



Development of E-Modules Containing Religious Values in Class XI SMA/MA Cell Material

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ABSTRACT

The purpose of learning science is the formation of students' attitudes of belief, feeling the nature of creation and the majesty of God Almighty, for that requires innovative learning media, namely E-Modules with religious / Islamic values. This study aims to produce e-modules with religious values on Cell material in class XI SMA/MA that are valid and practical. The development model is Research and Development type ADDIE which consists of 5 stages namely Analysis, Design, Development, Implementation, and Evaluation, but limited to Development only. The evaluation stage is validity and practicality using one-to-one evaluation and small group. Samples using purposive sampling technique with criteria, namely students with high, medium, and low academic abilities. Data collection through observation, interviews, and questionnaires. given to 5 experts/validators with various expertise namely media, material, Qur'anic interpretation, and Language and Values. Practicality questionnaires were given to one biology teacher, 3 students (one-to-one evaluation), 10 students (small group trial). The results showed that e-modules with religious value content were feasible, the assessment category was very valid and practical based on media experts 99%, material experts 90%, Al-Qur'an interpretation experts 93%, language experts 99%, religious value experts 98% and the practicality trial obtained an educator score of 97%, one-to-one evaluation 91%, small group trial 89%.

Keywords: *ADDIE, E-Module, Religious Value, Cell, Biology Education, Islam.*

INTRODUCTION

Biology is a science that discusses living things, the environment and all the contents of the universe. Its own learning can be used as a means of increasing knowledge, various skills, attitudes, values and preservation in managing the environment. In this process, biological materials have many links with facts, concepts and principles based on discovery (Hamidah, Sari, & Budianingsih, 2014). Therefore, the process that students get should be used as a place for them to develop their potential and resources. Such a process needs to be enhanced with learning media that is effective and in accordance with the times. The development of increasingly advanced technology is able to present various kinds of innovations that can facilitate educators in creating appropriate, attractive and effective learning media, using a website-based site, namely Canva. This website is a graphic design that was first created in 2012 by Australian entrepreneur Melanie Perkins, in which there are many interesting features such as fonts, graphics, vectors and templates that can be easily used (Gehred, 2020).

Learning media currently widely used in various schools or madrasas and even universities are electronic learning media, one of which is e-modules. Media in the form of electronic format modules with operation in the form of a computer system, able to present text, video to animation so as to attract the attention of students (Laili et al., 2019). (2019) In line with Hikmah & Haqiqi (2021), one of the interesting learning media is e-modules, because the material contained therein is easy to understand, and provides opportunities for students to learn independently. However, there are various disadvantages of this media according to Agung et al. (2020) to access it requires special equipment such as android, PC or notebook, its weaknesses in the learning process according to Nurdiana et al. (2017) still requires direct teacher explanation to be easily understood by students. Based on these weaknesses, it is very doubtful that the use of similar e-modules in realising the required competencies of students, namely the cognitive domain and character building, as well as spiritual attitudes as stated in the 2013 curriculum.

Cell material is considered by students to be difficult, this is evident from the results of interviews at school and also abstract material (Mahrawi et al,

2021). In addition, it is quite difficult to find cell material that is integrated with religious or Islamic values. Therefore, one of the media with this value content is needed. Learning modules that are packaged in electronic form should have more value than ordinary e-modules that are widely circulated and can be easily downloaded for free. One of them is by integrating religious values in it, this is very appropriate based on the objectives of the National education system in Indonesia, namely 'developing the potential of students to become human beings who have faith and devotion to God Almighty, have noble character, are healthy, knowledgeable, creative, independent' as mandated by the Law (Kholifah, 2018). Religious value itself is an implicit or explicit conception contained in religion so that it can influence the behaviour of its adherents (Rifa'i, 2016). This value aims to form a strong and true Muslim personality, especially in the world of education.

The integration of religious values is a planned effort with the aim that students can appreciate, recognise, understand and believe in the verses of the Qur'an / Allah'salam in their lives (Hardiansyah&Mas'odi, 2020). This effort can be done by packaging learning with religious values in all fields, one of which is Science, this is because science studies everything related to the universe which is also found in the Qur'an (Selviani&Anggraini, 2018). Written in the words of Allah SWT in surah As-Sajdah verse 4, namely:"

اللَّهُ الَّذِي خَلَقَ السَّمَوَاتِ وَالْأَرْضَ وَمَا بَيْنَهُمَا فِي سِتَّةِ أَيَّامٍ ثُمَّ اسْتَوَىٰ عَلَى الْعَرْشِ مَا لَكُمْ مِنْ دُونِهِ مِنْ وَلِيٍّ وَلَا شَفِيعٍ أَفَلَا تَتَذَكَّرُونَ

Meaning: "It is Allah who created the heavens and the earth and what is between them in six lifetimes, then He dwells on the Throne. For you there is no helper or intercessor except Him. So do you not see?" (QS. As-Sajdah: 4).

Based on the interpretation of Quraish Shihab, the verse explains if Allah is the creator of the heavens and the earth and everything, among his creations in 6 days. Then Allah SWT sits on His throne in a way that is suitable and good for him. No one is able to help and intercede, apart from Allah SWT. So, you are in disbelief, and do not learn a lesson and believe in Him alone. It can be concluded that religion and science are not two different things but are interconnected by studying them, it will increase faith and devotion. This is very relevant to the 2013

curriculum that students are required to understand science and instil religious values in order to form good character (Mulyono et al., 2017).

Learning with religious values packed in science, one of which is Biology based on Yudianto (2005) should contain aspects that reveal things in the form of wonder, uniqueness, order, harmony, benefits, and appreciation of natural phenomena as Asmaul Husna. These aspects are certainly very related to the universe which is also discussed in biological material. So that this aims to foster gratitude to Allah SWT for all the blessings that have been given to His people.

Based on the results of interviews on 09 April 2022 with several biology teachers and students, it shows that biology learning at SMAN 22 Palembang runs quite well, however, the problem is that students have difficulty especially cell material, as for some reasons, namely the amount of memorised material related to cell organelles, their functions and characteristics. Thus, cell material is considered quite difficult compared to other materials in class XI SMA / MA. There are other factors that support cell material is considered difficult, lies in the learning method that still focuses on educators only. Media in the process used is limited such as power point. In addition, it has never incorporated religious values in learning so that it is necessary to give renewal to the learning process so that it will be better than before.

RESEARCH METHOD

The method in this research is Research and Development (R&D), ADDIE model, with 5 stages namely analyse, design, development, implementation, and evaluation, but limited to the development stage with the evaluation stage including one-to-one evaluation and small group evaluation. Activities such as needs analysis, learners, content, learning objectives. In this development stage, e-modules with religious values content were developed.

This research was conducted at SMAN 22 Palembang with purposive sampling technique in class XI.IPA 2 based on 3 indicators, namely students who have high, medium, and low academic abilities. At the stage of one-to-one evaluation test using 3 learners and 10 people for small group evaluation.

The class was chosen because it is diverse with a total of 42, and is the number of students whose KKM scores have not been achieved. The instrument in the form of a questionnaire sheet given to experts is a questionnaire with various expertise such as material experts, media, language, interpretation of the Qur'an and values, and to students is a questionnaire sheet in the form of student / learner responses.

RESULTS AND DISCUSSION

E-Modules with religious values that have been trialled, the research results are presented in the following data:

1. Analyze Stage

a. Needs Analysis

The results obtained by researchers in the needs analysis are the material of Cell class XI which is quite difficult among students, marked by as many as 54% with daily test scores below the KKM which is 70 (table 1). Furthermore, the school has never combined the material with religious values. Therefore, researchers are interested in developing E-modules with religious value content, especially cells in class XI, which are expected to help facilitate the learning process while building the religiosity value of students.

Table 1: Students' Daily Exam Scores on Cell Material

Daily Exam Score Above KKM 70			
Class	Value Range	Number of Learners	Percentage
XI IPA 1	70-100	20	48%
XI IPA 2	70-100	24	57%
XI IPA 3	70-100	21	51%
XI IPA 4	70-100	17	40%
XI IPA 5	70-100	15	36%
XI IPA 6	70-100	18	43%
Total		115 people	46%
Daily Exam Score Below KKM 70			

Class	Value Range	Number of Learners	Percentage
XI IPA 1	66-69	22	52%
XI IPA 2	60-69	18	43%
XI IPA 3	66-69	20	49%
XI IPA 4	68-69	25	60%
XI IPA 5	66-69	27	64%
XI IPA 6	66-68	24	57%
Total		136 people	54%

(Value Data of SMAN 22 Palembang, 2022)

b. Curriculum Analysis

The results obtained by researchers in curriculum analysis are that the school uses the 2013 curriculum (K-13). Researchers chose Cell material and then analysed its basic competencies and core competencies, the basic competencies are 3.1. 'studying the chemical components that make up cells, structures, functions, and processes that take place in cells as the smallest unit of life', and 4.1. "present the results of microscopic observations of the structure of animal cells and plant cells as the smallest unit of life".

1. Design Stage

According to Sugihartini&Yudiana (2018) Activities carried out at the design stage consist of designing e-modules, interfaces and developing the e-modules themselves. At this stage, researchers designed an e-module framework with religious values starting from the selection of cellular materials in accordance with the curriculum (K-13), religious values based on Yudianto (2005) including extraordinary, wonder, amazement, uniqueness, hardness, order, balance, benefits and uses, appreciation of Asmaul Husna. Furthermore, researchers designed the cover, preface, table of contents, instructions for use, competencies, learning objectives, introduction, learning video, summary, and evaluation.

2. Development

a. Product Development

After designing e-modules with religious values at the design stage, researchers compiled basic competencies, core, indicators of competency achievement, objectives, materials, images, religious values and evaluation questions to be put together into an e-module product with religious values content for class XI SMA/MA cell material using the Canva application.

b. Expert Validation

E-Modules with religious values were made, then validated by experts who came from lecturers at Raden Fatah State Islamic University Palembang including media experts, material, interpretation of the Qur'an and language. For the media expert validation test by Mrs Dra. Rr. Wulansari, M.Si as, material expert validation test by an expert in the field of cell namely Mrs Asnilawati, M.Kes, then the validation test of the Qur'anic Interpretation expert was carried out by a Lecturer at the Faculty of Ushuluddin and Islamic Thought by Mr Yulian Rama Prihandiki, M.A., language expert validation test namely Mrs Ratih Rahmasari, M.Pd, and religious value expert validation test namely Mr Gatot Kaca, M.Pd.I.

Table 2. Expert Validation Results

No	The Experts	score	Value	Categories
1.	Media Expert	99	99%	“Very Valid”
2.	Material Expert	72	90%	“Very Valid”
3.	Qur'an Interpretation Expert	28	93%	“Very Valid”
4.	Language Expert	39	99%	“Very Valid”
5.	Religious Value Expert	64	98%	“Very Valid”
Average			95,8%	“Very Valid”

Table 2 above, the validation results from experts get results with an average of 95.8%, namely the ‘very valid’ category. Judging from the results of the media expert validation, the e-module received a score of 99% with a very valid category, which means that it has a display, colour,

material content and religious values that are suitable for use in schools. In addition, in terms of navigation and operation of the media, it is considered that it can be easily used by students. This shows that it is in the good category, namely user friendly (Directorate of High School Development, 2017).

Next, the results of validation by material validators, the results obtained are 90%, which means that the category 'very valid' means that the media is in accordance with the basic competencies, core, indicators and learning objectives. In line with Mulya et al. (2017) the material in the e-module is said to be complete if it has been presented sequentially, has indicators, and clearly structured objectives. So that the material in the media can already be used in the learning process.

For the results of the validation of the Al-Qur'an interpretation expert, a value of 93% was obtained, which is very valid. It can be seen that the e-module with religious values made is in accordance with the content of the material, the placement and correctness of the Qur'anic verses in it and the religious values loaded are easy to understand so that it is expected to add to the religious values of students. As according to Lestari et al., (2020) the module is used to be able to learn independently as well as internalising with religious / Islamic values so that its use can strengthen religion through the biological material studied.

On the results of linguist validation, the media is categorised as 'very valid' with a score of 99%. The language components include appropriate language with the level of thinking stages, spelling accuracy according to EYD, vocabulary, sentence structure and the use of correct and concrete Indonesian and scientific language in biological science. This component aims to avoid misunderstanding, so that it is easy to understand (Hervi&Ristiono, 2021).

Religious values used in *e-modules* are validated by religious value experts and get a value of 98% including into a very valid category, as for the components that are tested in the form of aspects of religious values in

biology based on Yudianto (2005). One of them is shown in the main difference from eukaryotic and prokaryotic cell types, namely the presence or absence of a core membrane that functions to protect cells from damage, which shows that Allah SWT is the creator of everything in accordance with their respective needs, this is one of the signs of custom or miracle from the Creator. With this aspect, it is expected to increase the aspect of faith in the form of belief in God Almighty (Irodati, 2022; Yudianto (2005).

The aspect of religious value (amazement) in the e-module is displayed on prokaryotic cells (not yet complex) which have more unique variations compared to eukaryotic cells (already complex), indeed Allah SWT has perfected all His creations, this can be used as one form of our appreciation of the amazement of His Power. Almost the same as the aspect of amazement in the aspect of uniqueness related to the structure of the endoplasmic reticulum in the form of channels with multiple shapes, unique even though it only has a simple structure, the functions of this organelle are very large, especially in the synthesis process. These two aspects are able to realise one of the important dimensions of religious value, namely the dimension of appreciation (Irodati, 2022; Yudianto (2005).

The aspect of religious value (harmony) is found in the e-module which explains that although the cell is small in size, every part in the cell is arranged systematically and in detail to carry out its function, this shows that Allah SWT in the process of creating everything is very full of harmony both in size and shape that is balanced without any deficiencies in it. The existence of this aspect of harmony can present the aspect of ihsan in students towards the presence of God Almighty (Irodati, 2022; Yudianto (2005).

The aspect of religious value (order/balance) in the e-module is seen in the orderly and balanced arrangement of cell organelles. Furthermore, the aspect of religious value (benefits) is implied in the various functions possessed by cell organelles. These two aspects are able

to increase the biological and religious knowledge of students which are included in the aspect of science (Irodati, 2022; Yudianto (2005).

The aspect of religious value in the form of appreciation of natural phenomena as one of the Asmaul Husna is seen in the chemical constituent components of the cells of every living thing that are arranged in a balanced manner so that they can compose cells perfectly. Indeed, Allah SWT is the most compassionate and merciful. Related to the Islamic aspect which is expected to increase the intensity of students' worship (Irodati, 2022; Yudianto (2005).

This e-module developed also contains religious values, which in its application is designed to be easy to apply by and has been in accordance with the user's development process. Based on the description of religious values, it can be concluded that the e-module created is complex because it contains various aspects and dimensions of religious/ Islamic values.

Overall, the e-module is highly valid with an average score of 95.8%. This shows that the e-module fulfils 5 aspects in the validation test. So, the media is very appropriate and very feasible to be used in the learning process, especially linking to religious / Islamic values. These results are in accordance with the research of Mawaddah et al. (2022) e-modules with religious values on thermochemical material get very valid results with a total expert validation value of 93.54%.

a. Revision I

At this stage the researchers made various improvements obtained from the validation of experts (Table 3). This Revision I stage aims to get a better e-module with religious values before being tested on students.

Table 3. Experts' Revisions

Tabel 3. Experts' Revision

Media Expert
Use brighter colours on the front cover to make it more attractive
Material Expert

Use a per-point format to explain the material ‘cell structure and function’ briefly and clearly.

Interpreter of the Qur'an

- 1) Correct the translation of surah Al-Mulk verse 3 in the introduction.
 - 2) QS. Fussilat verse 53 is a surah related to human nature (non-physical), replace it with another surah related to nucleic acids and inheritance of traits (DNA).
 - 3) In the discussion of the endoplasmic reticulum, QS. Al-Imran verse 190 is replaced with QS. Al-Imran verse 191
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Language Expert

- 1) Correct your punctuation, including periods, commas, and spaces.
 - 2) Correct the typo writing
 - 3) The word inspire can be replaced with the words “endow, give, create”
-

Expert on Religious Values

Use more practical language in the section on religious values that students can apply

a. One-to-one Evaluation

After revising I, the researcher conducted a one-to-one trial with students in class XI. IPA 2 at SMAN 22 Palembang with a total of 3 people based on the indicators that have been determined. The sample selection stage was based on the daily test scores on the relevant material. **Tabel 4.**

Total Practicality Test Results

No	Respondents	Score	Value	Category
1.	High Academic	66	83%	“Very Practical”
2.	Medium Academic	77	96%	“Very Practical”
3.	Low Academic	76	95%	“Very Practical”
Average			91%	“Very Practical”

Based on table 4.related to the results of the one-to-one trial, 91% of the results were obtained with the category “very practical”.

b. *Small Group Evaluation*

Implementation after one-to-one trials and revision II, but in this study the revision II stage was not carried out because there were no criticisms or suggestions from respondents. Furthermore, researchers tested the practicality of e-modules with religious values by giving a questionnaire to 10 students while still paying attention to various indicators.

Tabel 5. Small Scale Trial Results (*Small Group Trial*)

Respondents	Score	Value	Category
1	65	81%	“Very Practical”
2	77	96%	“Very Practical”
3	74	93%	“Very Practical”
4	71	89%	“Very Practical”
5	72	90%	“Very Practical”
6	72	90%	“Very Practical”
7	70	88%	“Very Practical”
8	67	84%	“Very Practical”
9	73	91%	“Very Practical”
10	76	95%	“Very Practical”
Mean		89%	“Very Practical”

The table above shows 89% which is “very practical”.

Table 6. Total Practicality Test Results

Results	Values	Category
Educator Practicality	97%	“Very Practical”
trialone-to-one	91%	“Very Practical”
Small Scale Trial	89%	“Very Practical”
Average	92%	“Very Practical”

The table above shows that the total obtained in the educator's practicality test, one-on-one trial, small-scale trial is 92% categorised as “very practical”, and there is no revision stage III.

In this study, the students' practicality test involved 13 students who were divided into 2 stages, namely one-to-one evaluation and small group trial. There are 6 aspects tested, namely, media display, material suitability, language, interest in media, learning implementation and novelty of learning media and its religious value. In the one-to-one evaluation, it was carried out with 3 students who were selected based on the criteria indicators. The results obtained were very practical with an average score of 91% (table 4). Furthermore, the small group trial was conducted with 10 people, the average obtained was 89% (table 5).

As for the educator's practicality test, it was conducted on 1 Biology teacher at SMAN 22 Palembang based on 6 aspects, namely curriculum, presentation of material, media display, evaluation, implementation of learning and novelty, and religious value. From the results of data analysis, the test results by educators were 97% categorised as very practical, and in the comments column the educator stated 'in the delivery of material using e-module learning media is very good. So for the overall total result of the practicality test is 92% with a very practical category. So it is concluded that the e-module with religious values made is very practical and easy to use.

The development of e-modules containing religious values really helps students in the independent learning process, this is proven when students focus on their respective e-modules and do not rely on the teacher's explanation as a whole. This is reinforced by Ramadhani & Fitria (2021) stating that the average value of student independence is 92% or very high when learning using e-modules. Apart from that, according to the researcher's observations when carrying out the practicality test, it was clear that when studying students were interested in this media, especially with the religious values in it, reinforced by Susilowati (2017) that teaching materials with the integration of Islamic and religious values were able to

increase achievement. students is 0.55 and religious attitude is 0.70, which means it can increase learning outcomes.

Based on the comprehensive results of the development of this media, the results of the validity and practicality test questionnaire analysis were declared "very valid and very practical", with the existence of this e-module it is hoped that it can be used as a medium with innovative learning to be even better than before while also being able to increase the value of religiosity (faith) of the students.

CONCLUSION

1. Conclusion

It was concluded that the E-Module containing religious values in the Sel material for class %, 98% of religious value experts are categorized as "very valid". Meanwhile, the results of the practicality test for educators and students obtained an average of 97% and 92% in the "very practical" category.

2. Suggestions

a. This research uses cell material from class

b. The development of this learning media is at the development stage with the evaluation stage only testing validity and practicality. Researchers hope that in the future it can be continued to the final stage, so that they can find out the effectiveness of the products that have been developed.

3. This research uses the Canva application, which must be accessed online, the feature with a premium account is highly recommended.

Researchers hope that if in the future they want to develop the same media, they can use additional applications such as book creator, kvisoft flipbook.

THANK-YOU NOTE

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