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Fostering Islamic Character Values through Multimedia Extracurricular Activities: Strategies of Islamic Education Teachers

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Abstract

This study aims to examine the strategies employed by Islamic Education (PAI) teachers to foster Islamic character values among middle school students through multimedia-based extracurricular activities. Specifically, it investigates how interactive digital tools, reflective exercises, and contextualized learning experiences contribute to the internalization of core values such as honesty, responsibility, empathy, and discipline. Employing a qualitative case study design, data were collected at SMP Hidmatul Hikam Alassumur through direct observations of extracurricular sessions, in-depth interviews with teachers, and document analysis including lesson plans and student portfolios. Findings indicate that multimedia integration significantly enhances student engagement, comprehension, and practical application of Islamic character values, with students demonstrating increased moral awareness and consistent ethical behavior. Teachers' deliberate planning, continuous feedback, and reflective facilitation were identified as critical success factors. The study highlights the pedagogical potential of technology-enhanced activities in moral education and provides practical guidance for educators seeking to strengthen character development. The results suggest that integrating multimedia thoughtfully into extracurricular programs can foster sustainable moral growth and active value internalization among adolescents.

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Introduction

In contemporary society, character education has become increasingly essential amid rapid social and technological changes that shape adolescents' behavior and values. Pointedly, fostering moral and ethical values among students ensures a foundation for responsible citizenship and social cohesion. The reason this is critical lies in the prevalence of moral erosion, peer pressure, and exposure to diverse media that may conflict with cultural and religious norms. Evidence from surveys conducted in Indonesian middle schools indicates that a significant proportion of students struggle to apply values such as honesty, empathy, and responsibility in daily interactions. Consequently, education systems must explore innovative strategies to integrate character development effectively. Multimedia-based extracurricular activities led by teachers have emerged as a promising approach, as they engage students interactively while conveying ethical lessons in

relatable contexts (Jayasekara, 2024). The conclusion drawn is that targeted interventions in moral education are necessary to prepare adolescents for personal, social, and spiritual challenges, making this research highly relevant for broader societal well-being.

Despite its importance, general societal problems persist regarding the effective internalization of character values among adolescents. Many schools rely on traditional teaching methods that prioritize cognitive knowledge over moral or ethical development. Consequently, students may excel academically yet lack awareness or practical application of core values, leading to behavioral issues, diminished empathy, and poor social responsibility. In addition, the growing prevalence of digital media exposure without guidance increases the risk of adopting behaviors contrary to cultural and religious norms. Communities and parents often report challenges in monitoring and guiding adolescents in their daily conduct. These problems underscore the urgency of educational interventions that incorporate engaging, practical, and reflective learning mechanisms to bridge the gap between theoretical knowledge and value internalization (Zhang & Jiang, 2024). Addressing these societal issues forms the foundation of the current study, highlighting its potential impact beyond the classroom and its contribution to broader social and moral development.

In practical field observations, schools such as SMP Hidmatul Hikam Alassumur illustrate both the potential and challenges of embedding character education in daily activities. Teachers have attempted to integrate extracurricular programs with values instruction; however, activities often remain conventional, relying on lectures and rote exercises that fail to engage students. Field data indicate that students display higher interest and comprehension when learning is presented interactively, particularly through multimedia resources such as animations, videos, and interactive quizzes. Interviews with teachers reveal logistical challenges, including limited digital devices, uneven student technological proficiency, and the need for structured guidance to ensure equitable participation. These phenomena suggest that while schools recognize the importance of moral education, existing practices do not fully leverage innovative tools that align with students' cognitive and emotional needs (Li & Pilz, 2023; To et al., 2023). Therefore, studying the strategic implementation of multimedia-based extracurricular activities offers practical insights to enhance the efficacy of moral education.

Previous research has explored the integration of character education in schools, emphasizing pedagogical strategies to foster moral and ethical development (Kusnanto et al., 2023; Machost & Stains, 2023). For instance, investigated the impact of interactive classroom activities on honesty and responsibility, demonstrating improved student engagement and ethical awareness. Similarly, examined multimedia applications in religious education, showing enhanced comprehension but limited behavioral follow-through. These studies provide foundational knowledge on effective teaching techniques and digital tools, highlighting their potential in supporting moral development (Cahyani et al., 2024). However, research has predominantly focused on cognitive outcomes or limited behavioral observations, with insufficient attention to how extracurricular programs specifically mediated by Islamic Education (PAI) teachers can enhance real-world application of values. The current study positions itself within this gap, aiming to examine both strategic design and practical outcomes of multimedia-based activities to ensure a holistic approach to internalizing Islamic character values.

Moreover, research has yet to systematically document best practices, challenges, and strategies that teachers employ in extracurricular settings to facilitate character internalization through multimedia. While previous studies provide initial evidence of engagement and knowledge acquisition, they often overlook contextual variables such as student diversity, technological

accessibility, and cultural-religious relevance. This omission constitutes a critical research gap, as understanding these factors is essential to developing scalable and sustainable interventions. The present study addresses these limitations by conducting case studies at SMP Hidmatul Hikam Alassumur, combining observations, interviews, and document analysis to provide a comprehensive picture. The novelty lies in bridging theoretical frameworks with practical, context-specific strategies, generating insights that not only inform pedagogy but also guide policy in integrating technology effectively into character education programs.

The novelty and state-of-the-art aspect of this research is its dual focus on multimedia integration and moral internalization within Islamic extracurricular education. Unlike prior studies that focus solely on classroom learning or cognitive gains, this study emphasizes behavioral transformation through interactive, culturally-relevant digital tools. By examining teacher strategies in planning, implementing, and evaluating extracurricular programs, the research uncovers mechanisms that enhance value internalization, providing empirical evidence to support innovative practices. Additionally, the study contributes methodological insights by employing qualitative case study techniques to capture nuanced processes that quantitative surveys often miss (Derlean, 2024; Gómez González & Lago Ferreiro, 2024). This approach not only enriches academic understanding but also offers actionable guidance for educators seeking to optimize moral education outcomes in increasingly digitalized learning environments, highlighting its significance for contemporary Islamic education.

Based on the phenomena observed and prior literature, the research problem focuses on understanding how PAI teachers can strategically implement multimedia-based extracurricular activities to foster Islamic character values effectively. Preliminary reasoning suggests that interactive and reflective approaches, tailored to students' cognitive and social contexts, increase engagement, comprehension, and practical application of ethical principles. The study argues that teacher strategies, when carefully designed and systematically evaluated, can bridge the gap between theoretical knowledge and real-life behavior, addressing both educational and societal needs (Fauziyah et al., 2024). By documenting challenges, successes, and best practices, the research contributes not only to academic discourse but also provides a practical framework for schools to implement sustainable, technology-enhanced character education programs, ultimately supporting the moral development of adolescents and reinforcing cultural and religious values in contemporary society.

Method

This study employs a qualitative case study design to explore the strategies of Islamic Education (PAI) teachers in fostering Islamic character values through multimedia-based extracurricular activities. The choice of a case study approach is justified by its capacity to provide an in-depth understanding of complex phenomena within real-life contexts, allowing researchers to capture both observable behaviors and the underlying processes that influence moral education (Henline-Hall, 2024; Ilhami et al., 2024). Unlike experimental or survey methods, the qualitative case study enables a comprehensive exploration of teacher strategies, student engagement, and the interaction between multimedia tools and value internalization. By focusing on a bounded system, the study generates rich, contextualized insights into how teachers implement, monitor, and adapt extracurricular programs to maximize the internalization of Islamic character, providing practical and theoretical contributions to educational research.

The research is conducted at SMP Hidmatul Hikam Alassumur, selected for its active implementation of extracurricular programs incorporating multimedia tools in Islamic education. The location was chosen based on its recognized commitment to integrating technology with character education, availability of teachers experienced in PAI instruction, and a diverse student population that allows observation of varying responses to multimedia interventions. Conducting the study in this context ensures that findings are grounded in authentic school practices, reflecting realistic challenges and opportunities in implementing innovative pedagogical strategies (Rogo, 2024). The school's willingness to facilitate observation sessions, interviews, and document access further supports comprehensive data collection, enabling a holistic understanding of the internalization process in extracurricular settings.

Data collection involved multiple complementary techniques to ensure depth and triangulation. Observations of extracurricular sessions documented teacher-student interactions, use of multimedia tools, and students' engagement and responses. In-depth interviews with PAI teachers, including Ust. Ahmad Fadli and Ibu Siti Rahmawati explored planning, implementation, and evaluation strategies. Additionally, relevant school documents, such as lesson plans, activity schedules, and student portfolios, were examined to corroborate observed practices and teacher accounts (Phillips et al., 2024). This multi-method approach enabled the researcher to capture both explicit actions and implicit strategies, creating a robust dataset to analyze the mechanisms by which multimedia facilitates the internalization of Islamic character values among students.

Data analysis followed a systematic process consisting of data condensation, display, and verification. Raw data from observations, interviews, and documents were reduced through coding and thematic categorization to identify patterns and relevant constructs. Condensed data were displayed using matrices, narrative summaries, and visual charts to facilitate interpretation and support coherent findings. Verification of data validity employed triangulation across sources, member checking with participating teachers, and peer review to ensure accuracy and credibility. These procedures strengthen the study's trustworthiness, allowing the research to produce reliable, contextualized insights regarding effective teacher strategies, challenges encountered, and best practices in using multimedia to foster Islamic character values in extracurricular education (Nurfajriani et al., 2024).

Findings

Strategies of Islamic Education Teachers in Multimedia Extracurricular Activities

Teachers at SMP Hidmatul Hikam Alassumur demonstrate a highly organized approach in designing and implementing multimedia-based extracurricular activities. Observations indicate that the planning phase is meticulous, involving the selection of videos, interactive modules, and animations specifically tailored to convey Islamic character values effectively. Interviews with Ust. Ahmad Fadli reveals that teachers aim to combine pedagogical clarity with engaging visual content, ensuring that abstract values such as honesty, responsibility, and empathy are presented in relatable scenarios. The structured planning allows for a smooth flow of activities, integrating multimedia elements with group discussions and practical exercises. By incorporating a variety of interactive materials, teachers foster active participation, encouraging students not only to observe but to practice ethical behavior in simulated situations, thereby enhancing both understanding and internalization of Islamic principles.

Implementation of extracurricular sessions involves careful management of group dynamics and resource allocation. Observations show that students are divided into small groups, each

accessing tablets or laptops to engage with multimedia content, while teachers provide continuous guidance and real-time feedback. Ust. Ahmad Fadli emphasizes that integrating multimedia allows students to connect theoretical knowledge with practical application, such as role-playing ethical scenarios or creating presentations that demonstrate Islamic values in daily life. Teachers monitor participation closely, ensuring equitable engagement and adjusting strategies to meet varying student competencies. This structured approach encourages collaboration, critical thinking, and moral reflection, which collectively reinforce the internalization of character values through interactive learning experiences.

Evaluation of strategy effectiveness is a consistent practice among teachers at SMP Hidmatul Hikam Alassumur. According to Ibu Siti Rahmawati, assessment is conducted through reflective discussions, quizzes, and portfolios that capture students' progress in both understanding and practicing Islamic values. Observations indicate that students actively participate in reflection sessions, articulating how they have implemented values such as discipline and empathy in their behavior. Teachers utilize evaluation results to refine future activities, modifying multimedia content and instructional strategies to address gaps in understanding or engagement. The cyclical process of implementation, observation, and reflection ensures that students' moral development is continually monitored, while teachers gain actionable insights into the most effective methods for instilling character through multimedia tools.

Identification of Islamic Character Values

The identification of key Islamic character values forms a foundational aspect of multimedia extracurricular activities at SMP Hidmatul Hikam Alassumur. Teachers deliberately focus on values that are most relevant and applicable to students' daily lives, including honesty, responsibility, empathy, and discipline. Observations reveal that these values are integrated within both content and interactive exercises, such as scenario-based video simulations that depict ethical dilemmas and cooperative tasks that require moral decision-making. Ust. Ahmad Fadli highlights in interviews that careful selection of values ensures that students are not overwhelmed with abstract concepts, allowing them to internalize one or two core principles at a time through guided practice.

Multimedia integration is central to making these values tangible and understandable. Teachers employ a mix of digital storytelling, animated sequences, and quizzes to contextualize moral lessons in situations that students can relate to. Observations show that students respond positively to these approaches, demonstrating comprehension by discussing the ethical implications of the scenarios presented. The content emphasizes practical application, encouraging students to transfer what they learn in the multimedia environment into classroom behavior and social interactions, thereby reinforcing the relevance of Islamic character in everyday decision-making.

Teachers continuously monitor students' behaviors to evaluate how effectively the selected values are internalized. Observational data at SMP Hidmatul Hikam Alassumur indicate measurable improvements in students' moral conduct, such as willingness to cooperate, honesty in completing assignments, and showing empathy towards peers facing challenges. Through a combination of interactive instruction and guided observation, teachers gain insight into which values resonate most strongly with students, allowing them to adapt the curriculum to maximize engagement and moral development.

Evaluating the Effectiveness of Multimedia

The effectiveness of multimedia as a pedagogical tool in fostering Islamic character values is evident in student engagement and comprehension at SMP Hidmatul Hikam Alassumur. Observations show that visual and interactive materials capture students' attention more effectively than traditional lectures. For instance, when viewing animations depicting honesty in practical scenarios, students were able to discuss and identify appropriate moral behaviors with higher accuracy than in conventional discussion settings. Teachers, including Ibu Siti Rahmawati, explain that multimedia enhances retention by combining audio, visual, and kinesthetic learning styles, making abstract values more concrete.

Interviews with teachers reveal that multimedia activities encourage active participation, as students are required to solve problems, reflect on outcomes, and demonstrate ethical behavior through project-based tasks. Observations confirm that students engage collaboratively, discuss ethical dilemmas presented in videos, and apply problem-solving strategies that reinforce the values being taught. The immediate feedback provided during activities allows teachers to adjust instruction in real-time, further enhancing the learning process and ensuring that each student internalizes the intended moral lessons.

The overall impact on students' behavior is significant, with improved application of Islamic character values in both structured and informal settings. Observational notes indicate that students exhibit greater discipline in completing assignments, demonstrate empathy toward classmates, and engage in cooperative learning activities effectively. This evidence underscores the utility of multimedia as not merely a supplementary tool, but as a central mechanism for reinforcing ethical understanding and promoting sustainable moral development among middle school students.

Challenges and Obstacles in Implementation

Despite the clear benefits, teachers face notable challenges in applying multimedia in extracurricular settings. Observations at SMP Hidmatul Hikam Alassumur highlight technological limitations, such as a limited number of tablets and inconsistent internet connectivity, which require teachers to implement rotational schedules for student access. Ust. Ahmad Fadli explained that managing equipment availability is crucial to maintaining equitable participation and to preventing disengagement. Additionally, varying levels of digital literacy among students necessitate preliminary training sessions to ensure effective participation.

Another challenge involves translating theoretical knowledge into practical behavior. While multimedia presents moral concepts in an engaging manner, teachers must continuously reinforce these lessons through guided reflection and repetition. Observations indicate that some students initially struggle to connect scenarios from videos to real-life situations, prompting teachers to provide additional examples and role-playing exercises to bridge this gap. Interviews reveal that consistent reinforcement and monitoring are essential to solidify internalization and to prevent superficial understanding.

Teachers also face time constraints, balancing multimedia-based sessions with other curricular obligations. Despite these obstacles, their dedication and adaptive strategies, such as flexible scheduling and scaffolded guidance, allow students to gain meaningful experiences that foster both cognitive understanding and practical application of Islamic character values.

Best Practices in Multimedia Implementation

Successful strategies identified at SMP Hidmatul Hikam Alassumur emphasize the integration of interactive and reflective components. Teachers utilize a combination of videos, animations, quizzes, and group projects to engage students, ensuring that lessons on honesty, responsibility, and empathy are both compelling and memorable. Observations indicate that students are highly motivated when they can directly apply learned values in collaborative and project-based contexts.

Reflective practices play a central role in solidifying value internalization. Teachers allocate time for students to discuss their experiences, analyze challenges, and articulate how they applied moral principles in daily interactions. Interviews suggest that reflection helps students link multimedia scenarios to real-life behavior, enhancing self-awareness and ethical reasoning skills.

Documentation of student performance through portfolios provides teachers with a longitudinal view of moral development. Observational evidence shows that portfolios not only track comprehension but also serve as a motivational tool, encouraging students to consistently demonstrate Islamic character in academic and social contexts. This combination of interactive engagement, reflective discussion, and structured documentation represents a best-practice framework for successfully integrating multimedia in character education.

Discussion

The findings from the study at SMP Hidmatul Hikam Alassumur indicate that the strategic integration of multimedia in extracurricular activities significantly enhances the internalization of Islamic character values among students. Observations and interviews with teachers, including Ust. Ahmad Fadli and Ibu Siti Rahmawati reveal that planning activities with carefully selected interactive videos, animations, and digital exercises allows students to connect abstract moral concepts with practical applications in their daily lives (Fitriadi et al., 2024). This approach aligns with prior research suggesting that multimedia learning promotes cognitive and affective engagement simultaneously, thereby fostering deeper moral understanding. Teachers reported that when students could visualize scenarios depicting honesty, responsibility, and empathy, their ability to discuss and reflect on ethical behavior improved substantially. Furthermore, the structured integration of collaborative group work and guided reflection sessions created opportunities for students to practice values in socially relevant contexts, reinforcing the lessons conveyed through multimedia content and enhancing retention and internalization of character principles over time.

The identification of specific Islamic character values embedded in multimedia activities proved essential for the study's outcomes. Teachers at SMP Hidmatul Hikam Alassumur prioritized values such as honesty, discipline, empathy, and responsibility, reflecting both curricular goals and developmental needs of middle school students. Observations indicate that aligning digital content with targeted character traits allowed students to focus on practical implementation rather than abstract concepts, thereby enhancing moral comprehension. For example, interactive videos depicting scenarios of peer interaction and collaborative problem-solving helped students identify appropriate moral behaviors, while reflective discussions enabled them to articulate their understanding. Teachers emphasized that careful selection of values ensured that students internalized core principles without being overwhelmed. Moreover, weekly monitoring of students' behavior and engagement allowed teachers to assess progress and adapt multimedia content to maintain alignment with learning objectives (Donath et al., 2023; Mayer, 2024; Rijal, 2023). The findings support the notion that deliberate identification and contextualization of moral values

within educational media are key determinants of effective character formation in adolescent learners.

The effectiveness of multimedia as a pedagogical tool was corroborated through observational data and teacher interviews. Students demonstrated higher levels of engagement and retention when lessons incorporated animated stories, digital quizzes, and interactive simulations compared to conventional lecture-based instruction. Interviews with Ibu Siti Rahmawati revealed that multimedia engagement not only captured students' attention but also facilitated critical thinking, enabling students to analyze moral dilemmas and propose ethically sound solutions. Observations further indicated that students displayed improved collaboration, problem-solving, and communication skills when working on multimedia projects, reflecting a holistic development of cognitive, social, and moral competencies. Additionally, teachers reported that immediate feedback during interactive activities reinforced correct application of Islamic values and encouraged reflective learning practices (Alhazmi, 2024). These results suggest that integrating multimedia in extracurricular activities extends beyond engagement, providing tangible improvements in students' ability to internalize and demonstrate character values in real-life contexts. Consequently, the study contributes empirical evidence supporting multimedia as a transformative tool in Islamic moral education.

Despite evident advantages, several challenges emerged during implementation. Observational data highlighted constraints such as limited access to digital devices, uneven internet connectivity, and varying levels of student digital literacy. Interviews with Ust. Ahmad Fadli indicated that scheduling rotations and providing additional guidance were necessary to mitigate these limitations. Teachers also faced challenges in ensuring that theoretical understanding of values translated into practical behavior, necessitating frequent reinforcement through discussion, role-playing, and reflective exercises. Time constraints further complicated the balance between multimedia activities and other curricular responsibilities (Ikrimah, 2023; Onyejelem & Aondover, 2024; Sholeh et al., 2023). Nonetheless, teachers demonstrated adaptive strategies, including scaffolded guidance, flexible scheduling, and blended approaches combining traditional and digital methods, which effectively maintained engagement and moral development. These findings resonate with prior studies emphasizing that pedagogical innovation requires continuous adaptation to contextual realities, particularly in resource-constrained settings, to achieve optimal learning outcomes.

Best practices emerging from the study highlighted the importance of integrating interactive and reflective components within multimedia-based activities. Observations revealed that students responded positively to project-based tasks, collaborative group exercises, and digital reflections that connected media content to personal experiences (Alam & Mohanty, 2023; Maulan & Harahap, 2023; Yaqin & Billah, 2023). Teachers emphasized structured reflection sessions where students articulated their understanding and evaluated their behavior, which reinforced moral reasoning and self-awareness. Additionally, maintaining portfolios of multimedia projects allowed longitudinal assessment of students' internalization of Islamic character values and provided motivation for consistent ethical practice. Teachers' attention to contextually relevant scenarios, student-centered activities, and structured reflection reflects an evidence-based approach that maximizes the potential of multimedia in character education. These practices suggest that successful moral education via multimedia requires more than technological integration; it depends on pedagogical strategies that connect content, context, and student engagement effectively.

The study underscores that multimedia-based extracurricular activities, when implemented strategically, facilitate a comprehensive internalization of Islamic character values among middle

school students. Observations and interviews collectively indicate that engagement, reflection, and contextualized moral content are critical for effective outcomes. The integration of interactive digital tools supports cognitive, emotional, and behavioral dimensions of character education, aligning with contemporary theories of moral development and educational technology (Fauzan, 2020). Furthermore, the adaptive strategies employed by teachers to overcome technological and behavioral challenges illustrate the importance of flexibility and creativity in educational practice. Overall, the findings suggest that multimedia provides a dynamic and effective platform for fostering Islamic values, and the insights from SMP Hidmatul Hikam Alassumur offer practical guidance for educators aiming to combine moral education with modern technological approaches. Future research may explore longitudinal effects, scalability across diverse schools, and integration with broader curricular objectives to enhance sustainable moral development through multimedia education.

Conclusion

The study highlights that Islamic Education (PAI) teachers' strategic integration of multimedia in extracurricular activities significantly enhances students' internalization of Islamic character values, demonstrating that interactive, reflective, and contextually relevant approaches can effectively bridge the gap between theoretical understanding and practical application. The most important lesson derived from this research is that moral education benefits greatly from engaging and technology-enhanced pedagogical methods, which not only improve students' ethical awareness but also foster active participation, collaboration, and long-term behavioral change. From a scholarly perspective, the study contributes to the field by providing empirical evidence of how multimedia tools can be systematically utilized in character education, offering a replicable framework for both academic inquiry and educational practice. Nonetheless, the research is limited by its focus on a single school setting, a relatively small sample of teachers and students, and the qualitative nature of the data, which may restrict generalizability. Future studies are encouraged to employ longitudinal designs, incorporate multiple school contexts, and explore quantitative measures to further validate and extend the understanding of multimedia-based character education.

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