DEVELOPMENT OF WEBSITE-BASED SPINNER MEDIA WHEEL OF NAMES ON THE MATERIAL OF TYPES OF IMPROPER IMPURITY AND PROCEDURES FOR THAHARAH

Arinnatus Sofifah[1]*
Hamam Burhanuddin[2]
Farida Isroani[3]

[1] Universitas Nahdatul Ulama Sunan Giri, Bojonegoro, Indonesia
[2] Universitas Nahdatul Ulama Sunan Giri, Bojonegoro, Indonesia
[3] Universitas Nahdatul Ulama Sunan Giri, Bojonegoro, Indonesia
*Email: sofifaharinnatus@gmail.com

Abstract

This research is motivated by the problems that occurred at MTs Hidayatul Islam Tanjungharjo, namely in grade VII, which include the lack of school facilities and the lack of teacher innovation in using educational media. There are still many examples of worksheets and book packages in the educational process. To overcome these problems, the purpose of this study is to describe and understand the use of spinner teaching materials based on the Wheel of Names website, which includes the mystery of impurity and thaharah procedures, in the context of Fiqh education. The approach used is the ADDIE development model, which uses data collection techniques such as observation, interviews, and questionnaires, which include media, materials, teachers, and students. The results of the study indicate that the developed spinner media is quite feasible to use. Based on media analysis, 80% of students fall into the feasible category, 86.6% fall into the very feasible category from teachers, 96.6% fall into the very feasible category from teachers, and 95% fall into the very feasible category from students. Therefore, the spinner-based educational material based on the Wheel of Names is effective and innovative in improving the fiqh learning process. This media not only inspires but also facilitates students' interactive understanding of the material. Based on validation from several sources, this material is quite beneficial in the educational process at school.
Keywords: Fiqh, Media Development, Spinner.

Abstrak

Penelitian ini dilatarbelakangi oleh permasalahan yang terjadi di MTs Hidayatul Islam Tanjungharjo, yaitu pada kelas VII yang meliputi terbatasnya fasilitas sekolah dan kurangnya inovasi guru dalam menggunakan media pembelajaran. Guru masih banyak menggunakan buku LKS dan buku paket dalam proses pembelajaran pendidikan. Untuk mengatasi permasalahan tersebut, tujuan penelitian ini adalah untuk mendeskripsikan dan memahami pemanfaatan media pembelajaran spinner berbasis situs web Wheel of Names, yang meliputi materi najis dan tata cara thaharah, dalam konteks pendidikan Fiqih. Pendekatan yang digunakan adalah model pengembangan ADDIE, yang menggunakan teknik pengumpulan data seperti observasi, wawancara, dan angket, yang meliputi angket media, angket materi, angket pendidik, dan angket peserta diri. Hasil penelitian menunjukkan bahwa media spinner yang dikembangkan cukup layak untuk digunakan. Berdasarkan analisis angket media, media spinner berbasis website wheel of names mendapatkan 80%

termasuk dalam kategori layak, dari angket materi 86,6% masuk dalam kategori sangat layak, angket pendidik 96,6% masuk dalam kategori sangat layak, dan 95% masuk dalam kategori sangat layak dari peserta didik. Oleh karena itu, media spinner berbasis website wheel of names materi macam-macam najis dan tata cara thaharah efektif dan inovatif dalam meningkatkan proses pembelajaran fiqih. Media ini tidak hanya menginspirasi, tetapi juga memudahkan siswa memahami materi secara interaktif.
Kata Kunci: Fiqih, Pengembangan Media, *Spinner*,

INTRODUCTION

The implementation of infrastructure management in education plays a crucial role in advancing education in Indonesia. These infrastructure encompasses various aspects, including school buildings, classrooms, and classroom facilities, including LCDs and projectors.(Nauraida & Triwiyanto, 2024). Facilities and infrastructure are one of the main factors influencing students' learning processes. The availability of adequate learning facilities plays a significant role in facilitating the learning process in the classroom. If parents are financially well-off, they are more likely to be able to provide various learning needs, including learning facilities at home. This also applies to schools; if schools have adequate financial resources, the provision of learning facilities will be more optimal. The more complete the facilities and infrastructure available, the easier it will be to carry out learning activities.(Sugiyanto et al., 2018).

The learning process can be quite complex in the world of education due to the many factors that can influence it. The success of the learning process is determined by the teacher's ability to explain the material and the ongoing communication interactions.(Triyanto et al., 2020). The development of learning resources must be tailored to students' needs. One component of education that aims to make learning more effective and efficient is teaching methods and teaching media. (Triyanto et al., 2020). Developing learning media is crucial for fostering student interest in understanding the material presented by teachers. Unique and engaging learning media can streamline students' learning process. (Sugiantara et al., 2024). In this highly advanced modern era, ICT can be used as a learning tool to improve the quality of education and student learning. (Tetambe & Dirman, 2021). ICT (Information, Communication and Technology) based educational media is media that utilizes information and communication technology to improve and simplify the learning process. (Arifin, 2022).

Based on initial observations at MTs Hidayatul Islam Tanjungharjo, the educational institution in question still uses textbooks and student worksheets. Primarily, educators still use traditional media, namely the lecture method, in the educational process. When students don't fully understand the lecture method, learning becomes monotonous and difficult to follow. Furthermore, there is a lack

of information from educational researchers about ICT-based learning media. As a result of the less-than-ideal learning process, students have difficulty understanding the material explained by teachers. (*Titahisucihati 2025*, n.d.). Based on the problems faced by students, during the learning process, a teacher at MTS Hidayatul Islam needs interesting learning materials and facilities.

Based on this background, the research problem can be summarized as follows: How to develop a website-based spinner learning media Wheel of Names on the material of various kinds of impurities and procedures for purification in class VII, How to test the feasibility of the website-based spinner learning media Wheel of Names on the material of various kinds of impurities and procedures for purification in class VII, and what are the results of the development of website-based spinner learning media Wheel of Names on the material of various kinds of impurities and procedures for purification in class VII.

The purpose of this study is to evaluate the effectiveness of the website-based spinner educational media wheel of names in learning fiqh material on uncleanness and procedures for purification in class VII, as well as to analyze the problems that arise in the development of the website-based spinner educational media wheel of names in learning fiqh material on uncleanness and procedures for purification in class VII.

Several previous studies have shown that the use of innovative learning media can improve learning effectiveness and student engagement in the classroom. Hendra Lesmana (2024) in his research entitled "Development of spinner wheel learning media in science learning for grade IV of SD Negeri 33 Palembang." This research was motivated by the fact that teachers in the teaching and learning process in the classroom only use lecture methods and are fixated on student textbooks, making it less interesting for students. Therefore, this development research was conducted to increase student enthusiasm, interest, and motivation to learn (Lesmana, 2024).

Furthermore, research by Erfan Triyanto (2020) in his study entitled "Development of visual-based Islamic religious education learning media (smart spinner)". Problems in the learning process arise when students begin to feel bored and the learning atmosphere becomes monotonous, especially if learning activities only focus on images which are one-way. This results in a lack of interaction and active student involvement in the learning process. In this regard, teachers are required to be creative in preparing media and learning resources, so they can guide students to become intelligent, creative individuals with strong integrity. Furthermore, research by Erfan Triyanto (2020) in his study entitled "Development of visual-based Islamic religious education learning media (smart spinner)". Problems in the learning process arise when students begin to feel bored and the learning atmosphere becomes monotonous, especially if learning activities only focus on images which are one-way. This results in a lack of interaction and active

student involvement in the learning process. In this regard, teachers are required to be creative in preparing media and learning resources, so they can guide students to become intelligent, creative individuals with strong integrity. (Triyanto et al., 2020).

Another study by Ni Kadek Ria Anggita Sari (2022) entitled "Development of contextual-based spinner word learning media for Indonesian language content for grade III at Elementary School No. 9 Benoa, Bandung Regency." This research was motivated by the fact that so far teachers have only used PowerPoint media, textbooks, and practice questions in the learning process. Unfortunately, the availability of appropriate learning media is still very limited, so that learning activities become monotonous and cause students to easily feel bored. This is seen in many students who engage in activities outside of learning, such as joking with friends, resulting in a lack of concentration and focus on the learning material being delivered. Therefore, the spinner word media was developed to increase student enthusiasm and motivation, as well as train speaking skills by using good and correct vocabulary. By using this media, it is hoped that student learning outcomes can be maximized (Sari & Manuaba, 2022).

The three studies show the same direction that the use of technology in the form of innovative learning media can bring positive impacts on the process and outcomes of student learning. In previous relevant research, this spinner-based learning media wheel of names was used in general subjects, while the current study has created novelty by developing it with fiqh lesson content material on various kinds of najis and procedures for thaharah, and this study also uses the wheel of names website which is different from that used in previous studies that did not use a website or spinner application, while the current study uses a website.

METHOD

The research method used in this study is called research and development (R&D). According to Sugiyono, this research is a technique used to determine the success of a product and assess its quality (Alfa, 2023). The type of development research included in this study is research that produces new products, while other research aims to develop or improve existing products. There are several different development models in this research, but the ADDIE model is the most effective. (Afifah, 2024).

The research method used in this study is the ADDIE product development model, which ensures that researchers consider many factors to ensure the final product meets high quality standards. The development model only covers the fifth level, which includes analysis, design, implementation, and evaluation (Hidayat, 2021).

The Wheel of Names web-based spinner learning media feasibility assessment was conducted by referring to several aspects, namely design, material, practicality, and readability. From the design aspect, the media is deemed feasible if it has an appropriate and clear composition of text and background colors, an attractive display design (including color, images, and letters), and consistency of the shape and size of the letters used. Evaluation questions in the media also need to be designed attractively to increase student learning interest. In terms of material, feasibility is determined based on the suitability of the content with core competencies and basic competencies, especially the material on various kinds of impurities and the procedures for thaharah. The material must also provide benefits in increasing student insight. In addition, the evaluation of the material must be relevant and able to accurately measure student understanding.

In terms of practicality, media are assessed based on their ease of use and accessibility. The Wheel of Names-based spinner should be able to assist teachers in delivering material practically and effectively, while also providing students with new experiences in the learning process. This medium is expected to increase student enthusiasm and reduce boredom, while also enabling them to learn independently.

Finally, from a readability perspective, media must use language that is developmentally appropriate and easy to understand. Sentences must conform to Indonesian language rules, be communicative, and all information displayed must be clearly legible. The text used in the media must also be designed to be easily understood by all students. By meeting these indicators, learning media can be declared suitable and effective for use in the teaching and learning process.

The purpose of this study is to determine whether the product that has been and will be produced by the researcher—namely the Wheel of Names website-based spinner learning media—can be analyzed. This product is intended to see and analyze the results of using the Wheel of Names website-based spinner media. There are three stages in using this Wheel of Names website-based spinner media. Data collection techniques used include observation, interviews, and questionnaires. The analysis techniques used in this study include quantitative and qualitative data analysis. The qualitative data to be analyzed include the results of interview analysis, media validation, materials, and student responses. Data were obtained from the results of questionnaires that have been collected and validated, namely through the utilization of media, materials, educators, and students' data. After the data was collected, the data was then presented qualitatively while still paying attention to the score interpretation criteria.

Table 1 Likert Scale

Numerical Value	Predicate
1	Very less
2	Not Enough
3	Enough
4	Good
5	Very Good

The Likert scale is a tool used in the feasibility testing process that produces a score. The average of each questionnaire item is then calculated to verify the results. The results for each question are summed, and the ideal score for each questionnaire is divided by the results, using the following formula to obtain the percentage:

$$P = \frac{\sum R}{N} \text{x} 100\%$$

Information:
ρ : percentage of the score sought
$\sum R$: the number of answers that have been selected by the validator
N : maximum score

Table 2 Interpretation of Eligibility

Average Score (%)	Category
0-20	Not Feasible
21-40	Less than worthy
41-60	Quite decent
61-80	Worthy
81-100	Very worthy

The data obtained through the questionnaire was processed to produce qualitative information classified as very appropriate, quite appropriate, appropriate, and very appropriate. After that, it can be concluded that the website-based spinner learning media, Wheel of Names, can be used as a learning medium at Tanjungharjo Islamic Junior High School.

RESULTS AND DISCUSSION

Based on the results of the research on the website-based media spinner wheel of names that has been carried out, the research process was carried out through five stages of analysis, design, development, implementation, and evaluation (ADDIE).

Analisys Stage

At this stage, the author sought to understand the background of the problem at hand. In the analysis stage, the researcher conducted observations and interviews. These observations and interviews were conducted to obtain a direct picture of the conditions occurring in the field, particularly regarding students' learning and understanding of fiqh. Based on the results of the observations and interviews, several factors influencing this condition were identified. First, the lack of school facilities hindered teachers' innovation in learning media. Second, the teachers used traditional media, such as student worksheets (LKS) and textbooks. Due to the lack of teaching methods or learning media to support the learning process, this dependence weakened their understanding of the material. (Sheila Shakila et al., 2024).

During this stage, the learning process needs were examined, and student characteristics derived from observations and interviews were analyzed. Before introducing the material, the researcher conducted interviews and observed the learning process with Fariha Alfi Rohmatin, a Fiqh expert, to ensure the final product met the learning needs.

Design Stage

The second step in this research is the design stage. In this design or planning stage, the researcher began compiling learning materials with teaching modules, compiling media validation questionnaires, material validation questionnaires, educator questionnaires, and student questionnaires. The design or planning stage is the second stage of this development research. In this stage, the researcher began compiling learning materials with teaching modules, compiling media validation questionnaires, material validation questionnaires, educator questionnaires, and student questionnaires (Warumu, 2024).

Development stage

During the development phase, researchers begin developing the previously designed product. This process involves validating the media, materials, and educators to validate the product. Product feasibility is determined by the results of a questionnaire administered by three experts, and the results are then converted according to the product feasibility table presented in the questionnaire. Afterward, researchers will analyze the results of the analysis of materials, media, and educators to determine whether the product meets the established standards. Therefore, the development phase is crucial to ensure that the final product meets quality and functionality expectations (Rahayu, 2025).

Media expert validation

Media expert validation was conducted by Mr. Suttrisno, a lecturer in Elementary Madrasah Teacher Education at Nahdlatul Ulama Sunan Giri University. After the data was obtained, it was analyzed to determine the validity of the questionnaire instrument previously used to assess the validity of the website-

based wheel of names media spinner. The validation results can be seen in the following table:

Table 3 Media Expert Sheet Instrument

Assessment Indicator Aspects	Rating Scale
Suitability of media color concept to material	4
Font size conformity	3
The attractiveness of the spinner design with student characters	4
Easy media operation	5
Media spinner can be accessed anywhere	4
Total Score	**20**
Maximum Score	**25**
Precentage	**80%**

Based on the results of the media expert validation questionnaire, it can be calculated that the assessment of the website-based spinner learning media, Wheel of Names, was 80%. This result indicates that the development of this learning media was deemed "feasible" by the media experts, in accordance with established standards. Therefore, the instrument validated by the media experts can be considered valid and can be considered for use in the development of the website-based spinner learning media, Wheel of Names.

Material validation

The validation was conducted by Ms. Fariha Alfi Rohmatin, a Fiqh teacher, as a subject matter expert. After obtaining the results, the next step was to determine the validity of each item on the instrument used to assess the validity of the website-based spinner learning media, the wheel of names. The validation results can be seen in the following table:

Table 4 Material Expert Sheet Instrument

Assessment Indicator Aspects	Rating Scale
Suitability of spinner media with fiqh material	4
Suitability of media to learning objectives	5
The suitability of media to make it easier for students to understand learning materials	5
Can develop students' curiosity	4
Students are motivated by the presence of media	4
Students can easily operate the media	4
Total Score	**26**
Maximum Score	**30**
precentage	**86,6%**

Based on the results of the validation questionnaire from the material experts, it can be calculated that the assessment of the learning material in the website-based spinner media, Wheel of Names, received 86.6%. This result indicates that the development of the website-based spinner learning media, Wheel of Names, was deemed "very feasible" by the material experts, based on the established standards.

Implementatio stage

After the website-based spinner media wheel of names was tested for feasibility, the next step was implementation. The wheel of names-based spinner media was trialed with educators and students. During the implementation stage, educator validation testing was conducted. This educator validation stage was carried out by Ms. Umi Alfiyah. After obtaining the educator validation results, the next step was implementing the website-based spinner learning media wheel of names in the classroom and conducting validation with students. (Fayrus & Slamet, 2022). The following is a validation table for educators and students:

Educator validation

To ensure clarity and appropriateness of the questionnaire, validation was conducted by educators, who were asked to assess several aspects. Feedback from educators can be used to refine and improve the questionnaire before pilot testing and primary data collection. The following table shows the results of the educator validation:

Table 5 Educator Sheet Instrument

Assessment Indicator Aspects	Rating Scale
Media spinner is easy to use and access	5
Media spinner helps teachers in delivering material	5
The use of spinner media helps increase students' motivation to increase their knowledge.	4
The material presented is coherent	5
This media is easy to use	5
The images and text are presented clearly	5
Total Score	**29**
Score Maximum	**30**
precentage	**96,6%**

Based on the results of the percentage of educator responses, the presentation of the questionnaire results was 96.6%. These results indicate that the development of the website-based spinner media wheel of names received a "very appropriate" score by educators with the established standards.

Student validation

A trial of the website-based spinner learning media, Wheel of Names, was conducted in the classroom by dividing the class into seven groups. The learning process involved discussing the material selected from the spinner.

Table 6 Student Validation Sheet Instrument

No.	Name	Score obtained	Score Maximum
1	Keisha Rahmabela Yunia	30	30
2	Asyifa Ainur Rahma	27	30
3	Gina	30	30
4	Fatimatuz Zahra	29	30
5	Lilian Dwi Vanessa	29	30
6	Naila Azka Ziyadatun N.	30	30
7	Aldi	30	30
8	M. Lutfi Chakim	25	30
9	Putra Nur Afandi	30	30
10	Vina Dwi Andhira	15	30
11	Ahmad Azam Baihaqi	30	30
12	M. Aqib Alfian Fahreza	30	30
13	A. Arsyi Alamul Khoir	30	30
14	Amara Fazilatun Nisa	30	30
15	Hani Sofiya	26	30
16	Fida Chintya Hestina	30	30
17	Arina Salisal Khusna	30	30
18	Siti Dannatur Rohmah	30	30
19	Rizki Irza Azahwa	30	30
20	Syafa Anita Putri	30	30
21	Arga Fahreza P	30	30
22	Safira Putra Yuliyan	28	30
23	Putra Arza Diracta	30	30
24	Panji	30	30
25	M. Rizal Bahtiar	28	30
26	M. Chafid Irsyadul H.	30	30
27	Yoga Rizky Aditama	30	30
28	M. Ainur Roziqin	23	30
29	A. Mustafiq A.	23	30
	Total Score	**823**	**870**
	Precentage	**95%**	

Based on the student validation questionnaire data, a 95% percentage showed that student interest in the website-based spinner learning media, Wheel of Names, was categorized as "very appropriate." This indicates that students are interested and enthusiastic about the website-based spinner learning media.

Evaluation stage

The evaluation stage is the final and most crucial step, conducted to assess the effectiveness of the developed product in accordance with the expected results. The evaluation was used to assess whether the website-based spinner learning media product, the Wheel of Names, had successfully increased student interest in Islamic jurisprudence. In this evaluation, researchers also considered the media's effectiveness during the implementation stage. (Fayrus & Slamet, 2022).

The results of the validity tests carried out by media experts, material experts, educators and students are presented in the following table:

Table 7 Summary of Validation Results

No	Professional	Score	Scor Maximum	Precentase	Categori
1	Media validation	20	25	80%	Worthy
2	Materia validation	26	30	86%	Very worthy
3	Educator validation	29	30	96%	Very worthy
4	Student validation	823	870	95%	Very worthy

Based on the research results, the product developed in the form of a website-based spinner media wheel of names regarding the material of various kinds of impurities and procedures for thaharah for grade VII students at MTs Hidayatul Islam Tanjungharjo is considered very suitable for use. This assessment is based on the results of the cpba test conducted by media experts, material experts, and educational experts. This shows that the website-based spinner learning media wheel of names meets the quality standards required to support the learning process. Thus, this website-based spinner media wheel of names is considered effective and suitable for use in helping students understand the material of various kinds of impurities and procedures for thaharah.

The Wheel of Names spinner learning media significantly increased student enthusiasm, learning motivation, and engagement in learning. This was evident in the increased student participation during the learning process and the positive responses from both students and teachers. Further analysis showed that the use of interactive media can break up boredom and create a more enjoyable and meaningful learning environment. This finding aligns with constructivism theory, which emphasizes the importance of students' active role in constructing

knowledge through direct learning experiences. Furthermore, the results of this study are also relevant to research by Erfan Triyanto (2020) and Ni Kadek Ria Anggita Sari (2022), which each stated that visual-based media and spinners can improve understanding and encourage students to be more active in the learning process. Thus, the use of innovative learning media not only has a positive impact on learning outcomes but also supports the achievement of basic competencies more optimally.

CONCLUSION

The conclusion of this study is that the results of the study indicate that the Wheel of Names-based spinner learning media is suitable for use in Islamic jurisprudence (fiqh) learning on the various types of impurity and the procedures for purification of Islamic teachings in MTs. This is proven through the validation results from material experts, media experts, and educators who showed the criteria of "very suitable." This media is also proven to be interesting, easy to use, and increases student engagement and understanding. The implication of this study is that innovative interactive website-based learning media can be a solution to improve the quality of learning, especially in Islamic jurisprudence learning.

REFERENCES

Afifah, S. (2024). Pengembangan Media Pembelajaran Dengan Bantuan Scratch Pada Topik "Di Dapur" Untuk Mata Pelajaran Bahasa Jerman Di Hotel Development of Scratch-Assisted Learning Media on the Topic "in the Kitchen" for German Language Subjects in Hotels. *JIIC: Jurnal Intelek Insan Cendekia*, *1*(5), 1499–1503.

Alfa, A. S. S. (2023). Pengembangan E-Modul Canva Tema 7 Subtema 2 Pada Mata Pelajaran Ipa Materi Macam-Macam Gaya Untuk Siswa Kelas Iv. *Didaktik : Jurnal Ilmiah PGSD STKIP Subang*, *9*(2), 3797–3801. https://doi.org/10.36989/didaktik.v9i2.1055

Arifin, M. (2022). *Media Pembelajaran Berbasis Ict* (1st ed.). Umsu Press.

Fayrus, & Slamet, A. (2022). *Model Penelitian Pengembangan (R n D)*.

Hidayat, A. S. (2021). *PENGEMBANGAN MODEL PEMBELAJARAN ATLETIK NOMOR LARI BERBASIS PERMAINAN PADA SISWA SEKOLAH DASAR*. CV. Sarnu Untung.

Lesmana, H. (2024). *Pengembangan Media Pembelajaran Roda Spinner pada Pembelajaran IPAS di Kelas IV SD Negeri 33 Palembang*. *7*, 7161–7167.

Nauraida, I. D., & Triwiyanto, T. (2024). Hambatan dalam Implementasi Manajemen Sarana dan Prasarana di Sekolah: Sebuah Meta-analisis. *BERSATU: Jurnal Bhineka Tunggal Ika*, *2*(4), 35–45.

Rahayu, A. (2025). *dan Tahapan*. *4*(3), 459–470. https://doi.org/10.54259/diajar.v4i3.5092

Sari, N. K. R. A., & Manuaba, I. B. S. (2022). Pengembangan Media Pembelajaran Spinner Word Berbasis Kontekstual Pada Muatan Bahasa Indonesia Siswa Kelas III Di Sekolah Dasar No. 9 Benoa Kabupaten Badung. *Jurnal Pendidikan Dan Konseling-Universitas Pahlawan*, *4*(2), 310–315.

Sheila Shakila, Annisa Novianti Taufik, & Adi Nestiadi. (2024). Pengembangan E-Leaflet untuk Menumbuhkan Minat Belajar Siswa SMP Kelas VIII pada Tema Selamatkan Pernapasanku dari Asap Rokok. *Jurnal Pendidikan Mipa*, *14*(4), 1001–1011. https://doi.org/10.37630/jpm.v14i4.2071

Sugiantara, I. P., Listarni, N. M., & Pratama, K. (2024). Urgensi Pengembangan Media Pembelajaran Lingkaran Untuk Meningkatkan Hasil Belajar Siswa. *Jurnal Literasi Digital*, *4*(1), 73–80. https://doi.org/10.54065/jld.4.1.2024.448

Sugiyanto, A. N. P., Sawiji, H., & Widodo, J. (2018). Pengaruh Fasilitas Belajar Dan Lingkungan Belajar Terhadap Prestasi Belajar Siswa Kelas XI Jurusan Adinistrasi Perkantoran di SMK Negeri 4 Klaten. *Prosiding Seminar Nasional Pendidikan Administrasi Perkantoran*, *8*(2), 208–216.

Tetambe, A. G., & Dirman, D. (2021). Kreativitas Guru Pendidikan Agama Islam Dalam Mengembangkan Media Pembelajaran Berbasis Ict. *Zawiyah: Jurnal Pemikiran Islam*, *7*(1), 80. https://doi.org/10.31332/zjpi.v7i1.2920

Titahisucihati 2025. (n.d.).

Triyanto, E., Muhamad Ikhsanudin, D., & Nurul Huda OKU Timur, S. (2020). Pengembangan Media Pembelajaran Pendidikan Agama Islam Berbasis Visual (SMART SPINNER). *Jurnal Pendidikan Islam*, *7*(2), 4.

Warumu, M. (2024). *Metode Penelitian dan Pengembangan (R&D): Konsep, Jenis, Tahapan, dan Kelebihan*. *9*, 1220–1230.