayed in the PowerPoint slides. The goal of this learning activity was for students to develop motivation in learning, and to improve their ability to read and understand the Qur'an.

DISCUSSION

This study aims to produce and describe the development of interactive PowerPoint-based learning media for the Qur'an and Hadith subject in the third grade at MI Islamiyah Attanwir. The development process employed the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. The results of each stage demonstrated the integration of student needs with the use of technology in learning.

At the analysis stage, it was revealed that Qur'an and Hadith learning in the third grade was still dominated by the use of blackboards and textbooks (LKS), with little involvement of interactive media. This condition led to low enthusiasm and motivation, especially in understanding the material on Surah Al-Fil.

The first stage was Analysis. According to Febrianti and Arisetyawan (2023), this stage aims to explore potentials and problems in the field as well as to identify learning needs as the foundation for media development. The researchers conducted direct classroom observations in the third grade of MI Islamiyah Attanwir and interviews with the homeroom teacher. The results were classified into three parts: 1) Teacher analysis – conducted to find out what kind of media teachers need to support Qur'an and Hadith learning. Teachers stated that so far, they had relied on textbooks and blackboards. They hoped for media that could attract students' attention and make them more active. One-way media were considered ineffective as students tended to be passive and easily lost focus. 2) Student analysis – researchers observed that students had relatively high interest in learning but often faced difficulties when material was presented conventionally. The lack of visual media caused students to become bored quickly and limited their understanding.

Observations and interviews showed that students were more enthusiastic when learning was delivered through interactive media containing images, sound, and simple animations. 3) Learning material analysis – conducted to align the developed media with the content and scope of the Qur’an and Hadith subject in the third grade, particularly on Surah Al-Fil. The material included aspects of recitation (tajwid), understanding of verses, and the educational values contained therein. Thus, the media needed to help students not only in reading and memorizing but also in comprehending and applying the values in daily life.

The next stage was Design. According to Ramdhani & Wahyuni (2021), this stage involves preparing the initial design as the foundation for further media development. The researchers began designing interactive PowerPoint media for Qur’an and Hadith in the third grade, focusing on Surah Al-Fil. The design process included: (1) creating slides with Microsoft PowerPoint, (2) arranging content according to curriculum objectives, (3) designing visual elements such as covers, backgrounds, navigation buttons (hyperlinks), animations, transitions, audio recitations, and explanatory videos using interactive triggers. This design aimed to ensure an interactive, engaging, and contextual learning experience suited to Madrasah Ibtidaiyah students.

At the Development stage, according to Ulfa & Mustika (2023), development is the process of transforming designs into actual products ready for feasibility testing. At this stage, the interactive PowerPoint media for Qur’an and Hadith on Surah Al-Fil was developed and validated by experts in media, material, language, and subject matter. Each validator assessed the media using a four-point Likert scale and provided feedback. Validation was carried out in two stages—before and after revisions—to ensure that the final product was truly suitable and feasible for classroom use. The results of the validation test are shown below:

Table 3. Table Validation

	Aspect			
	Media	Subject	Material	Language
Score	79,17%	93,3%	90,91%	93,75%

These results indicate that the media aspect was rated valid (79.17%), while the subject aspect (93.3%), material aspect (90.91%), and language aspect (93.75%) were rated highly valid. Thus, the developed media was declared valid and feasible for use as instructional support. Previous studies also support these findings. Octaviani (2021) demonstrated that interactive PowerPoint media in science learning based on the Scientific Approach yielded excellent results and was feasible.

Hunafa (2021) developed similar media for thematic learning in second grade, which proved highly feasible and effective. Pascha & Hoesein (2022) also found that interactive PowerPoint-based media were feasible and received positive student responses due to their attractive design and ease of use. These findings confirm that interactive PowerPoint media not only provide interactivity but also help maintain student interest and concentration.

At the Implementation stage, large-group testing was conducted with 29 third-grade students at MI Islamiyah Attanwir. Students used the media to study Surah Al-Fil and filled out questionnaires afterward. The results showed that the media received positive responses. The findings of this research are consistent with Maryana et al., who argued that learning media function as tools to deliver information, stimulate students’ thinking, and encourage active involvement in learning. Suhenda et al. (2024) further emphasized that learning media play a central role in modern education—not merely as

complementary tools but as essential components for creating dynamic, inclusive, and effective learning environments.

CONCLUSION (BOLD, 11)

The development of this interactive PowerPoint-based learning media was carried out using the Research and Development (R&D) method through the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. The developed learning media was declared valid and reliable based on assessments by four experts, each evaluating relevant aspects. The validation results indicated that the media met the feasibility criteria in terms of content, media design, language use, and suitability with student characteristics. Therefore, the media was declared highly feasible for use in learning.

The interactive PowerPoint product successfully increased students' learning interest in thematic lessons, as shown by the final score obtained from the student response questionnaire, which reached 1023, with a final percentage of 88.17% out of a maximum 100%. This percentage falls into the category of "Highly Effective," meaning that the developed interactive PowerPoint media is suitable for use in learning and can serve as an innovation to enhance students' learning interest and make the learning process more enjoyable. Thus, the interactive PowerPoint-based learning media developed in this study can serve as an innovative alternative to support the teaching and learning process of Qur'an and Hadith in Madrasah Ibtidaiyah, particularly for third-grade students.

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