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Utilization of Focusky Media in Islamic Religion Education Learning
(Study Analysis at SMP Negeri 3 Sidikalang)

Loli Asmitasari Manik[1], Akrim[2], Rizka Harfiani[3]

[123]Master of Islamic Education, Faculty of Islamic Studies
North Sumatera Muhammadiyah University
*Correspondence: E-mail: lolimanik24@gmail.com.

A B S T R A C T

The learning process in Islamic Education lessons is often considered boring because most teachers use conventional teaching methods such as lecturing. Quality learning can certainly be achieved by utilizing appropriate learning media and taking advantage of the increasingly developing technological innovations. One learning media that can be used to enrich the learning experience of a teacher, especially in Islamic Education lessons, is Focusky media. The purpose of this research is to analyze the utilization of Focusky media in Islamic Education learning and provide solutions to the obstacles encountered in the use of Focusky media in Islamic Education learning at SMP Negeri 3 Sidikalang. The method used in this research is qualitative method with a narrative approach. Data collection is done through interviews, observations, and documentation which are then analyzed using interactive analysis models and data validity tests using triangulation methods. The results of this study found that with dedication and joint commitment through teacher planning before learning, implementation during learning, and then evaluation after learning, Focusky Media can be an effective tool in helping students understand Islamic concepts better.

A R T I C L E   I N F O

1. INTRODUCTION

Education is the main pillar in the formation of advanced individuals and societies. Through a lifelong process of learning and teaching, education prepares individuals to face the challenges of life. Equitable accessibility of education, regardless of economic or social background, is key to ensuring that every individual has an equal opportunity to learn and develop. However, the importance of education lies not only in access, but also in its quality.

A relevant curriculum, qualified teachers and adequate learning facilities are essential elements in creating an effective educational environment. In addition, education must also integrate moral values, ethics and social skills in order to form a strong character in each individual. With the growing technology, education should also be able to utilize technological innovation to improve the efficiency and effectiveness of learning. In addition, education must be inclusive, able to accommodate individual diversity and pay special attention to students with special needs. Through holistic and sustainable education, society can create a generation that is ready to face future challenges and contribute positively to nation-building (Widodo et al., 2019).

Education cannot be separated from the role of a teacher. Teachers are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, providing guidance and training, as well as conducting research and community service. Professional and qualified teachers will produce qualified students as well. Teachers must be flexible so that when controlling the class it can run well in accordance with what is expected.

The subject of Islamic Religious Education contains mostly descriptive material, usually the method used by the teacher is the lecture method. The teacher in carrying out Islamic Education learning transmits knowledge and information by using oral. From this it can be seen that student activeness plays a less role, so that students experience obstacles to creative thinking, besides that this lecture method causes boredom in students, so this method is considered less effective (Yani & Harfiani, 2022).

Focusky as one of the interactive presentation media can be an innovative solution in creating learning that is more interesting and easily understood by students. The use of Focusky can provide dynamic visualization, combining text, images and multimedia creatively so that it can stimulate students' interest in learning.

Focusky is a presentation platform that can enrich teachers' presentation experience. With the ability to create interactive and dynamic presentations, Teachers can add vivid animations to text and images, making the audience more engaged. The integration of multimedia such as video, audio, and images also allows for richer information delivery. Easy navigation with zoom features makes presentations more dynamic, while team collaboration capabilities facilitate joint work online. Another advantage is easy access from anywhere as the platform is cloud-based. The analytics tools provided help Teachers monitor audience interaction and assess the effectiveness of the presentation. Focusky is not only a tool for formal presentations, but can also be used for education, training, marketing, and business projects. With these features, Focusky is a solution that can provide an engaging and interactive look to a Teacher's presentation (Khusnuridlo, 2018).

In this research, it will be analyzed how the use of Focusky in the learning process of Islamic Religious Education start from planning, implementation to evaluation. In addition, aspects of student motivation and involvement will also be the focus of the research to find out whether the use of Focusky can increase student participation in learning. Thus, this research is expected to contribute to the development of more innovative and effective learning methods in Islamic Religious Education learning.

2. LITERATURE REVIEW

Based on Law Number 20 of 2003 concerning the National Education System, learning is a process in which students interact with educators and learning resources in a learning environment.

Learning is a deliberate effort using the teacher's professional knowledge to achieve curriculum goals (Muhibbin Syah, 2021). Thus, learning is an activity directed at modifying certain conditions in order to achieve curriculum goals..

The term learning is closely related to the notions of learning and teaching. Learning, teaching and learning occur together. Learning can occur without a teacher or without other formal teaching and learning activities. Meanwhile, teaching includes everything that teachers do in the classroom. What teachers do to make the teaching and learning process run smoothly, morally and make students feel comfortable is part of teaching activities, as well as specifically trying and trying to implement the curriculum in the classroom (Fathurrohman, 2017).

The task of a teacher in learning is to make changes to students because after all, teacher competence is the main determinant of the success of the learning process, including in Indonesia. Teachers will try as much as possible so that the learning activities carried out are successful. The teacher acts as an organizer of the learning environment and at the same time as a learning facilitator. To fulfill this, the teacher must fulfill the aspect that the teacher is: a model, planner, forecaster, leader, and guide or guide towards learning centers (Akrim, 2022).

In the context of Islamic religious education, learning becomes a fundamental effort to shape students' character and understanding of Islamic teachings. The learning process of Islamic religion not only includes cognitive aspects, such as knowledge of Qur'anic verses and hadith, but also involves the development of moral values, ethics, and spirituality. Teachers as learning facilitators have an important role in guiding students to understand and internalize Islamic teachings in everyday life.

Islamic religious learning can also include an understanding of the history of the development of Islam, worship procedures, and the application of Islamic values in social and community life. Active and participatory learning methods can be used to help students relate Islamic concepts to the reality around them. In this context, intrinsic motivation, such as the desire to get closer to Allah, can be the main driver in the learning process (Fua & Sartiwi, 2015).

In integrating Islamic religious learning for junior high school students, choosing the right learning media model is crucial. Cooperative learning models can utilize learning videos, multimedia presentations or interactive simulations to stimulate discussion and collaboration among learners. For example, they can work together to develop projects, create multimedia presentations or complete technology-based tasks. The application of learning models and the use of learning media cannot be separated from the teacher's efforts so that students can achieve learning objectives so that learning outcomes can be achieved optimally (Pratiwi & Meilani, 2018).

Project-based learning, using online resources or educational apps, provides opportunities for students to engage in projects related to Islamic teachings, such as creating a short video on moral values in Islam or a blog on the history of Islamic development. With learning methods that are not boring, it can make today's millennials able to carry out norms and rules, especially in carrying out the commands and leaving the prohibitions of Allah SWT in their daily lives (Riska et al., 2023).

Focusky is a cloud-based presentation platform that allows users to create interactive and dynamic presentations. With Focusky, you can create more engaging presentations compared to the traditional slide-based format. The platform provides various animations, visual effects, and zoom in and out features, which can give a more dynamic look. One of the advantages of Focusky is its ability to create zoom in and out effects on presentation elements, allowing for a gradual presentation of information. In addition, Focusky supports the integration of media such as images, video, and audio, providing flexibility in presenting multimedia content

Focusky app is an effective presentation tool to support learning, integrating zoom and path features to create an engaging learning experience for learners. With Focusky, inserting various elements such as audio, video, text, slides, animations, or graphics relevant to math learning can be done easily, making it a very useful tool in the teaching and learning process (Tabun, 2022).

Focusky is a communication and presentation software that is effective in conveying thoughts and feelings of awe with stunning results. This application utilizes canvas-shaped work sheets, giving users the freedom to express their creativity more freely and in a practical way, producing presentations of maximum quality (Bakari, 2023).

In learning Islamic Religious Education, the Focusky app can make a positive contribution. Its creative features, such as the use of multimedia and visual elements, allow teachers to present Islamic religious materials in a more interesting way.

Focusky app has several main objectives in supporting the presentation and learning process. Firstly, Focusky aims to enhance users' creativity by providing freedom in the organization of presentations, allowing users to create more interesting and innovative materials. Furthermore, the app is designed to simplify the delivery of information by using visual elements, paths and zoom, so that messages can be delivered more effectively. Another goal is to increase audience engagement through features such as zoom and paths, creating dynamic presentations and maintaining learners' attention. In addition, Focusky provides users with the facility to convey ideas and concepts easily through the use of various media such as images, audio, and video. Finally, the app seeks to give users the flexibility to structure presentations according to their own style and needs, creating a more personalized learning experience (Yunita et al., 2019)

The use of focusky media provides easy access, is free and does not need the help of other devices. Another advantage of using focusky in learning is that it attracts attention and curiosity, motivates learning, and is able to train students to think critically through the insertion of learning content through objects, images, text edits, music, graphics, videos, and more (A. S. Putri & Aznam, 2019).

The part of the Focusky presentation that was most helpful in understanding the concepts of Islamic Religious Education was the graphics and animation part that explained abstract concepts. Students also feel more motivated to learn when the teacher uses Focusky, and consider the teacher's involvement in delivering the material using Focusky to be quite good (Nuraeni et al., 2020).

3. METHOD

The method used in this research is a qualitative method with a narrative approach. Moleong (2019) reveals that in a qualitative approach, researchers make detailed reports derived from interview scripts, field notes, personal documents, notes or memos and other official documents. In general, qualitative research aims to understand (understanding) community behavior according to the community's own perspective.

Qualitative research with humans as human instruments (Sugiyono, 2007) is research whose objects are natural, where the researcher is the key instrument, data collection techniques are inductive, and the results of the research emphasize meaning.

This research was conducted at SMP Negeri 3 Sidikalang located at Jalan Ahmad Yani, Sidikalang District, Dairi Regency, North Sumatra Province. This research time began in February - April 2024, this research was conducted for 3 months in managing and collecting data. Data collection techniques were carried out through: 1) observation, namely observing the learning process starting from planning, implementation and evaluation at the research location; 2) interviews, namely with the principal, Islamic Religious Education subject teachers and students who are Muslim and 3) documentation, namely data collection by examining important records related to the learning process, such as lesson plans and also photographs of activities. In addition, researchers also use secondary data in the form of scientific articles and the results of previous studies relevant to this research.

After the data was collected, the researcher analyzed the data using the interactive analysis model data analysis technique, which is data analysis that is carried out continuously until it is complete and reaches a saturation point (Miles & Huberman, 1994), with four things, namely: data collection, data conditioning, data presentation and conclusions. Then to test the validity of the data, the triangulation method was used.

4. RESULT AND DISCUSSION

This research analyzes the utilization of Focusky media in the context of learning Islamic Religious Education at SMP Negeri 3 Sidikalang. With the method of direct observation, interview, and documentation.

1. **Utilization of Focusky Media in Lesson Planning**

    Planning for the learning process includes a syllabus and lesson plans that contain at least learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes. Through careful planning, teachers can produce interesting and interactive presentations, in accordance with the needs of the curriculum and the level of student understanding.

    Informan-1 explains:

    …Every teacher is required to have a lesson plan every time they enter the classroom, which is called a Learning Implementation Plan (RPP) or also called a teaching module in the Merdeka Curriculum…

The preparation of this lesson plan according to informant-1 must be done by the teacher efficiently, effectively and student-oriented.

In its implementation, the Islamic Religious Education Teacher at SMP Negeri 3 Sidikalang uses Focusky Media in learning Islamic Religious Education with a planned and structured approach. First of all, teachers prepare the materials to be delivered according to the applicable curriculum and students' needs. They create presentations using Focusky by selecting relevant and interesting content and using interactive features to increase student engagement. In addition, lesson plans are also designed to optimize the use of Focusky Media in delivering Islamic Religious Education materials.

Informan-2 explains:

…The success of a learning process is highly dependent on good and mature planning. When teaching using good planning, learning is clearer and more directed in accordance with the competencies or learning outcomes to be achieved…

Based on the observations that researchers made during the learning process, the teacher brought the Learning Implementation Plan (RPP) or teaching module that had been approved by the Principal into the classroom which included the use of learning media using focusky as a learning medium. This shows that teachers have done good planning before entering the classroom, in accordance with research conducted by Akrim (2022) which states that teachers must fulfill aspects as: models, planners, forecasters, leaders, and guides or guides towards learning centers so that learning activities carried out can be successful.

2. **Focusky Media Utilization in Learning Implementation**

Implementation is a process of applying ideas, policy concepts or innovations in a practical action so that it has a good impact in the form of changes in knowledge, skills and attitude values.

Learning implementation is the implementation of learning planning that must be measured or evaluated for its success.

Implementation of learning using focusky media is done through learning sessions involving multimedia presentations, discussions and other interactive activities. With more visual and interactive presentations, religious material becomes more interesting and easy to understand. In addition, Focusky facilitates access to learning materials for both teachers and students. Teachers can present materials in a more structured and interesting way, while students can access them flexibly.

Informan-1 explains:

… During the learning process using focusky media, students look enthusiastic and very interactive, very different from the atmosphere when the teacher teaches only with the lecture method…

Infoman-1 also added:

…The use of Focusky showed a significant increase in the level of student engagement. Student enthusiasm was higher, students actively participated in class discussions, asked relevant questions, and shared their ideas. Furthermore, it was seen that the multimedia presented by Focusky, such as animations and graphics, contributed directly to students' understanding of religious concepts…

Based on the results of interviews with Informant-2, that the use of Focusky media in learning Islamic Religious Education shows a very positive impact. Focusky helps in presenting the material in a more interesting and interactive way, increasing students' engagement in learning. Students' responses are generally positive, with them liking the dynamic presentation of Focusky.

Based on the researcher's observation during the learning process, students' activities were categorized as active. Students followed the learning well and responded to any triggering questions and discussions conducted by the teacher. The use of Focusky media in learning Islamic Religion at SMP Negeri 3 Sidikalang has a significant impact on student learning. One of the main factors is the ability of this media to stimulate various senses of students simultaneously, making it easier for them to understand and remember information. Focucky media also allows teachers to present learning materials in a more varied and interesting way, thus increasing students' interest and motivation to learn. The interaction between students and focusky media creates a more dynamic and participatory learning experience. Students are not only passive listeners, but also actively involved in the learning process through discussion, reflection, and practical action..

The description of the research results above is in line with research conducted by (Pratiwi & meilani, 2018) which states that the use of focusky media is effective in encouraging student activeness in the learning process so as to improve student learning outcomes.

3. **Utilization of Focusky Media In Learning Evaluation**

Learning evaluation is the process of obtaining data and information needed to determine the extent to which and how learning has gone in order to make judgments and improvements needed to maximize the results.

After implementing learning by using Focusky Media in Islamic Religious Education subjects at SMP Negeri 3 Sidikalang, the next step is to evaluate the implementation. This evaluation is important to determine the effectiveness of using Focusky in supporting learning, as well as to identify areas that need to be improved or enhanced in the future. Teachers need to collect data and feedback from students regarding their experience during learning by using Focusky. This can be done through class reflection sessions, surveys, or informal interviews. By listening to students' feedback, teachers can find out whether Focusky helps them in understanding the material, whether the presentation is engaging, and whether the

interactive features are effective.

Students' responses to the use of Focusky Media are recorded and analyzed to evaluate its effectiveness in improving their understanding of the material being taught. During the implementation process, some obstacles may arise, such as the availability of technology or students' readiness to use the media.

Based on the interview with informant-3, the use of Focusky media in learning Islamic Religious Education shows significant success. Teachers plan the content of the presentation by considering the curriculum and learning objectives, organizing the slides logically to present the material in an interesting and easy-to-understand way for students.

Variations in the design and use of Focusky features are chosen to maintain students' interest, utilizing animations, transition effects and multimedia. Measurement of student understanding was done through various evaluation methods and observation of student interaction during the presentation. Teachers' suggestions for the use of Focusky are to explore and experiment, as well as to continuously ask for feedback from students. Direct interaction between teachers and students is maintained, while Focusky media is used as a tool to improve presentations.

Informan-3 added:

…the use of Focusky media in learning Islamic Religious Education shows encouraging results. Teachers use Focusky well, planning the content of the presentation carefully and choosing a variety of designs and features to maintain students' interest. Measuring students' understanding is done through various evaluation methods that include direct interaction during the presentation. Teachers also involve students in content creation, increasing their engagement with the content...

Based on the researcher's observation, the use of Focusky in Islamic Religious Education learning was seen to be successful in improving students' understanding, active participation, and their interest in the material, reflecting the effectiveness of the tool in the context of religious learning in the classroom. Students responded positively to the use of Focusky in learning. They consider that the use of Focusky makes learning more interesting, interactive, and helps understand the material better.

This is in line with the results of research conducted by Nuraeni, et al (2020) which states that learning by implementing the Focusky application in the learning process creates a more interesting, fun and interactive learning atmosphere so that it has a positive impact on increasing students' learning motivation and making it easier for students to understand the material delivered by the teacher.

In utilizing Focusky Media for Islamic Religious Education learning at SMP Negeri 3 Sidikalang, some obstacles may arise. Informant-2 explained that one of them is technical limitations, where teachers or students may have difficulties in operating or accessing the Focusky platform. The solution to this obstacle is to

provide regular training or workshops for teachers to improve their understanding and skills in using Focusky Media. In addition, adequate technical support from the school or competent parties is also needed to help overcome technical problems that may arise. Another obstacle is accessibility limitation, where not all students have access to computer devices or stable internet connection at home. Solutions to this problem could include providing computer and internet access at school for use during certain hours, or providing other alternatives such as providing hard copies of presentations for students who cannot access digitally.

In addition, constraints in terms of the availability of curriculum-appropriate content or learning needs can be an issue. The solution is to encourage collaboration between teachers and curriculum developers to produce relevant content that meets the learning objectives. Teachers can also seek content from other sources available online and modify it according to their needs.

Finally, obstacles may arise in terms of teachers' mental readiness and adaptation to the use of technology in learning. The solution is to provide enough support and motivation to teachers, as well as giving them time and space to experiment and adapt to Focusky Media. Recognition of efforts and success in overcoming these barriers is also important to increase teachers' motivation and commitment in utilizing technology in learning.

Although the utilization of Focusky Media in learning Islamic Religious Education at SMP Negeri 3 Sidikalang faces several obstacles such as technical limitations, accessibility, content availability, and teachers' adaptation to technology, the solutions that can be applied, such as teacher training, providing computer access at school, collaboration in content development, and support and recognition of teachers' efforts, are key to overcoming these obstacles. Thus, with appropriate measures, the utilization of Focusky Media can make a significant contribution in improving the quality of Islamic Religious Education learning, facilitating interactive and engaging learning, and better preparing students to face future challenges.

After overcoming these obstacles, the next step is to continue efforts in optimizing the use of Focusky Media in learning Islamic Religious Education. Teachers need to continue developing their skills and knowledge in using the technology through training and collaboration with fellow educators.

Continuous evaluation of the effectiveness of using Focusky needs to be done to ensure that learning remains relevant and efficient. With consistency in improvement and development efforts, Focusky Media will become an increasingly effective tool in achieving learning objectives and improving student understanding in Islamic Religious Education at SMP Negeri 3 Sidikalang.

In discussing the results of research on the analysis of the use of focusky media in learning Islamic Religion at SMP Negeri 3 Sidikalang, there are several aspects that can be considered. First, the consistent use of focusky media is proven to improve students' understanding of the material. Visualization of religious content and

concrete examples delivered through the media make it easier for students to understand abstract concepts. In addition, students' participation in learning also increased significantly. They become more active in discussing, asking questions, and sharing their thoughts when the material is presented through media that attracts their attention. This shows that focusky media not only improves students' understanding, but also encourages their active involvement in the learning process.

The description of the research results above is in line with previous research conducted by A.S.Putri & Aznam (2019) which states that the use of Focusky learning media can effectively train students' HOTS skills because during the learning process when the teacher displays material using Focusky, students' attention is focused on the initial appearance of the media which displays many animated images so that it is interesting and can foster students' interest in learning. Moreover, when the teacher asks students to discuss, they can discuss well and enthusiastically.

The use of focusky media can also affect students' discipline character. Some students reported doing additional activities to deepen their understanding of Islamic Religion, such as looking for additional references, participating in religious activities, and sharing knowledge with their friends. This is in line with research conducted by Yunita, et al (2019) which states that focusky media integrated with religious values is feasible to use in the learning process and can develop students' disciplinary character.

Teachers' positive response to the use of focusky media was an important factor in the successful implementation. Teachers reported that the media helped them to explain religious concepts in a more concrete and interesting way and allowed them to expand the scope of material that could be delivered in a limited time. By considering these aspects, the use of focusky media in learning Islamic Religion at SMP Negeri 3 Sidikalang can be considered as an effective step in improving the quality of learning and preparing students to become more faithful, moral and cultured individuals.

5. CONCLUSION

The utilization of Focusky Media in Islamic Religious Education learning at SMP Negeri 3 Sidikalang offers great potential to improve the quality of learning through interactive presentations and multimedia features.

Although it faces some obstacles such as technical limitations and teachers' adaptation to technology, the solutions identified, such as teacher training and continuous evaluation, provide a foundation for ongoing development. With sincerity and commitment, Focusky Media can be an effective tool in helping students understand Islamic concepts better.

Teachers' planning in utilizing Focusky Media in Islamic Religious Education lessons at SMP Negeri 3 Sidikalang begins with a deep understanding of the material to be taught and the learning objectives to be achieved. Teachers then select relevant content that is in accordance with the applicable curriculum, and design presentations using Focusky by utilizing interactive and multimedia features.

Constraints in utilizing Focusky Media include technical limitations, accessibility, content availability, and teacher adaptation to technology. Solutions to overcome these obstacles include providing training for teachers to improve their understanding in using Focusky, providing computer and internet access in schools, collaborating in the development of relevant content, and providing support and recognition for teachers' efforts in overcoming these obstacles. By implementing these solutions, it is expected that the utilization of Focusky Media in learning Islamic Religious Education at SMP Negeri 3 Sidikalang can run smoothly and effectively.

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