

DEVELOPMENT OF ROBLOX-BASED LEARNING MEDIA (ROBOKASDIS) TO IMPROVE FIRST-GRADE ELEMENTARY STUDENTS' UNDERSTANDING

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ABSTRACT

This study developed and evaluated RoboKasDis, a Roblox-based educational game for elementary Islamic Religious Education, designed to improve students' understanding of Islamic religious values and character traits (gratitude and discipline). Using the ADDIE Research and Development model, the study involved 19 first-grade students at SDN Cikurubuk. The results showed significant effectiveness: average test scores improved from 78.53 (pre-test) to 100 (post-test), with high quiz scores averaging 93.68. Observations also highlighted increased student enthusiasm and active participation. In conclusion, RoboKasDis is an effective interactive tool for boosting learning outcomes, motivation, and character development.

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INTRODUCTION

Islamic Religious Education at the elementary school level plays a crucial role in building knowledge while instilling character values from an early age, such as gratitude and discipline. Learning can be defined as a process of developing knowledge, skills, and attitudes through interaction with learning resources (Aminah et al., 2022). This is also highlighted by Kustati & Amelia,

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who note that religious education involving such interaction helps students understand the significance of religious values in daily life. This positive impact highlights the significant potential of technology in creating a more contemporary and responsive approach to religious education. At this stage, students are in a developmental phase that requires a learning approach tailored to their age-specific characteristics; thus, the learning process should not only focus on delivering content but also on utilizing media that can enhance student engagement (Zainal, 2022)

However, in practice, teaching in the early grades of elementary school still faces various challenges. Based on observations in first grade at SDN Cikurubuk in Sumedang Regency, some students had difficulty understanding the material, primarily due to limited reading skills and poor concentration during class. This situation led to a suboptimal learning process, and the learning objectives were not fully met.

Technology can be utilized in the educational process, whether for preparing teaching materials, conducting learning activities, or creating learning media. (Aeni et al., 2022). With advances in technology, digital learning media has become one alternative for addressing these issues. Game-based learning media is considered capable of creating a more interactive and enjoyable learning atmosphere, thereby increasing student motivation, interest in learning, and engagement in the learning process. (Rani & Sari, 2025). Additionally, the use of educational games has also been proven to help students understand abstract concepts more concretely and foster critical thinking skills and creativity. (Pratiwi et al., 2021).

Instructional media are tools that can support teaching and learning activities and help clarify the meaning of the information presented, thereby enabling educational goals to be achieved more effectively and thoroughly. (Anafi et al., 2021). Digital instructional media that combine visual and interactive elements are considered more suitable for elementary school students, who tend to be active and require concrete learning experiences. (Sabila, 2025). One platform popular among students is Roblox, which allows users to learn through interactive play. However, the use of Roblox as an

educational medium in Islamic Religious Education, particularly in the early grades of elementary school, remains limited.

Based on the above discussion, there is a gap between the need for interactive learning and the use of game-based media in Islamic Religious Education. Therefore, this study aims to develop a Roblox-based learning medium (RoboKasDis) and test its effectiveness in improving students' understanding and instilling the character values of gratitude and discipline in first-grade elementary school students.

METHOD

This study employs a Research and Development (R&D) approach using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) (Anggarika et al., 2024). The ADDIE model is used to establish a foundation for the learning process, specifically, the concept of designing a learning product. (Hidayat, 2021). This model is used because it involves a systematic process for developing and presenting instructional materials. It has also been widely applied in technology-based educational research. (Permana et al., 2023).

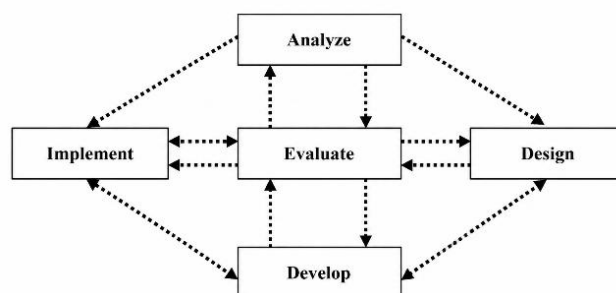


Figure 1. The ADDIE Model

Source: Tegeh et al. (2014)

Analysis

In this phase, the analysis conducted includes: a) assessing the expected competencies of the students; b) analyzing the students' educational qualities, including their understanding, skills, attitudes, and other relevant aspects; and c) evaluating the learning materials based on the established competencies.

Design

During the design phase, the learning process focuses on who the target audience is, what skills are to be taught, what material can be covered, and how to assess proficiency in the learning that has taken place.

Development

The practice at this stage involves translating conceptual requirements into a tangible form, recognizing that this step yields a production-ready product prototype.

Implementation

This process involves using the outcomes of educational development to evaluate its impact on learning outcomes, including its benefits, appeal, and efficiency.

Evaluation

Formative evaluation is typically conducted only during this research and development phase, as this analysis is tied to the research phase aimed at improving product functionality.

This study employs a mixed-methods approach. Quantitative data were used to measure learning outcomes through pre-tests, post-tests, and quizzes, while qualitative data were used to analyze student engagement during instruction. (Erawahyuni & Hidayat, 2023b).

The study was conducted during the second semester of the current academic year at SDN Cikurubuk in Sumedang Regency. The study subjects consisted of 19 first-grade students. The research data comprised both quantitative and qualitative data. Data collection methods included tests (pre-tests and post-tests), quizzes, observations, interviews, and documentation throughout the learning process.

Data analysis was conducted using both quantitative and qualitative methods. Quantitative data were analyzed using mean values and learning achievement rates, while qualitative data were analyzed through data reduction, presentation, and conclusion drawing. (Erawahyuni & Hidayat, 2023b).

RESULTS AND DISCUSSION

RESULTS

This section presents the results of developing the Roblox-based learning media (ROBOKASDIS) to improve first-grade students' understanding. The development and testing process for this media was systematically carried out through four main stages: the finding stage (initial needs analysis), design,

development, and evaluation. A detailed description of the outcomes achieved at each stage is presented as follows.

Analysis

The analysis phase was conducted to understand what needed to be learned and the challenges present in the classroom. Through observations in the first-grade classroom at SDN Cikurubuk, Sumedang Regency, it was revealed that students struggled to understand the lesson material, primarily due to limited reading skills and poor concentration during instruction. Additionally, the learning aids used were still basic, including books, blackboards, and the teacher's direct explanations. The use of game-based learning media or interactive digital media has not been optimally utilized in the learning process. This situation makes learning feel less engaging for some students, especially since first-graders still need visual, tangible, and hands-on media.

In addition, the pre-test results indicate that students' initial proficiency varies, with scores ranging from 66 to 100. The average pre-test score is 78.53, indicating that students' initial understanding is quite good and falls within the adequate category. This underscores the need for learning materials that are more interactive and tailored to the characteristics of elementary school students. To that end, the RoboKasDis learning medium, based on the Roblox game, was developed to provide a tool that is more engaging, easier to understand, and better suited to students in the early grades.

Design

During the design phase, the researchers developed a Roblox-based educational game called RoboKasDis. The game is designed as a simple adventure game that promotes character values such as mutual assistance, compassion, and cooperation.

The game is designed as a systematic storyline. The story begins with a child helping his mother deliver a packed lunch to his father. Next, the player helps a friend who has lost his glasses and searches for a missing pet. Each mission is designed sequentially to reinforce an understanding of character values in everyday life.

The main objective of the game is to complete all missions by helping others, so that students can learn the value of kindness through the gaming experience. The game was designed using several applications: Roblox Studio as the primary game development platform, Canva for visual design, and PowerPoint for creating the storyboard.

Development

During development, the RoboKasDis learning tool was created in Roblox Studio using an existing design. The environment was built by creating a simple village consisting of houses, roads, and a park using the “Part” feature. The tool features a player character, a child who can move and interact, as well as several NPCs, such as a mother, father, and two friends who serve as task givers. The task system is designed sequentially, starting with delivering a lunchbox to the father, finding a friend’s glasses, and ending with finding a pet. The media also features interactions between the player and NPCs, as well as key objects such as the lunchbox, glasses, and the pet.

To explain the steps for using the developed educational tool, the researchers created a flowchart for using RoboKasDis. The flowchart illustrates the sequence of activities students must perform when using the tool, from entering the game and interacting with NPCs to completing each task and receiving reinforcement for character values.

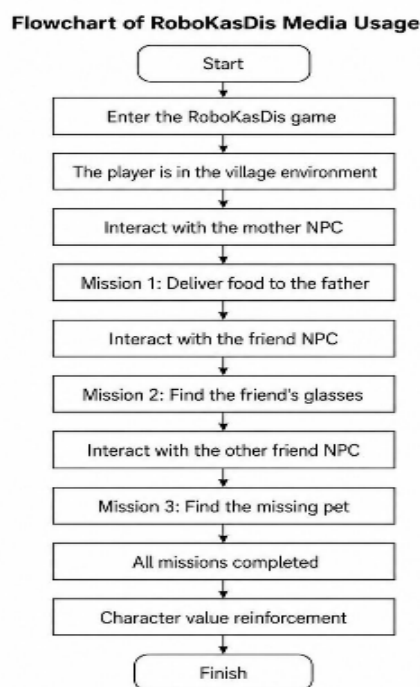


Figure 2. Flowchart of the RoboKasDis Media Usage Process

Implementation

The implementation phase involved using the RoboKasDis learning tool in Islamic Religious Education classes for first-grade students at SDN Cikururbuk in Sumedang Regency. Before the learning process began, students took a pre-test to assess their abilities. After completing the lessons using the RoboKasDis tool, students took a post-test and a quiz to evaluate their learning outcomes.

Table 1. Students' Pre-Test and Post-Test Results

Number of students	Pre-test average	Post-test average	The highest score	The lowest score
19	78,53	100	100	66

The data indicate that all students achieved maximum learning mastery following the instructional process. A quiz was administered to assess students' understanding of more practical aspects. The quiz results showed variation in scores among students. Quiz scores ranged from 50 to 100. Eleven students scored 100, seven students scored 90, and one student scored 50. The average quiz score was 93.68, with a high of 100 and a low of 50.

Table 2. Student Quiz Result Statistics

Number of students	On average	The highest score	The lowest score
19	93,68	100	50

The distribution of quiz scores provides a more detailed picture of students' mastery of the material.

Table 3. Distribution of Student Quiz Scores

Value range	Category	Frequency	Percentage
90 – 100	Very high	18	94,7%
70 – 89	High	0	0 %
50 – 69	Moderate	1	5,3%
<50	Low	0	0%

According to the table, 94.7% of students fall into the “very high” category. Only one student is in the “moderate” category, and no students are in the “low” category. A comparison of the pre-test and post-test results shows a very significant improvement. The average score increased from 78.55 to 100.

This indicates that the instruction provided was effective in optimally improving students' learning outcomes. Furthermore, the quiz results, which showed a high average score (93.68), indicate that students' understanding

improved not only in basic cognitive aspects but also in their ability to apply what they learned.

Evaluation

An evaluation phase was conducted to assess the effectiveness of the RoboKasDis learning tool. Based on the analysis, this tool was found to improve student learning outcomes significantly. In addition, observations showed that students were more active, enthusiastic, and engaged in the learning process. This indicates that game-based learning tools can boost student motivation.

DISCUSSION

The results of the study indicate that the development of an educational medium integrating the Roblox game, named RoboKasDis, has a positive impact on the learning process and achievement in Islamic Religious Education among first-grade elementary school students. Improvements in students' academic performance support this finding, as demonstrated by the average pre-test score of 78.53, which jumped to 100 on the post-test. In addition, quiz results averaged 93.68, with the majority of scores falling into the very high category (94.7%). These data indicate that the developed media not only strengthen students' foundational understanding but also support mastery of the material in more practical aspects.

These findings must be viewed in light of the students' initial circumstances. During the analysis phase, it was revealed that students struggled to understand the material due to limitations in reading ability and low attention spans during the learning process. This situation indicates that the learning process in early elementary school classrooms requires concrete, visual, interactive, and developmentally appropriate media. The development of interactive visual learning aids plays a crucial role in creating an efficient, enjoyable, and engaging learning experience and in overcoming various obstacles during the learning process. Well-designed visual aids can boost students' motivation and understanding of complex material, leading to optimal learning outcomes. (Fadil et al., 2025). Therefore, the use of RoboKasDis can be interpreted as a pedagogical response to real-world needs in the field, not merely a technological innovation.

From a development perspective, the success of RoboKasDis is closely linked to the structured implementation of the ADDIE model. The analysis phase enabled researchers to identify students' needs and existing learning challenges. During the design phase, a game framework was created, structured around a storyline, missions, learning objectives, and the selection of appropriate applications—namely Roblox Studio, Canva, and PowerPoint. Next, the development phase transformed this design into a tangible product in the form of an educational game that includes characters, NPCs, missions, interactions, and objects that support learning. Following that, the implementation phase allows the media to be used directly in the learning process. In contrast, the evaluation phase provides insight into the product's effectiveness based on student learning outcomes and participation. This structured process demonstrates that educational media are not created haphazardly but rather through clear development stages, ensuring the resulting product aligns with learning objectives. Systematically developed educational media are expected to be effective in achieving learning objectives. (Warsita, 2013).

Numerically, a comparison of pre-test and post-test results indicates that the RoboKasDis medium is effective in improving students' cognitive understanding. Variations in initial scores suggest differences in each student's baseline abilities prior to the intervention. This supports the view that applying technology in education can help address the learning challenges students face, given that each student has diverse characteristics, including strengths and weaknesses, learning interests, and attention spans. After the RoboKasDis teaching method was implemented, all students achieved the highest post-test scores. This proves that the developed media successfully helped students understand the material more comprehensively. In other words, the learning process through play-based experiences, challenges, and visual interactions has made it easier for students to receive, retain, and understand the material. (Asela et al., 2020)

The quiz results also support this effectiveness. The average quiz score was 93.68, with 94.7% of students achieving a "very high" score, indicating that the majority understood the material well after completing the learning process.

Thus, RoboKasDis not only helps improve learning outcomes in basic knowledge but also strengthens students' applied skills in understanding the values taught.

From the perspective of its medium, the success of RoboKasDis can be understood through the alignment between its learning structure and the characteristics of elementary school students. This game is designed as a simple adventure, with a storyline relevant to daily life, such as helping mom send a packed lunch to dad, helping a friend who lost their glasses, and searching for a lost pet. These situations provide real and contextual learning experiences, so that lessons on gratitude, care, and discipline are not merely verbal but are also experienced through actions within the game. In fact (Audie, 2019), the use of educational media not only makes it easier for teachers to convey information to students but also boosts students' enthusiasm for learning, making them more interactive and active in the classroom, thereby fostering a two-way exchange between teachers and students. The success of this process is the shared responsibility of both teachers and students to improve their own abilities through learning (Saefuddin, 2024). The results of this study align with the view that the drive to learn is the primary motivator of students' active participation in learning activities. This drive can originate within students or from external factors, such as engaging learning media (Mubarq, 2025). In this study, the use of RoboKasDis as a game-based medium is hypothesized to be an external factor that enhances students' learning motivation.

This is evident in the students' engagement, enthusiasm, and participation throughout the learning process. In other words, a fun, game-based learning environment has helped students become more focused, more active, and more interested in completing assigned learning tasks. This aligns with studies indicating that game-based learning can enhance students' motivation to learn. (Pratiwi et al., 2021). In this study, students who used game-based media demonstrated greater motivation, as evidenced by their participation and engagement throughout the learning process. This is particularly important because low interest and motivation can significantly impact their learning outcomes. (Khairani & Novalia, 2025).

A study also supports this. (Indriyani et al., 2023) that analyzed the relationship between motivation to learn and academic performance among elementary school students using a quantitative approach. The findings of this

study indicate that motivation to learn is strongly and significantly correlated with students' academic performance, meaning that the higher the motivation to learn, the better the academic performance.

In addition to cognitive and motivational aspects, the use of RoboKasDis also plays a significant role in character education. This game was designed not only to convey educational content but also to instill positive values through the gaming experience. Each mission conveys a moral message, such as helping parents, supporting friends, caring for the environment, and being responsible in completing tasks. Therefore, the learning process through RoboKasDis can be considered an integration that combines knowledge, attitude, and direct experience. This is very important because Islamic Religious Education plays a key role in shaping students' religious character from a young age. Elementary school is a crucial period for children's moral and spiritual development, as it is when foundational religious values are first taught in a structured manner (Zahro, 2025). Consequently, the RoboKasDis platform is designed not only to help students understand lessons but also to instill positive values through play experiences relevant to daily life.

Although the research results were very positive, one student still scored below average on the quiz. This finding suggests that a comprehensive assessment of instructional media effectiveness is necessary. While high-quality media can indeed support most students, it does not eliminate individual differences. Factors such as prior knowledge, learning styles, technological readiness, and individual concentration levels can still influence students' learning outcomes. Therefore, the use of visual media can be one approach teachers can implement to enhance students' academic performance. (Imeldasari et al., 2025). In this study, RoboKasDis, as an interactive visual medium, helps students understand the material through its visuals, gameplay, and engaging activities.

From a methodological perspective, the use of a mixed-methods approach further strengthens this study's findings. Quantitative data provide an objective picture of improvements in learning outcomes through pre-tests, post-tests, and quizzes, while qualitative data shed light on student participation during the learning process. The combination of these two types of data makes the research

results more comprehensive, as the success of RoboKasDis is not only measured by numbers but also by changes in students' learning behaviors observed during implementation. These findings align with an approach to educational media development that evaluates products not only on outcomes but also on the significance of the learning process. (Erawahyuni & Hidayat, 2023).

Overall, this discussion emphasizes that RoboKasDis is an effective, relevant, and appropriate learning tool for elementary school students. This medium is effective because it has been proven to improve learning outcomes; relevant because it aligns with students' developmental characteristics; and meaningful because it not only conveys content but also instills character values through interactive learning experiences. Thus, the use of game-based learning media such as RoboKasDis can serve as an innovative alternative to enhance the quality of Islamic Religious Education at the elementary school level.

CONCLUSION

Based on the findings and discussions in this study, it can be concluded that the development of game-based learning media using the Roblox platform, known as RoboKasDis, has proven effective in improving the learning outcomes of first-grade elementary school students in Islamic Religious Education. This improvement in learning outcomes is evident from the average pre-test score, which rose from 78.53 to 100 on the post-test. Additionally, the quiz results yielded an average score of 93.68 and indicated that 94.7% of students fell into the "very high" category. This suggests that students not only demonstrated improvement in basic cognitive skills but were also better able to understand and apply the material.

From a qualitative perspective, the use of the RoboKasDis platform positively affects student motivation, participation, and engagement during the learning process. Students appear more active, enthusiastic, and focused during lessons, indicating that game-based media can create a more engaging and meaningful learning experience. Additionally, the RoboKasDis platform fosters character values, particularly gratitude, discipline, compassion, and responsibility. This demonstrates that the learning process is not solely focused on academic achievement but also on developing students' character from an early age. Thus, RoboKasDis can serve as an innovative and effective learning

tool to enhance academic outcomes while strengthening character education for elementary school students.

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