Jurnal Pengabdian kepada Masyarakat Nusantara (JPkMN) e-ISSN : 2745 4053
Vol. 5 No. 2, 2024 |pp: 2783-2792 | DOI : http://doi.org/10.55338/jpkmn.v5i2.3369

Workshop on Preparing Elementary School Teaching Materials using Technology Integration Planning (T.I.P.) Model in Cintalanggeng, Tegalwaru, Karawang Regency

[1)]M. Makbul*, [2)]Ferianto [3)]Nur Rochimah, [4)]Nia Karnia, [5)]Nida'ul Munafiah, [6)]Siti Nuraini, [7)]Fiki Zahara Fauzia Apriyanti, [8)]Malika Nur Oktaviani, [9)]Teguh Ramdani

[1,2,4,7,8)]Pendidikan Agama Islam, Universitas Singaperbangsa Karawang, Indonesia
[3,5)]Pendidikan Islam Anak Usia Dini, Universitas Singaperbangsa Karawang, Indonesia
[6)]Pendidikan Bahasa dan Sastra Indonesia, Universitas Singaperbangsa Karawang, Indonesia
[9)]Pendidikan Jasmani Kesehatan Kesehatan dan Rekreasi, Universitas Singaperbangsa Karawang, Indonesia
Email Corresponding: m.makbul@fai.unsika.ac.id

ARTICLE INFORMATION

Keyword:
Teaching materials
Technology Integration Planning
Workshop

ABSTRACT

This research aims to provide an overview of the implementation of activities and results of the Workshop on Preparing Elementary School Teaching Materials using the Technology Integration Planning (T.I.P.) Model in Cintalanggeng Village, Tegalwaru District, Karawang Regency, the method used This section explains the methods used to complete the implementation of community service. It contains information related to service targets, activity locations, activity materials, and activity evaluations, including complete information for readers if they want to do the same thing. The origin and quantity of the materials used must be explained. How data works, and analysis must be written clearly and concisely. Modifications and working methods that have been published mention the source and explain the modified part. When using a statistical test, write the method, for example, RCBD. In this section, one type of method or a combination of several methods can be used. Increasing digital literacy skills in Cintalanggeng Village requires a systematic and inclusive approach. This workshop is designed to provide an in-depth understanding of the Technology Integration Planning (T.I.P.) model and provide practical training for educators. The Workshop on Preparing Elementary School Teaching Materials using Technology Integration Planning (T.I.P.) The model in Cintalanggeng Village significantly contributes to increasing teacher competency in using technology for teaching. By adopting a relevant theory-based approach, this workshop helps teachers develop more interesting and effective teaching materials and encourages continuous professional development and collaboration between teachers. The results of this workshop will positively impact the quality of education in the village, improve students' technology skills, and prepare them to face future challenges.

I. INTRODUCTION

Cintalanggeng Village is located in Tegalwaru District, Karawang Regency, West Java, with an area of 7.24 km² and a population of 7,854 people, with the profession of the majority of the population being farmers and farm laborers. Cintalanggeng Village has two elementary schools (S.D.), namely S.D.N. Cintalanggeng 1 and S.D.N. Cintalanggeng 2, which still need attention regarding facilities, infrastructure, and innovative learning. The main problem in learning that is currently occurring is that educators in elementary schools, generally teachers, still use lecture and memorization methods in teaching, which impacts students' interest and motivation to learn.

The results of interviews with Village Heads, Educators, and Education Personnel in Cintalenggeng Village indicate that one of the main challenges schools face is related to learning materials and media, which is an obstacle in achieving effective learning. Education is the foundation for the progress of a society.(Budiman, 2017) Digital literacy is a crucial element in learning, especially at the elementary school

(S.D.) level. Cintalanggeng Village, located in Tegalwaru District, Karawang Regency, is the center of attention in improving digital literacy skills among educators and students. Analyzing situations and problems in this context is important to formulate appropriate strategic steps to support the Digital Literacy Capability Improvement Workshop.(Khozin et al., 2021; Rizky Idhartono, n.d.; Setiansah et al., 2021)

Cintalanggeng Village has a fairly dense population, with most residents depending on the agricultural sector for their livelihood. The elementary school in this village is a learning center for children, but access and exposure to digital literacy still need to be improved.(Syamsu Rijal, 2023) Technological infrastructure in these villages also tends to be limited, with some schools still needing help obtaining adequate devices and internet connections.(Makbul & Rukajat, 2023)

Educators in Cintalanggeng Village face significant challenges in improving their digital literacy. Many teachers still need to gain a deep understanding of the integration of technology in learning.

Limited training and resources cause limitations in using digital tools and the internet as a learning resource. Digital learning resources at elementary schools in Cintalanggeng Village still need to be improved.(M. Makbul & Dewi Saputri. S, 2023) The lack of digital teaching materials in the national curriculum causes a lack of variety in learning methods. This affects the attractiveness of learning for students and creates a gap in the use of technology in the educational process.(Izzati, 2014) Apart from the role of parents, it is also a key factor in students' digital literacy.

Some parents may not be familiar with technology, so the lack of support at home can hinder children's digital literacy development.(Setiansah et al., 2021) Limited technological infrastructure, including unstable internet networks and lack of hardware, are obstacles in implementing the Technology Integration Planning (T.I.P.) model. This can hinder the effectiveness of technology-based learning at the Cintalanggeng Village Elementary School. Even though it faces various challenges, Cintalanggeng Village has the potential to develop digital literacy well. Support from local governments, educational institutions, and the community can be the key to overcoming the problems. By comprehensively understanding partners' conditions, the Workshop on Increasing Digital Literacy Capabilities with the Technology Integration Planning (T.I.P.) The model is expected to provide targeted and context-appropriate solutions locally.

Through a holistic approach, it is hoped that this workshop will improve the digital literacy competence of educators and students and stimulate the development of an inclusive digital education ecosystem in Cintalanggeng Village. (Maskur, 2019; Setiansah et al., 2021)This workshop has close links to MBKM, which emphasizes relevant learning approaches and enables students to develop 21st-century skills. The Technology Integration Planning (T.I.P.) model introduced in the workshop combines digital literacy with conventional learning, by the spirit of MBKM. This workshop activity is also expected to contribute to the Main Performance Indicators of higher education, namely, IKU-3 Lecturers who carry out activities outside campus and Lecturer Work Results that are used by the community.(Baharuddin, 2021; Kholik et al., 2022; Vhalery et al., 2022)

The focus of PkM in this workshop activity is strengthening national character by instilling the values of adaptation to technology and digital literacy. The vision of strengthening national character in the national service roadmap will encourage students and teachers to have characters responsive to current developments.

This workshop increases community literacy and skills by understanding and applying digital literacy. Teachers skilled in using technology will guide students to develop skills relevant to today's demands.(Setiansah et al., 2021)

In addition, it is hoped to contribute to the strengthening of the National Education System, through the implementation of the T.I.P. Model in the workshop reflecting a contribution to strengthening the national education system.(Sanusi, 2014) The success of this method can be an example and inspiration to be applied in various regions, supporting the vision of the national service roadmap in improving the quality of education. By linking the focus of workshop activities with the National PkM roadmap, a significant positive impact will be created in facing the challenges and opportunities in this digital era, by the vision and mission of national education development.

II. PROBLEM

This section should include a photo of the PkM location to explain and describe the problems at the community service location.

Cintalanggeng Village has several challenges in the education sector which are priorities for empowerment. These problems include aspects of infrastructure, quality of human resources, and integration of technology in the learning process which can be described as follows:

1. Limited educational infrastructure: Cintalanggeng Village faces limited educational infrastructure, especially at the elementary school (S.D.) level. Limited classroom space and minimal supporting facilities, such as libraries and computer laboratories, hinder the optimal learning process, making it an obstacle to creating a comfortable and effective learning environment.
2. The minimal application of technology in learning means that the use of technology in the learning process still needs to be improved in Cintalanggeng Village. Teachers and students need to be more skilled in utilizing digital devices and the Internet. This results in a digital literacy gap between rural and urban children. Technology integration needs to be increased to prepare students to face the challenges of the digital era.
3. Parental and Community Involvement: Parental involvement in education in Cintalanggeng Village still needs to be improved. Low awareness of the importance of education and lack of parental participation in school activities can negatively impact student motivation and learning achievement.
4. Lack of Access to Skills Development Programs: Cintalanggeng Village also needs help with access to skills development programs outside the formal curriculum. Extracurricular programs and additional skills training must be expanded to support students' holistic development.

These problems require joint attention and efforts from various parties, including local governments, schools, and the community, to create an inclusive, high-quality educational environment that is relevant to the times' demands. Some of the solutions offered and output targets in resolving problems faced by partners include:

1. Increasing teacher competency in creating digital-based learning media through workshops. This workshop will be held intensively and interactively involving teachers in Cintalanggeng Village, Tegalwaru District, Karawang Regency
2. The material will provide a basic understanding of digital literacy, techniques for creating digital-based learning media and using relevant applications or software. The workshop will be carried out in stages and held periodically, with the target output of the workshop activities being modules on basic understanding of digital literacy, techniques for creating digital-based learning media, and the use of relevant applications or software with a target of increasing knowledge by more than 50%
3. Increasing cooperation between educators and students' parents. This aims to strengthen assistance and supervision of students' teaching and learning processes at home, especially using digital-based learning media. This collaboration can be carried out by holding regular meetings between teachers and student's parents/guardians and utilizing social media as a communication medium.
4. They are optimizing the role and function of schools as community education centers. Schools are not only places for teaching and learning but also centers of information and knowledge for the community. Therefore, activities such as seminars, workshops, and training are also held for the general public to participate in digital-based learning.

Implementing these solutions is hoped to overcome the problems faced by Cintalanggeng Village related to the education sector. It is also hoped that it will improve the quality of education in Cintalanggeng Village, having a positive impact on community development and increasing welfare in Cintalanggeng Village.

III. METHOD

Describe the number of respondents and the service's method and process.

This section explains the methods used to complete the implementation of community service.(Makbul, 2021) It contains information related to service targets, activity locations, activity materials, and activity evaluations, including complete information for readers if they want to do the same thing. The origin and quantity of the materials used must be explained. How data works and analyzes must be written clearly and concisely. Modifications and working methods that have been published mention the source and explain the modified part. When using a statistical test, write the method, for example RCBD. In this section, one type of method or a combination of several methods can be used.

Increasing digital literacy skills in Cintalanggeng Village requires a systematic and inclusive approach. This workshop is designed to provide an in-depth understanding of the Technology Integration Planning

(T.I.P.) model and practical training for educators and students. The following are the steps or stages in(Ferianto et al., 2024) implementing solutions to overcome partner problems related to the title of community service:

1. Introduction and Socialization: The workshop will begin with an introductory and socialization session. The workshop objectives will be explained in detail to all participants in this session. The main focus will be the introduction of the concept of digital literacy and the urgency of using the T.I.P. model in preparing teaching materials. Participants will be introduced to the workshop framework and expected to detail their expectations for the training.
2. Initial Evaluation and Identification of Needs Before entering the main material, an initial evaluation was carried out to identify the participants' level of understanding and digital literacy skills. The results of this evaluation will help organizers adjust the workshop curriculum according to needs. In addition, special needs at the school and individual levels will be identified through interviews and group discussions.
3. Theory and Concept of Digital Literacy & Teaching Material Development: This session will provide an in-depth understanding of digital literacy and teaching materials, including their definition, components, and impact in the educational context of elementary schools. This material will be presented through presentations, discussions, and case studies to provide practical context for participants.
4. Introduction to the Technology Integration Planning (T.I.P.) Model The workshop will enter this stage by providing a detailed introduction to the T.I.P. model. Participants will be invited to understand the concepts and steps for implementing T.I.P. in designing and compiling teaching materials that use technology. Examples of the application of T.I.P. in learning scenarios will be provided to clarify the concept.
5. Practical Training and Simulation (1 day) This session is the core of the workshop. Participants will be involved in practical training on using technology and applying the T.I.P. model in designing teaching materials. Each participant will receive a step-by-step guide on using digital literacy support software and applications. There are also simulation sessions where participants can apply the concepts they have learned in real cases.
6. Preparing TIP-Based Teaching Materials: In this stage, participants will design teaching materials using the T.I.P. model. Receiving direct support from the facilitator, participants will work in groups to produce teaching materials that can be implemented in their respective school environments. The final results will be evaluated collectively to obtain constructive feedback.
7. Evaluation and Assessment: This session involves evaluating the entire workshop and measuring participants' achievements. Evaluation methods may include practical skills tests, project assessments of teaching materials, and participant feedback. This evaluation will be the basis for developing recommendations for improving and expanding activities in the future.
8. Closing and Distribution of Certificates The workshop will close with a closing session and the distribution of certificates to participants who have successfully completed it. In this session, joint reflection will also be carried out to identify achievements, obstacles faced, and next steps that can be taken to implement digital literacy concepts and the T.I.P. model in their schools.

Through this method, it is hoped that participants can effectively apply digital literacy and the T.I.P. model to learning at the Cintalanggeng Village Elementary School, improving the quality of education and empowering the local community.

Partners in the form of contribution in the "Workshop on Increasing Digital Literacy Capabilities in Preparing Elementary School Teaching Materials using the Technology Integration Planning (T.I.P.) Model" in Cintalanggeng Village, Tegalwaru District, Karawang Regency can provide contributions in various forms, including:

1. Providing a classroom as a venue for holding workshops, Facilities: Partners can help provide facilities such as tables, chairs and electronic equipment (LCD, laptop) to support the smooth running of activities.
2. Assist in selecting workshop participants, taking into account the specified criteria, such as level of need, readiness, and motivation to participate in the workshop.
3. Help provide data and information related to school educational conditions, teacher needs, and student characteristics, which can be used as reference material in workshop materials.

4. Help facilitate workshop activities, such as managing time, providing teaching materials, and assisting participants.
5. Help provide feedback and input on the implementation of workshops for future improvements.
6. Assist in implementing workshop results in schools, such as encouraging teachers to use T.I.P. in preparing teaching materials and integrating digital technology in the learning process.
7. She assisted in monitoring and evaluating the impact of workshops on improving teachers' abilities to prepare teaching materials and the quality of learning in schools.
8. Promote and disseminate information about the workshop to teachers in other schools in the Karawang area.

Active contribution from partners is essential to ensuring the smoothness and success of the workshop program. With good cooperation between partners and the implementing team, this program can provide maximum benefits for improving teachers' abilities in preparing teaching materials and school learning quality.

Therefore, the involvement of partners from the school environment plays a significant role in implementing the "Workshop on Increasing Digital Literacy Capabilities in Preparing Primary School Teaching Materials using the Technology Integration Planning (T.I.P.) Model", because it can contribute to increasing the effectiveness and quality of this initiative.

IV. RESULTS AND DISCUSSION

Results

Implementation of Workshop Activities for Preparing Elementary School Teaching Materials using Technology Integration Planning (T.I.P.) Model in Cintalanggeng Village, Tegalwaru District, Karawang Regency, was carried out with a rundown of activities on Monday, 27 May 2024, as follows:

Table 1. Rundown of Activity Implementation

Time	Activity	Description	P.I.C.
08.00 – 09.00	Participant Registration		Committee
09.00– 09.30	Opening	- Opening of Activities - Singing Indonesia Raya - Singing the Unsika Hymn - Greetings from the Head of S.D.N. 3 - Message from the Chief Executive - Prayer	MC: Siti Nuraini Conductor: Fiki Zahara Prayer: Malika Nur Oktaviani
09.30 - 14.30	Digital Literacy in Learning	Analyzing the urgency of the Technology Integration Planning (T.I.P.) Model in the 5.0 era in implementing learning	M. Makbul, M.Pd.
	Making Digital Based Learning Media	Practice designing media in implementing learning	M. Makbul, M.Pd.
	Development of Digital Based Learning Evaluation	Practice designing evaluation in learning	M. Makbul, M.Pd.
	Closing	- Chanting prayers - Group photo	Committee

The activity participants consisted of 12 teachers from S.D.N. in Cintalanggeng Village, as follows:

1. Registration
2. Opening of Activities
3. Pretest
4. Direction by the Master of Ceremony

5. Implementation of Activities
6. Posttest
7. Closing

The following is documentation of the implementation of workshops on preparing elementary school teaching materials using the Technology Integration Planning (T.I.P.) model in Cintalanggeng Village, Tegalwaru District, Karawang Regency:

Picture 1. Presentation of Material

Picture 2. Presentation of Material 2

Picture 3. Photo together

Data analysis of the activity process was carried out during workshop activities for Preparing Elementary School Teaching Materials using the Technology Integration Planning (T.I.P.) Model in Cintalanggeng Village, Tegalwaru District, Karawang Regency.

Previously, participants were asked to complete the pretest instrument before the material began, which consisted of questions that measured participants' readiness to apply T.I.P. in learning. The results obtained were as follows:

Table 2. Participants' Pretest Scores

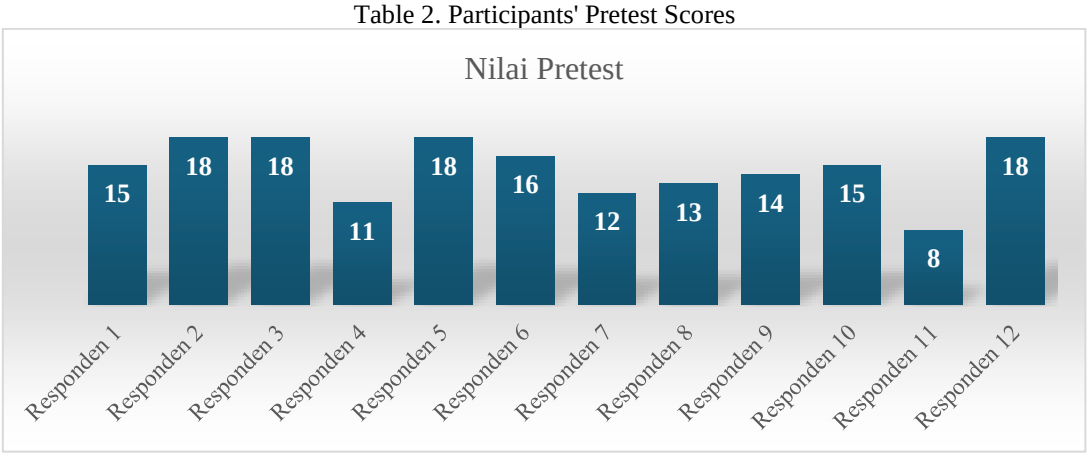


Table 3. Results of Prerest Dexptive Analysis

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	12	8	18	14.67	3,229
Valid N (listwise)	12				

Referring to the pretest analysis results, the average results obtained by the Worksop participants were 14.67, with a minimum value of 8 and a maximum value of 18.

After the workshop, participants were asked to fill out the posttest instrument, with the following results:

Table 4. Participants' Pretest Scores

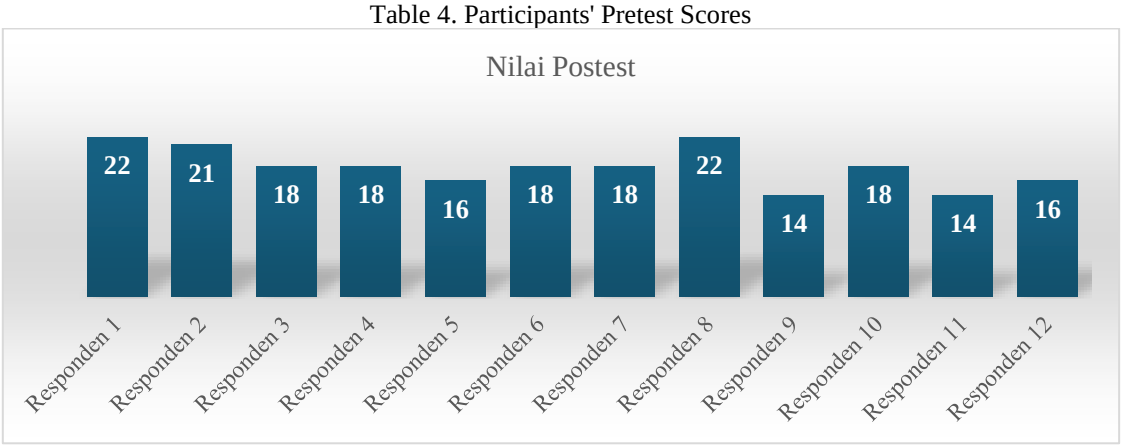


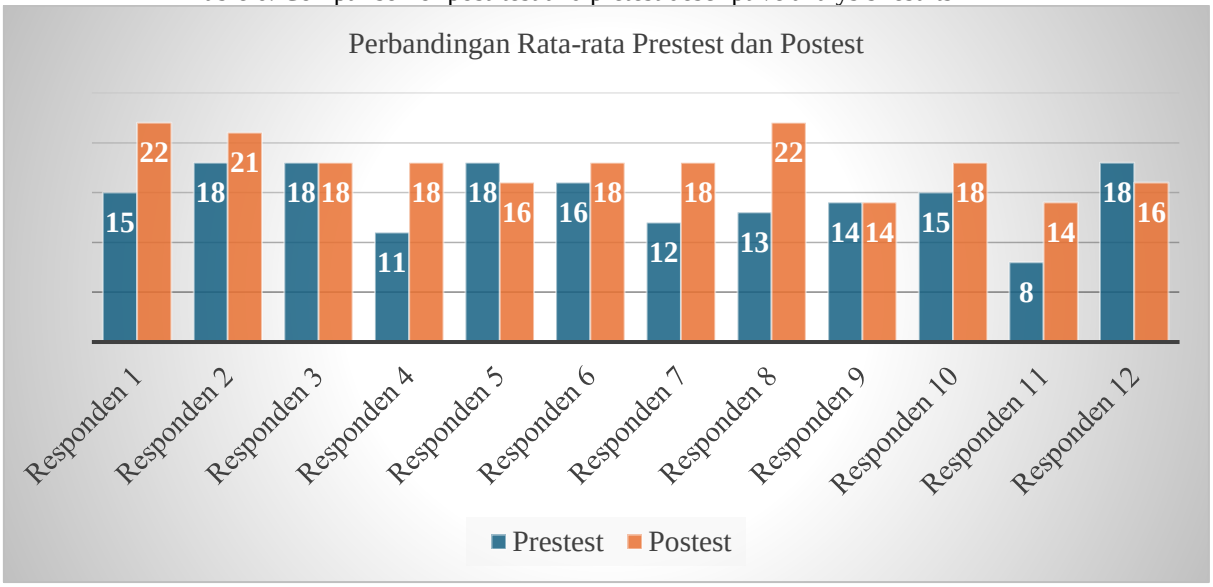
Table 5. Posttest descriptive analysis results

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	12	14	22	17,916	2,712
Valid N (listwise)	12				

Referring to the results of the posttest analysis, it is known that the average results obtained by workshop participants were 17,916 with a minimum score of 14 and a maximum of 22.

Table 6. Comparison of post-test and pretest descriptive analysis results



The table above shows increased results after the Workshop on Preparing Elementary School Teaching Materials using the Technology Integration Planning (T.I.P.) Model

The principal of S.D.N. Cintalanggeng 3 also conveyed this. We would like to thank UNSIKA for this collaborative initiative. We hope that the results of this workshop will have a big positive impact on the development of education at S.D.N. Cintalanggeng 3. We hope this event will be successful and can be the beginning of closer cooperation.

After implementation, the effectiveness of the teaching materials prepared is evaluated. Teachers and workshop participants provide feedback regarding the obstacles and advantages of the teaching materials used. This is in accordance with Stufflebeam's program evaluation theory, which emphasizes the importance of formative evaluation for continuous improvement.(Mohammadi et al., 2017)

This workshop also emphasizes the importance of continuous professional development. Teachers are encouraged to continually improve their technology skills and share best practices with their peers.(Pratami et al., 2019) This approach is supported by Vygotsky's social learning theory, which emphasizes the importance of social interaction and collaboration in developing skills and knowledge.

Some relevant theories include Diffusion of Innovation (Rogers), This theory helps explain how teachers can adopt technological innovations by considering factors such as readiness, perceived benefits, and ease of use; TPACK, Provides a framework for understanding integration effective technology by paying attention to the relationship between content knowledge, pedagogy, and technology, Experiential Learning (Kolb), Emphasizes the importance of learning through direct experience and reflection applied to teaching practice, Program Evaluation (Stufflebeam): Guides conducting formative evaluations that assist in continuous improvement of educational programs,(Antartika et al., 2020; Suardipa & Primayana, 2020) Social Learning (Vygotsky): Emphasizes the importance of social interaction and collaboration in the learning process and professional development.(Djamarah, 2008; Sukmadinata, 2009)

The Workshop on Preparing Elementary School Teaching Materials using Technology Integration Planning (T.I.P.) The model in Cintalanggeng Village significantly increased teacher competency in using technology for teaching. By adopting a relevant theory-based approach, this workshop helps teachers develop more interesting and effective teaching materials and encourages continuous professional development and collaboration between teachers. The results of this workshop will positively impact the quality of education in the village, improving students' technology skills and preparing them to face future challenges.

V. CONCLUSION

The Workshop on Preparing Elementary School Teaching Materials using Technology Integration Planning (T.I.P.) The model in Cintalanggeng Village significantly increased teacher competency in using technology for teaching. By adopting a relevant theory-based approach, this workshop helps teachers develop more interesting and effective teaching materials and encourages continuous professional development and collaboration between teachers. It is hoped that the results of this workshop will positively impact the quality of education in the village, improving students' technology skills, and preparing them to face future challenges.

BIBLIOGRAPHY

Al-Husen, P. L. A., Hafizhah, S. H., Rizqiyah, S. I. R., Makbul, M. M., & Farida, N. A. F. (2024). Meningkatkan Konsentrasi Belajar Menggunakan Metode Teams Games Tournament Pada Mata Pelajaran PAI. Al-Mau'izhoh: Jurnal Pendidikan Agama Islam, 6(1), 634-643.

Antartika, Mz, A. B., & Hamid, A. (2020). Prosedur Pengembangan Evaluasi Pembelajaran Pendidikan Agama Islam. Jurnal Pendidikan Islam, 8(3), 1–14.

Baharuddin, M. R. (2021). Adaptasi Kurikulum Merdeka Belajar Kampus Merdeka (Fokus: Model MBKM Program Studi). Jurnal Studi Guru Dan Pembelajaran, 4(1), 195–205. https://doi.org/10.30605/jsgp.4.1.2021.591

Budiman, H. (2017). Peran Teknologi Informasi Dan Komunikasi Dalam Pendidikan. Al-Tadzkiyyah: Jurnal Pendidikan Islam, 8(1), 31. https://doi.org/10.24042/atjpi.v8i1.2095

Dewi, I. S., Damayanti, M., Akbari, M. F., Farida, A. N., & Makbul, M. (2024). UPAYA Meningkatkan Efektivitas Pembelajaran Pendidikan Agama Islam (Pai) Pada Siswa Kelas V (Lima) Menggunakan Metode Teams Games Tournament (Tgt) di SDN Nagasari IV. An Najah (Jurnal Pendidikan Islam dan Sosial Keagamaan), 3(3), 108-119.

Djamarah, S. B. (2008). Psikologi Pembelajaran. Rineka Cipta.

Faishal, M. F., Safitri, I., Rosalia, I., Farida, N. A., & Makbul, M. (2024). Meningkatkan Pemahaman Siswa Terhadap Pembelajaran Pai Melalui Penerapan Model Pembelajaran Kooperatif Think Pair Share Pada Siswa Kelas V Di SDN Sarimulya 3. An Najah (Jurnal Pendidikan Islam dan Sosial Keagamaan), 3(3), 101-107.

Farida, N. A., Makbul, M., Nabilah, N. L. M., Tubagus, T., & Nurbaiti, D. (2024). Meningkatkan Motivasi Belajar Siswa Menggunakan Metode Pembelajaran Kooperatif Tipe Jigsaw Pada Siswa Kelas 4 SDN Karawang Wetan. Jurnal Budi Pekerti Agama Islam, 2(4), 14-20.

Febrian, M. R., Syahrudin, N. D., Lokahita, I., Farida, N. A., & Makbul, M. (2024). Meningkatkan Pemahaman Peserta Didik Dalam Pembelajaran PAI Dengan Menggunakan Metode Cooperative (Teams, Games, Turnament) di SMPN 1 Karawang Barat. An Najah (Jurnal Pendidikan Islam dan Sosial Keagamaan), 3(3), 71-78.

Ferianto, Nida'ul Munafiah, M. Makbul, & Firmansyah. (2024). Ibnu Khaldun's Constructivism in Islamic Education. Journal of Islamic Education (AJIE): Journal of Islamic Education , 8(2), 550–561. https://doi.org/10.35723/ajie.v8i2.557

Izzati, N. (2014). Pengaruh Penerapan Model Pembelajaran Berbasis Proyek Terhadap Kemampuan Berpikir Kreatif Mahasiswa (Studi Kuasi Eksperimen terhadap Mahasiswa Tadris Matematika IAIN Syekh Nurjati Cirebon). Eduma : Mathematics Education Learning and Teaching, 3(1). https://doi.org/10.24235/eduma.v3i1.7

Kholik, A., Bisri, H., Lathifah, Z. K., Kartakusumah, B., Maufur, M., & Prasetyo, T. (2022). Impelementasi Kurikulum Merdeka Belajar Kampus Merdeka (MBKM) Berdasarkan Persepsi Dosen dan Mahasiswa. Jurnal Basicedu, 6(1), 738–748. https://doi.org/10.31004/basicedu.v6i1.2045

Khozin, Saidah, Z., & Haris, A. (2021). The Development of Literacy Culture to Improve Students' Understanding of Islamic Religion Subject. Progresiva: Jurnal Pemikiran Dan Pendidikan Islam, 10(1), 24 dan 33.

Lestari, A., Fajriyah, D. N., Hamasah, H. S., Makbul, M., & Farida, N. A. (2024). Meningkatkan Kepercayaan Diri Peserta Didik pada Siswa Kelas V di SDN Sukaharja 1 Melalui Teknik Cooperative Learning Tipe TGT (Teams Games Tournament). Pubmedia Jurnal Penelitian Tindakan Kelas Indonesia, 1(3), 11. https://doi.org/10.47134/ptk.v1i3.444

Lestari, H., Nisa, K., Sukarman, M. R. R., Farida, N. A., & Makbul, M. M. M. (2024). Meningkatkan Pemahaman Peserta Didik dalam Pembelajaran PAI Melalui Metode Jigsaw di Kelas X SMK Bina Patriot. An Najah (Jurnal Pendidikan Islam dan Sosial Keagamaan), 3(3), 61-70.

M. Makbul, & Dewi Saputri. S. (2023). Effect Of Project-Based Learning on Students' Collaboration Skills of Islamic Religious Education Department Students At Singaperbangsa Karawang University. Publisher: Universitas Islam Negeri Alauddin Makassar, 1(1), 1225–1236.

Makbul, M. (2021). The Effect of Emotional Intelligence and Spiritual Intelligence on Learning Outcomes of Islamic Religion and Characteristics of Students at SMA Negeri 5 Makassar. International Journal of Social Science and Human Research, 04(04), 588–595. https://doi.org/10.47191/ijsshr/v4-i4-05

Makbul, M., & Rukajat, A. (2023). The Influence of Reading Interest on Student Discussion Activeness in Learning Evaluation Techniques Courses in the Islamic Religious Education Study Program. Journal For Islamic Studies, 6(4), 598–611. https://doi.org/10.31943/afkarjournal.v6i4.741

Malasari, H. N., Agustin, N., Cahyadi, M. L., Farida, N. A., & Makbul, M. (2024). Meningkatkan Minat Peserta Didik Pada Pembelajaran Pai Dengan Menggunakan Metode Role Playing di Kelas X SMAN 1 Telukjambe. An Najah (Jurnal Pendidikan Islam dan Sosial Keagamaan), 3(3), 88-95.

Maskur, A. (2019). Penguatan Budaya Literasi di Pesantren. IQ (Ilmu Al-Qur'an): Jurnal Pendidikan Islam, 2(01), 1–16. https://doi.org/10.37542/iq.v2i01.21

Mohammadi, K., Movahhedy, M. R., Khodaygan, S., Gutiérrez, T. J., Wang, K., Xi, J., Trojanowska, A., Nogalska, A., Garcia, R., Marta, V., Engineering, C., Catalans, A. P., Capsulae.com, Pakdel, Z., Abbott, L. A., Jaworek, A., Poncelet, D., Peccato, L. O. D. E. L., Sverdlov Arzi, R., & Sosnik, A. (2017). Model Evaluasi Program dalam Penelitian Evaluasi. Advanced Drug Delivery Reviews, 135(January 2006), 989–1011. https://doi.org/https://doi.org/10.1016/j.addr.2018.07.012%0Ahttp://www.capsulae.com/media/Microencapsulation - Capsulae.pdf%0Ahttps://doi.org/10.1016/j.jaerosci.2019.05.001

Naura, N. I., Lina, L. F. R. J., Maharani, M. A. S., Aini, N. A. F., & Makbul, M. M. (2024). Penerapan Pembelajaran Kooperatif Team Games Tournament Untuk Meningkatkan Motivasi Siswa Terhadap Materi PAI Di Kelas VD. Jurnal Ilmu Pendidikan Islam, 23(2), 126-135.

Pratami, A. Z., Suhartono, S., & Salimi, M. (2019). Penerapan model pembelajaran group investigation untuk meningkatkan hasil belajar Ilmu Pengetahuan Sosial. Harmoni Sosial: Jurnal Pendidikan IPS, 6(2), 164–174. https://doi.org/10.21831/hsjpi.v6i2.23535

Rizky Idhartono, A. (n.d.). Literasi Digital Pada Kurikulum Merdeka Belajar Bagi Anak Tunagrahita.

Salsabilla, T., Ramli, R., Nivacindera, S. E., Makbul, M., & Farida, N. A. (2024). Upaya Upaya Meningkatkan Keaktifan Belajar Peserta Didik Kelas V Dengan Menggunakan Metode Think Pair Share Di MI Raudhotul Jannah. Jurnal Penelitian Tarbawi: Pendidikan Islam dan Isu-Isu Sosial, 9(1), 54-63.

Sanusi, W. M. I. K. (2014). Pengembangan Bahan Ajar Microteaching Untuk Melatihkan Kompetensi Pedagogik Yang Mengintegrasikan Teknologi Informasi Komunikasi dan Nilai-Nilai Karakter. EMS: Jurnal Edukasi Matematika Dan Sains, 2(2).

Setiansah, M., Novianti, W., Rahmawati, A., & Agustina, L. (2021). Pengembangan Model Pendidikan Literasi Internet Pada Anak Melalui Pembentukan Kelompok Teman Sebaya Developing Internet Literacy Model For Children Through Peer Group Formation. Jurnal Pikom; Penelitian Komunikasi Dan Pembangaunan, 22(2), 149-16-.

Suardipa, I. P., & Primayana, K. H. (2020). Peran Desain Evaluasi Pembelajaran Untuk Meningkatkan Kualitas Pembelajaran. Widyacarya: Jurnal Pendidikan, Agama Dan Budaya, 4(2), 88–100. https://doi.org/10.55115/WIDYACARYA.V4I2.796

Sukmadinata. (2009). Landasan Psikologis Proses Pendidikan. Remaja Rosdakarya.Syah, M. A.,

Bariyah, O., & Makbul, M. (2024). Landasan Pengembangan Kurikulum Pendidikan Agama Islam dalam Upaya Memajukan Lembaga Pendidikan Islam: Kajian Kurikulum Pendidikan Madrasah

Syamsu Rijal, A. A. A. D. C. E. S. (2023). Pengembangan Kapasitas Sumber Daya Manusia Dalam Pemanfaatan Teknologi Informasi Bagi Masyarakat. Easta Journal of Innovative Community Services, 1(3), 156–170.

Vhalery, R., Setyastanto, A. M., & Leksono, A. W. (2022). Kurikulum Merdeka Belajar Kampus Merdeka: Sebuah Kajian Literatur. Research and Development Journal of Education, 8(1), 185. https://doi.org/10.30998/rdje.v8i1.11718