



DEVELOPMENT OF SMART APPS CREATOR-BASED LEARNING MEDIA ON RELIGIOUS DIVERSITY MATERIALS IN INDONESIA

Pengembangan Media Pembelajaran Berbasis Smart Apps Creator Pada Materi Keanekaragaman Hayati Di Indonesia

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This study aims to develop a product that is tested to be valid and interest so that it is can help the student learning process in understanding the material on religious diversity in Indonesia. The research method used is Research and Development (R&D) by applying the ADDIE development model. The results of this study are in the form of learning media products based on smart apps creators that very valid criteria (86%) from material expert validators and media with valid criteria from media expert validators (80%) and media is also categorized as a very interesting (82.7%). Based on the validation results and the results of field trials, it can be concluded that the smart apps creator-based learning media that contains material on religious diversity is very valid and very interesting to be used as a Civics learning medium in class IV MI Perwanida Blitar.

Keywords: development, learning media, smart apps creator, religious diversity

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Penelitian ini bertujuan untuk mengembangkan sebuah produk yang teruji valid dan menarik sehingga dapat membantu proses belajar siswa dalam memahami materi keragaman agama di Indonesia. Metode penelitian yang digunakan yaitu Research and Development (R&D) dengan menerapkan model pengembangan ADDIE. Hasil dari penelitian ini adalah berupa produk media pembelajaran berbasis smart apps creator yang memenuhi kriteria sangat valid dengan nilai dari validator ahli materi sebesar 86% dan media dengan kriteria valid dari validator ahli media yaitu sebesar 80% serta dikategorikan sebagai media yang sangat menarik sebesar 82,7%. Berdasarkan hasil validasi dan hasil uji coba di lapangan, maka dapat disimpulkan bahwa media pembelajaran berbasis smart apps creator yang berisi materi keragaman agama ini sangat valid/layak dan sangat menarik untuk dijadikan sebagai media pembelajaran PPKn di kelas IV MI Perwanida Blitar.

Kata kunci: pengembangan, media pembelajaran, smart apps creator, keragaman agama

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INTRODUCTION

Indonesia is a nation that has diversity in the field of religion (J. Lestari, 2020). Religious diversity in Indonesia has a very important value and remains to this day because there are foundations that regulate religious life in Indonesia, including the first Pancasila principle, namely "Belief in One Supreme God". In addition, the freedom to embrace religion is also regulated in the 1945 Constitution article 28 E paragraph 1. Furthermore, there is an affirmation in "Law no. 39 of 1999 article 22 paragraphs 1" and 2 which states that everyone is free to embrace and worship according to their respective religions and the state guarantees their independence (Situmorang, 2019). In line with that, "Joint Regulation of the Minister of Religion and the Minister of Home Affairs No. 9 of 2006 "Article 1 paragraph 1 states that inter-religious harmony arises because of an attitude of tolerance" (Peraturan Bersama Menteri Agama Dan Menteri Dalam Negeri, 2015). The legal basis shows that the religious life of the Indonesian people will be harmonious if each individual applies an attitude of tolerance, namely tolerance and mutual respect in responding to religious diversity.

The description above shows the state's concern for the existence of religious diversity in Indonesia. But that does not mean that inter-religious life always goes well, but that there are still things that are contrary to these rules. This is evidenced by the results of a survey that shows cases of intolerance between religious communities that occur, especially in the world of education. The results of a survey by the Center for the Study of Islam and Society (PPIM) State Islamic University (UIN) Jakarta in 2018 with 2,237 samples of Muslim teachers showed that 21% of teachers did not agree with religious events held by non-Muslims and 56% of teachers did not agree if they established religion-based school in the neighborhood (Nisa et al., 2020). In addition, cases of intolerance were also found by LIPI in 2019. The results of a survey by the Indonesian Institute of Sciences (LIPI) on 1800 respondents showed that as many as 58% of respondents agreed not to choose leaders who were not of the same religion (Subagyo, 2020). If similar cases continue to run rampant, it will cause division and harm each other.

This condition shows the lack of understanding and awareness in implementing tolerance among religious communities. This is an urgency to instill the value of tolerance from an early age in students so that they are able to apply it in everyday life. In the world of education, students also need the right learning media to understand the material of religious diversity. The pre-research activity resulted that the media that teachers always used in online and offline learning were in the form of learning videos and power points. This media cannot be said to be effective because there are still students with low learning motivation. This is indicated by several facts including students not opening the videos that have been shared, some students not doing assignments, and the lack of learning facilities at home when learning online. In fact, the teacher considers that the

material on religious diversity is very important for students to understand because they live in a country that is rich in pluralism, especially in the field of religion. Based on these problems, the researchers initiated a solution, namely developing learning media based on smart apps creators. The final product developed is in the form of media applications that can be operated on students' android phones.

The development of this application media is corroborated by several previous studies. Research by Dina Fajriani and Rachmad Hidayat (2021) results that the development of learning media based on smart apps creators is able to attract students' interest in learning (Fajriani & Hidayat, 2021). Ade Silvia Handayani et.al. (2020) In his research, she stated that application-based media were able to motivate and help teachers to create more innovative teaching materials (Handayani et al., 2020). The results of research conducted by Rahma E.P and Risda Amini (2021) show that the application of LKPD application-based learning media using smart apps creators is practical and really helps grade 3 students in understanding learning material for theme 1 sub-theme 2 (Pangesti & Amini, 2021). Based on the results of previous research, it shows that applying learning media based on smart apps creator applications in learning. Therefore, researchers will carry out an update that is using the same media but with topics that have never been studied before with the title "Development of Learning Media Based on Smart Apps Creator on Religious Diversity Materials in Indonesia".

METHOD

This study uses the research and development (R&D) method with the ADDIE development model developed by Robert Maribe Branch (1976). The ADDIE model consists of 5 stages, namely Analyze, Design, Develop, Implement, and Evaluate. The subjects of this study were 32 students of class IV MI Perwanida Blitar. Data were collected by researchers through interviews, observations, and questionnaires. Interviews were conducted with the fourth grade teacher at MI Perwnida Blitar to find initial problems. Then observations were carried out using observation guidelines when applying the media. This relates to student responses, supporting and inhibiting factors for the application of the media. While the use of the questionnaire aims to determine the assessment of the expert team and students on the developed media.

There are 2 data analysis in this study, namely qualitative and quantitative data analysis. Qualitative data, namely data from interviews and observations that have been obtained by researchers with the fourth grade homeroom teacher, are then collected and reduced to obtain conclusions. Meanwhile, quantitative data analysis is divided into two parts, namely product validity analysis and product attractiveness analysis. In product validity analysis, data from media experts and material experts were collected and then analyzed to measure the validity and feasibility of the product before it was implemented using the following formula and table of product validity/feasibility (Arikunto, 2002):

$$\text{Eligibility percentage} = x \ 100\%$$

Table 1 Product Validation Assessment Criteria

Eligibility Percentage	Validity Criteria	Eligibility Criteria
85% < skor ≤ 100%	Very Valid	Very worth it
65% < skor ≤ 84%	Valid	Worthy
45% < skor ≤ 64%	Quite Valid	Decent enough
0% < skor ≤ 44%	Less Valid	less worthy

Source: Arikunto (2002)

While the product attractiveness results were obtained based on the results of student response questionnaires using the following formulas and product attractiveness tables (Ahmad et al, 2022):

Interesting presentation = x 100%

Table 2. Product Attractiveness Assessment Criteria

Attractiveness Percentage	Attractiveness Criteria
81% - 100%	Very interesting
61% - 80%	Interesting
41% - 60%	Quite interesting
< 49%	Less attractive

Source: Mayuriko Olivia Pertiwi (2019)

RESULT AND DISCUSSION

Product Development Results

The media product developed in this research is in the form of a media application created using smart apps creator software and packaged in the form of an android application. This media was developed using the Research and Development (R&D) method with the ADDIE development model (Analyze, Design, Development, Implementation, and Evaluation) as follows (Batubara, 2020):

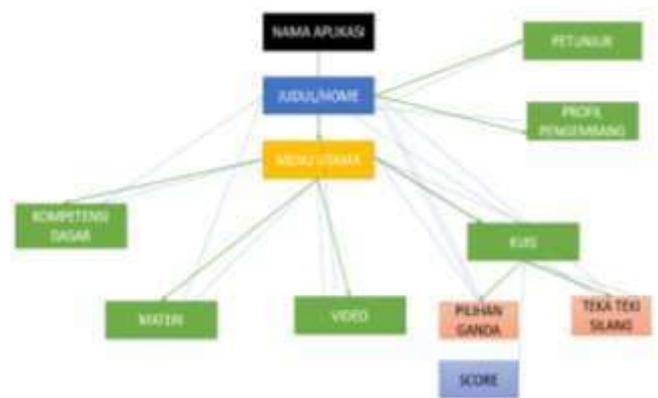
1. Analyze

Activities at the analysis stage are identifying problems that support the need for media development. Based on the results of interviews with the fourth grade homeroom teacher, several problems were found, including PPKn learning on religious diversity during the COVID-19 pandemic, which was carried out online (on the network), teachers only used media in the form of power points and videos uploaded to YouTube on each subject continuously so that make students bored and less interested in student learning, some students can be said to be passive because they do not collect or are often late in collecting assignments given by the teacher. Some students also don't see the videos that have been shared

on the teacher's youtube.

2. Design

Activities at the analysis stage are identifying problems that support the need for media development. Based on the results of interviews with the fourth grade homeroom teacher, several problems were found, including PPKn learning on religious diversity during the COVID-19 pandemic, which was carried out online (on the network), teachers only used media in the form of power points and videos uploaded to YouTube on each subject continuously so that make students bored and less interested in student learning, some students can be said to be passive because they do not collect or are often late in collecting assignments given by the teacher. Some students also don't see the videos that have been shared on the teacher's youtube (Batubara, 2020). The flowchart in this study is as follows:

Chart 1 Media Development Plan

3. Develop

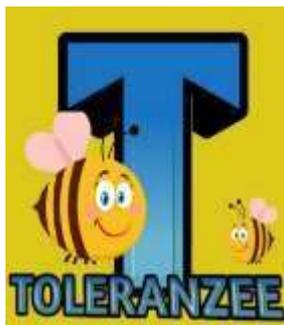


Figure 1. Display of Applications on Android Smartphones



Figure 2. Initial View



Figure 3. First Page



Figure 4. Menu Page

After finishing using this application, users can exit by clicking the back button on the smartphone. This is one of the weaknesses of smart apps creators, namely there is no facility to create an exit button. The next stage is media validation. Media validation is carried out by media expert validators and material experts. There are two data validation results, namely quantitative data and qualitative data. Quantitative data was obtained from a questionnaire instrument while qualitative data was obtained based on the validator's criticisms and suggestions regarding the media developed by the researcher.

4. Implement

Tahap implementasi dilaksanakan setelah produk telah dinyatakan valid oleh masing-masing validator. Pada tahap ini produk diujicobakan kepada 32 siswa kelas IV MI Perwanida Kota Blitar secara luring. Pada akhir pembelajaran, siswa diberikan angket respon siswa terkait pembelajaran menggunakan media tersebut. Proses implementasi berlangsung dengan lancar dan kondusif begitu juga dengan siswa yang aktif.

5. Evaluate

The evaluation was carried out by analyzing the results of media and material validation including input from the validator and the results of student response data to the attractiveness of the developed media. The evaluation stage is carried out to determine the level of effectiveness of the media so that it can be applied in learning activities on religious diversity in class IV MI Perwanida Blitar City in a sustainable manner.

Development Data Results

1. Media Expert Validation Results

Based on the accumulated value/score as a whole, the results of material validation obtained a percentage of media validity/feasibility of 86%. If it is associated with media eligibility criteria (Arikunto, 2002), then the 'toleranzee' media has very valid qualifications and is very feasible to be applied in the learning process after going through the revision process according to suggestions from the validator.

2. Material Expert Validation Results

The results of the media expert's validation obtained an accumulated final score percentage of 80%. This shows that the media is declared valid and feasible to be tested on students according to the media eligibility criteria according to Arikunto (Arikunto, 2002). However, there are still some inputs from the validator so that the media will be better than before.

Trial Data Results

The data from the student response questionnaires show that this media is generally very attractive with a percentage of 82.7% according to the media attractiveness criteria. (Ahmad et al., 2022). The description related to the student data is 19

students think that this media is very interesting with a percentage range of 81.7% to 100%. Students who considered this media interesting with a percentage range of 68% to 76.7% were 12 students. Meanwhile, students who judged this media to be less attractive were 1 student with a percentage of 46.7%.

Developed Product Review

1. Media Development Design Analysis

The 'tolerance' media was developed using the ADDIE development model which has five stages, namely analysis, design, development, implementation, and assessment. The media development process is designed based on the characteristics of the fourth grade students of MI Perwanida Blitar City. According to Piaget's theory of development in (Wardani & Setyadi, 2020), The average age of fourth grade students, which is 9-10 years, is currently in the concrete operational stage. At this stage, students' cognitive development is still tied to concrete/real objects. Students will more easily understand the material if they see or feel the object and experience it directly. This is in accordance with the results of an interview with the homeroom teacher of class IV MI Perwanida Blitar (see attachment 13) that the characteristics of students in that class are easier to accept material through real objects or events. For example, teachers always associate learning with events in everyday life so that they are easy to understand.

Referring to the theory of development initiated by Piaget, the 'tolerance' media is also equipped with a video explaining the material on religious diversity. The video contains concrete pictures related to various religions and their explanations. According to (Hamidi & Islamia, 2021) learning media in the form of videos can increase student learning motivation. As for the results of research conducted by Waluyo S. Adji et al (2021) which results that there are social studies learning videos on religious diversity material on the youtube platform that are worthy of being used as learning references. (Adji et al., 2021). This confirms that the provision of videos in this media can support learning activities.

The selection of materials in 'tolerant' media such as images, colors, font types and font sizes is also adjusted to the characteristics of fourth grade students. This is because interesting media can improve student learning outcomes (Khoirudin et al., 2021). The learning outcomes can be used as a reference to find out how far the students' abilities are related to the material being taught.

2. Analysis of Validation Results

a. Material Expert Validation Analysis

b. The results of material expert validation obtained a score percentage of 86%. If qualified with the media eligibility criteria, this media gets a very valid predicate

(Arikunto, 2002). These criteria indicate that the material presented in the media developed by the researcher is in accordance with the learning objectives so that the material is very feasible to be tested on the test subject. The previous research conducted by Nova Dwi Anggraini (2021) raised the same material, namely religious diversity which was applied in class IV but used different media from the media developed. (Anggraini, 2021). This shows that this material is important to be taught to students and requires a media to support it.

c. Media Expert Validation Analysis

The results of product validation by media experts get a percentage of 80% with valid criteria according to the media eligibility criteria table (Arikunto, 2002). This media is considered practical and easy to use by teachers and students in online and offline learning activities. The previous research conducted by Rahma E. Pangesti dan Risda Amini (2021) has also succeeded in developing an application based on smart apps creator which can be regarded as a practical medium for use in learning (Pangesti & Amini, 2021). This is also in accordance with the theory put forward by Azhar Arsyad that one of the criteria for media eligibility is flexibility and practicality in its use (Arsyad, 2002). However, there are still some inputs from the validator during the media validation process. Media expert validators suggest changing the menu button on the first page to the home logo and moving the hint button and developer profile to the first page. This aims to make the media developed more practical and easy to operate.

3. Media Attractiveness Level Analysis

4. The results of the student response questionnaire to the attractiveness of the media showed a percentage of 82.7%. This figure shows that this media is considered very attractive according to the media attractiveness table according to Pertiwi in (Ahmad et al., 2022) for fourth grade students of MI Perwanida Kota. The research conducted by Yuberti et al (2021) also results that learning media based on smart apps creators are very interesting and able to motivate students in the learning process. (Yuberti et al., 2021). This is in line with the theory expressed by Setyadi in (Helmi & Aditya, 2020) that interesting learning media can have a positive impact on students including increasing motivation and making it easier for students to understand the material provided.

5. Analysis of Media Strengths and Weaknesses

Based on the results of observations and interviews with the fourth grade homeroom teacher, the media developed in this study has several advantages and disadvantages. The advantages of the media include the following:

a) This media is easy to operate and can be applied to online learning and offline learning. The results of previous research conducted by Abu To'at dkk (2019) also results that one of the advantages of android application media is that it is flexible, which can be used both in groups and independently

or can be used offline or online. (To'at et al., 2019). This shows that the media is flexible in its use and meets one of the media eligibility criteria (Arsyad, 2002). Therefore, it can be said that the selection of this media is appropriate and can support learning activities.

b) The selection of attractive colors, menus, image designs and sound effects can increase student interest in learning. In line with that, the results of research conducted by Novia L. dan Rini W.B (2019) found that the use of interactive multimedia can attract students' interest and enthusiasm for learning so as to maximize learning outcomes (N. Lestari & Wirasty, 2019). This is also in accordance with the theory put forward by Suci Wulandari (2020) that interactive learning media have a positive influence on learning activities (Wulandari, 2020). Based on the research results and supported by previous research, this media is interesting and has a positive impact on learning activities.

c) The file size is also not too big, namely 40 mega bytes so it doesn't constrict the storage space on the smartphone too much.

d) Basically when students use it independently this media can be used without requiring an internet connection. But there are parts that must be connected to the internet such as videos and crosswords.

The disadvantages of this media include the following:

a) When offline learning, there must be an adequate internet connection. This is needed so that the smartphone can be connected to the television.

b) School facilities must also support such as television or projectors available to broadcast the media and loudspeakers. As for opinion (Kartini, Ketut Sepdyana., Putra, 2020) that school facilities are one of the factors supporting student learning outcomes. In addition, this theory is also supported by research conducted by Indah D.S dan Siti S.W (2021) that adequate learning facilities can have a positive impact on student learning outcomes (Setyorini & Wulandari, 2021). This shows that school facilities have an important role in supporting learning and if a school already has adequate facilities, it is hoped that teachers can also make good use of them.

c) This media can only be operated on android smartphones.

d) In addition, this media does not have an exit button, so users need to press the back button on the smartphone. Although there are some shortcomings, this media can still be used properly during learning activities.

6. Analysis of Student Learning Outcomes

The learning media developed in this study can be said to be a medium that can increase students' interest and motivation in learning. This is evidenced by the results of the student

response questionnaire which shows that the 'tolerance' media is very interesting. In addition, student learning motivation can be seen based on student behavior which shows high curiosity, focus, and student activity and the results of observations. This is in line with research conducted by Hamid et.al (2020) that one of the roles of learning media is to increase students' learning motivation (Hamid et al., 2020). Student learning motivation has an important role in achieving learning objectives.

Learning motivation is one of the success factors of students in achieving maximum learning outcomes (Palittin et al., 2019). The student learning outcomes in this study can be seen in appendix 10 table 6. The table shows that all students obtained evaluation scores above the KKM (KKM = 75) with a class average of 94. This is in accordance with the theory expressed by Nendi in (Milhah, 2022) that learning success refers to student learning outcomes that are declared to have passed or exceeded the minimum completeness criteria (KKM).

Conclusions And Suggestions

Conclusion

Based on the development process and the results of the trial of learning media based on smart apps creator with the name 'tolerance' on the material of religious diversity in Indonesia class IV MI Perwanida Blitar City, it was concluded that the development of this learning media met the very valid criteria based on the results of the questionnaire that had been filled out by the validator. This media also received very interesting criteria based on the results of student response questionnaires related to the attractiveness of the media carried out during the offline field trial stage. Based on the results of the validation test and field trials, the smart apps creator-based learning media developed by the researcher is feasible to be used in the Civics learning process for religious diversity class IV at MI Perwanida Blitar City.

Suggestion

Based on data from research and development of media based on smart apps creators on the material of religious diversity in Indonesia, suggestions for advanced developers are to pay attention to the media design process such as choosing fonts, colors, image designs that are more attractive and in accordance with student characteristics. Advanced developers can also add quiz questions so that students can practice more about the material. In addition, advanced developers are expected to be able to make this application not only usable on Android smartphones but also on laptops or websites to make it m

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