

## RESOURCES TO FACILITATE AND IMPROVE LEARNING PERFORMANCE

Wahyu Setyadi

IAI Syekh Maulana Qori Bangko  
e-mail:wahyusetyadi.25@gmail.com

M.Khabib Sulistiyo

IAI Syekh Maulana Qori Bangko  
e-mail: habibsulistiyo82@gmail.com

Ramaini

IAI Syekh Maulana Qori Bangko  
e-mail: ramoini56@gmail.com

Idarwanto

IAI Syekh Maulana Qori Bangko  
e-mail: idarwanto0@gmail.com

Atthoharoh

IAI Syekh Maulana Qori Bangko  
e-mail: atthoharohbangko@gmail.com

Muhammad Nuzli

IAI Syekh Maulana Qori Bangko  
e-mail: muhammad.nuzli@gmail.com

**Abstract:** This study aims to describe: what are the appropriate resources in PAI learning, and how the role of teachers as resources in PAI learning at SMA Negeri 13 Merangin. Qualitative research method, data collection techniques of observation, interview, and documentation, and analyzing the data that has been obtained using data analysis, namely data reduction, data presentation, and data verification. The results obtained from this study are that the 11th grade PAI learning of SMA Negeri 13 Merangin uses resources in accordance with the material to be studied, as well as using supporting tools such as props and infokus to explain learning materials, and the PAI teacher of SMA Negeri 13 Merangin is also someone who is professional in his field. The conclusion obtained from the results of this study is that the educational technology resources in SMA Negeri 13 Merangin are good both in terms of resources of tools, materials, devices, people, and the learning environment has gone well.

**Keywords:** merangin 13 public high school, resources, educational technology.

**Abstrak:** Penelitian ini bertujuan untuk mendeskripsikan tentang : apa saja sumber daya yang tepat dalam pembelajaran PAI, dan bagaimana peran guru sebagai sumber daya dalam pembelajaran PAI di SMA Negeri 13 Merangin. Metode penelitian kualitatif, teknik pengumpulan data observasi, wawancara, dan dokumentasi, serta menganalisis data yang telah diperoleh menggunakan analisis data yaitu reduksi data, penyajian data, dan verifikasi data. Hasil yang didapatkan dari penelitian ini adalah bahwa pembelajaran PAI kelas 11 SMA Negeri 13 Merangin menggunakan sumber daya sesuai dengan materi yang hendak dipelajari, serta menggunakan alat alat pendukung seperti alat peraga dan infokus guna menjelaskan materi pembelajaran, serta guru PAI SMA Negeri 13 Merangin juga seseorang yang profesional dibidang nya. Kesimpulan yang didapat dari hasil penelitian ini adalah sumber daya teknologi pendidikan yang ada di SMA Negeri 13 Merangin sudah bagus baik dari segi sumber daya alat, bahan, perangkat, orang, dan lingkungan belajar pun sudah berjalan dengan baik.

**Kata kunci:** SMA Negeri 13 Merangin, sumber daya, teknologi pendidikan.

## INTRODUCTION

Today the world has entered the digital era. In this era, sources of information and knowledge around the world are increasingly open by penetrating the limits of distance, place, space and time. This causes human life in its various aspects to always be closely related to technology. The presence of technology makes it easier for humans to get information sources, such as information about health, economy, recreation, education and so on. This development produces a new culture in life which is then known as e-life, where all human life activities are influenced by various electronic needs<sup>1</sup>. One of the things that exists in educational technology is the right resources for carrying out learning. As defined by the Association for Educational Communication Technology (AECT), learning resources are all types of resources, whether in the form of information, people, or objects, that can be used to provide students and teachers with easy access to learning.<sup>2</sup>

The study and ethics of practices to facilitate learning and improve performance of creating, using, and managing appropriate technological processes and resources is called educational technology. In the national education system law number 20 of 2003, education itself is formulated as a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their potential to have spiritual (religious) strength, intelligence, personality, noble character, and skills needed.

Related to the above, the resources for learning facilities really have to be considered. Related to learning facilities are often researched, but only at the management level, such as Muhammad Nuzli et al, who stated that managing the process and appropriate technology resources in Islamic Religious Education learning is a teacher's effort to create an effective and efficient learning atmosphere. Process management carried out by a teacher aims to create a pleasant learning atmosphere and save time, therefore teachers are required to understand the characteristics and abilities of students to determine the methods or strategies to be used in the teaching and learning process in order to achieve predetermined goals. Meanwhile, resource management is the teacher's effort in using and utilizing tools and media for an appropriate learning process that will be used in Islamic Religious Education Learning. In the initial research conducted at Madrasah Tsanawiyah Swasta Darul Hikmah Kapuk,

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<sup>1</sup> Iqbal Syahrizar, Udin Supriadi, and Agus Fakhruddin, "Upaya Meningkatkan Mutu Pembelajaran PAI Melalui Pembelajaran Berbasis Digital (Studi Eksploratif Di SMA Negeri 15 Dan SMA Alfa Centauri Kota Bandung)," *Journal on Education* 5, no. 4 (2023): 13766–82, <https://doi.org/10.31004/joe.v5i4.2389>.

<sup>2</sup> Yusuf Hadi Miarso, "Sowing the Seeds of Educational Technology", (Jakarta: Kencana Prenada Media Group, 2007), 149.

teachers only utilize existing media and learning methods or strategies that allow students to achieve learning objectives. Limited media and learning resources are one of the teacher's obstacles in the learning process..<sup>3</sup>

The research above clearly focuses on human resource management, while in this study it is related to facilities, resources, educational technology in a school called SMA Negeri 13 Merangin. SMA that is quite good and has achievements. From the brief description above, we as writers are interested in conducting research on educational technology, namely educational technology resources to facilitate and improve the performance of eleventh grade PAI learning at SMA Negeri 13 Merangin.

## **METHOD**

The research method used in this research is a qualitative research method, This research uses a qualitative approach, research based on human observation.. here the author uses 2 data sources, namely primary and secondary data, and uses observation, interview and documentation data collection techniques, as well as analyzing the data that has been obtained using the Miles and Huberman model of data analysis, namely data reduction, data presentation, and data verification. The researcher as the main instrument / the key instrument must be able to react to any stimulus from the environment that is meaningful or not for the research. Researchers must be able to adjust to all circumstances and able to collect a variety of data at once. Researcher as the the main instrument must immediately analyze the data obtained, interpret it, and then draw conclusions. The researcher's presence research object is an important factor in compiling the research report<sup>4</sup>. In the study, researchers collected data by interviewing informants, observing in the field and also analyzing the results.

## **FINDING AND DISCUSSION**

### **A. The Meaning of Appropriate Resources in Learning**

The resources (hardware) and software used in learning are selected according to suitable criteria and in accordance with educational objectives. The first criterion to

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<sup>3</sup> Muhammad Nuzli et al., "Manajemen Proses Dan Sumber Daya Teknologi Islam," *Jurnal Pendidikan Indonesia: Teori, Penelitian Dan Inovasi* 2, no. 6 (2022): 46–54.

<sup>4</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2017).

consider is that they must be selected through a professional standardization process. The most important thing is to comply with relevant laws.<sup>5</sup>

The resources reviewed must meet the criteria of effectiveness and efficiency. Effectiveness is a criterion based on the appropriateness of the resources provided and related to teaching objectives and is expected to produce lasting positive results. Meanwhile, efficiency is a criterion based on wise use of time, energy sources and equipment used. Buyers should consider what hardware and software they want to use to make it successful for students and the organization.<sup>6</sup>

## **B. Resources in Learning**

Learning resources are very important to help the teaching and learning process, because they can help students develop their knowledge and abilities. Students can learn subjects more successfully and quickly by using resources. Resources can also help instructors in creating better curricula and teaching methods. The resources used during learning can also help students in acquiring practical life skills. For example, children can acquire skills such as cooking, sewing, and repairing broken objects with the right tools.<sup>7</sup> Books, articles, videos, and other digital materials can all be used as learning resources. These resources can be accessed online, in public libraries, and in school libraries. The following are some examples of learning resources:

1. The main source of education is books.

Books can be used to study difficult subjects and gain a deeper understanding of some subjects. Children can develop reading and writing skills by using books.

2. Article

Articles are a good source for the latest information on a particular topic. Academic journals, magazines, and newspapers all publish articles. Students can improve their reading and writing skills by reading articles.

3. Videos

Videos can help people understand topics better. Students can also gain skills through videos that are difficult to learn from books or articles.

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<sup>5</sup> Imam Kurniawan, "Application of Information Technology in Learning Islamic Religious Education in Elementary Schools." *Journal of Islamic Education* 9, no. 2 (2016), 195-209.

<sup>6</sup> Yusuf Hadi Miarso, "Sowing the Seeds of Educational Technology", (Jakarta: Kencana Prenada Media Group, 2007), 149.

<sup>7</sup> Wayne C. Booth et al., "The Craft of Research," (Chicago: University of Chicago Press, 2008), 92-93.

#### 4. Electronic resources

Websites, programs, and computer programs are examples of digital resources. These tools can help students learn concepts more quickly and effectively. Digital resources, for example, can be used to hone programming or graphic design skills.<sup>8</sup>

According to AECT, learning resources consist of:

1. Messages are information that will be provided in the learning process.
2. Humans are people who act as messengers and processors. and evaluators in the learning process.
3. Materials are software that usually have messages in them.
4. Equipment (hardware), often known as a device, is hardware that can be used to transmit messages of content.
5. Technique is a certain action or process in using tools, environment, people and materials to communicate ideas in learning.
6. background (setting). is an environment where the message conveyed is received by students.<sup>9</sup>

In conclusion, learning resources play an important role in improving educational standards. Students can increase the knowledge and skills needed to succeed in school and in the workplace by using books, articles, videos, and other digital resources. A strong understanding of academic integrity and effective teaching methods is necessary to facilitate the use of resources in learning. In this way, students can get the most out of the resources they have and receive an excellent education.<sup>10</sup>

### **C. The Role of People as Resources in Learning**

The task of assisting students in acquiring the necessary knowledge, abilities, and values falls on educators. Teachers, lecturers, mentors and coaches are examples of educators. Teachers must be able to teach effectively and efficiently and inspire students' enthusiasm for learning. Teachers must also have a thorough understanding of the subject

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<sup>8</sup> Harold Pashler et al., "Learning Styles: Concepts and Evidence," *Psychological Science in the Public Interest* 9, no. 3 (2008), 105-119.

<sup>9</sup> Ani Cahyadi, "Development of Media and Learning Resources (Theory and Procedure)", cet. 1 ed., 1, (Serang Baru: Laksita Indonesia, 2019),132.

<sup>10</sup> Susan K. Gardner, "Contribution of Motivation and Cognition to the Regulated Learning of Mathematics," *Journal of Educational Research* 98, no. 3 (2005), 175-182.

matter they teach in order to respond to student questions in a concise and satisfying manner.

Peers, apart from teachers, can be an important source of learning information. Peers may be coworkers, fellow students, or members of a learning community. Peers can motivate students and offer emotional support in addition to helping them learn challenging subjects. Students can benefit from each other's knowledge and increase their social insight in a learning community.<sup>11</sup>

Not only peers and teachers can be used as learning resources. Parents, experts, and community leaders can all serve as learning resources. Parents can support their children financially and emotionally while encouraging them to take part in various extracurricular activities. Specialists can offer comprehensive, up-to-date knowledge on a subject, while community leaders can offer a broader perspective on community values and practices.<sup>12</sup>

Technology can also be used to establish an individual's role as a learning resource. Communication between students, instructors and specialists around the world can be facilitated by technology. Students can access a variety of modern learning tools through technology, including e-books, video lessons, and academic publications.<sup>13</sup>

#### **D. Resources to Facilitate and Improve PAI Learning Performance**

Completeness of educational learning facilities is equipment and equipment directly used in supporting the educational process, especially the teaching and learning process, used in supporting the educational process, especially the teaching and learning process, such as buildings, classrooms, tables, chairs, and teaching tools and media. As for educational infrastructure is a facility that does not directly support the course of the academic or teaching process, such as the yard, garden, and garden. academic or teaching processes, such as yards, gardens, parks, learning paths, such as garden used for teaching biology, yard as a sports field, laboratories for the activities of each specific department

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<sup>11</sup> Kurniawan, Imam. "Application of Information Technology in Learning Islamic Religious Education in Elementary Schools." *Journal of Islamic Education* 9, no. 2 (2016), 195-209.

<sup>12</sup> Ahmad Ridwan, "The Role of Technology in Enhancing Islamic Education: A Case Study of Indonesia," *Journal of Islamic Education and Muamalah* 8, no. 2 (2018): 135-52.

<sup>13</sup> Deni Darmawan, *Learning Technology* (Bandung: Teen Rosda Karya, 2011).

including cosmetology which must have a complete practice room<sup>14</sup>. have a complete practice room When we conducted research at SMA Negeri 13 Merangin, we found several findings, among which we used data collection techniques in the form of observation, interviews and documentation. From the findings from observations and interviews accompanied by our documentation, here we get information in accordance with the problem formulation and research instruments that have been created previously, namely:

### **1. Accurate Resources In PAI learning**

From the results of our observations and interviews, PAI teachers at SMA Negeri 13 Merangin use resources in learning according to the current material. When explaining material about procedures for caring for corpses, the teacher at SMA Negeri 13 Merangin uses a tool resource in the form of infocus to explain the procedures for handling corpses in theory. After explaining how to use focus, the teacher divides the groups to carry out practical tasks later. SMA Negeri 13 Merangin has also provided practical tools for handling corpses in the form of statues of men and women, as well as shrouds. So it is easier for students to practice the material and can also understand better how to handle corpses. From this description, we as authors conclude that the PAI Teacher at SMA Negeri 13 Merangin has chosen the right source in the learning process. This is in accordance with the opinion of Cecep Kustandi and Bambang Sutjipto, namely: "Educators in choosing media must determine which type of media will be used. Types of media include audio, visual, audio visual and props. "With this type of media, educators can carry out stimulus responses with students well."

### **2. Resources For Tools, Materials and Devices in PAI Learning**

The development of information and communication technology is increasingly rapid in the current era of globalization. Information and communication technology has brought changes in various aspects of human life, including in the field of education. Advances in information and communication technology have helped and facilitated activities in the implementation of education,

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<sup>14</sup> P Saily, "Kelengkapan Fasilitas Pembelajaran Di Sekolah Menengah Kejuruan Dengan Kepuasan Peserta Didik," ... : *Jurnal Ilmiah Pendidikan Kesejahteraan Keluarga* 8, no. 1 (2022): 61–69, <https://jurnal.ustjogja.ac.id/index.php/keluarga/article/view/11359>.

both for educators, students and education administrators. This is supported by the emergence of various technology products that can be used as media and learning resources. The use of technology as a medium and learning resource is an appropriate alternative for developing the implementation of the learning process. therefore The power of tools, materials and equipment in PAI learning is very determining.<sup>15</sup>

The resources for tools and equipment in PAI learning at SMA Negeri 13 Merangin, as we have observed, are projectors (infocus), computers, teaching aids and cellphones. However, students are only allowed to use cellphones when there is certain material to anticipate that if the use of a projector cannot be done then the teacher uses cellphones as a medium for learning. Apart from these instruments, at SMA Negeri 13 Merangin there is also a musical instrument in the form of a tambourine which is used for religious events and also in school extracurricular activities. With this tool, students not only get formal lessons at school but can also develop their talents in the field of Islamic music.

Meanwhile, the material resources used in PAI learning at SMA Negeri 13 Merangin are as stated by Mr. Subeki: "The lecture model is the most dominant, so students are given material in a lecture way and students are also given the same book. After that, students can do literacy from the same compulsory book. After that, they are divided into groups for students to discuss, so students can also exchange ideas with each other and can make students more active."

So it can be concluded that the material resources in class 11 of SMA Negeri 13 Merangin use books where the material will be conveyed by means of lectures and then students are required to develop the existing material by discussing between the groups that have been created.

According to our observations, the resources used besides books include the Al-Quran, which is used for student literacy. So before the lesson starts students are given literacy time in the form of reading the Koran in turns. If learning facilities can be utilized well, it is hoped that they can be maximized efficiently in order to achieve good learning outcomes for students which is a manifestation of the success of

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<sup>15</sup>Iroh Suhiroh and Saefuddin Zuhdin, "Pendayagunaan Teknologi Informasi Dan Komunikasi Dalam Pembelajaran Pendidikan Agama Islam" 8, no. 02 (2021): 385–94.



teachers in their performance which continues to develop and improve at school.<sup>16</sup> Learning tools such as laboratory equipment, which vary in price and shape. very influential in the learning process teaching, as well as PAI learning<sup>17</sup>

In addition to tools, facilities and infrastructure must also be adequate. Measurement of learning facilities and infrastructure variables in This study includes 6 indicators as follows, namely:

- a) School building arrangement;
- b) Quantity and quality of classrooms;
- c) Functioning of classroom and laboratory facilities;
- d) Functioning of library facilities;
- e) Availability of textbooks;
- f) Optimization of media/tools

So in measuring facilities and infrastructure for effective learning measurement of effective learning facilities and infrastructure includes several indicators, all of which are part of of building learning effectiveness for students<sup>18</sup> Utilization of facilities and infrastructure is the use of all types of items that are in accordance with the needs effectively and efficiently that exist or are available in an educational or school environment. available in an educational or school environment. The utilization referred to here is that the teacher must be able to utilize all facilities as optimally as possible and be fully responsible for the safety of the use of teaching facilities and infrastructure. for the safety of the use of teaching facilities and infrastructure<sup>19</sup>

### **c. The Role of The Teacher As A Resource in Learning**

In learning activities the teacher should have a sufficiently mature teaching plan. Teaching planning is closely related to various elements such as teaching objectives, teaching materials, learning activities, teaching methods and evaluation. These elements

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<sup>16</sup> Muhammad Nuzli, "Pemanfaatan Fasilitas Pembelajaran," *Paramurobi: Jurnal Pendidikan Agama Islam* 4, no. 2 (2021): 58–69, <https://doi.org/10.32699/paramurobi.v4i2.1921>.

<sup>17</sup> Sugianto Muhammad Ghufon, Basri, "Fungsi Sarana Prasarana Pendidikan Dalam Meningkatkan Kualitas Manajemen Pembelajaran PAI," *An Nur* 9, no. 1 (2023): 64–74.

<sup>18</sup> ANISA RAHMATUL KARIM, "Pengaruh Pemanfaatan Sarana Terhadap Efektivitas Pembelajaran Pendidikan Agama Islam Di Smp Negeri 2 Tarik Sidoarjo," *Universitas Islam Negeri Sunan Ampel Surabaya*, 2019, 16.

<sup>19</sup> Sudjarwo, *Beberapa Aspek Pengembangan Sumber Belajar* (Jakarta: Mediyatama Sarana Perkasa, 2013).

are an integral part of the overall responsibility of the teacher in the learning process. The role and function of teachers is one of the most important teacher qualifications. If creativity and competence are not present in a teacher, he will not be competent in doing his job and the results will not be optimal. With their creativity and competence, apart from mastering the material and being able to process teaching and learning programs, teachers are also required to be able to carry out evaluation and administration. The ability of teachers to develop the learning process and their mastery of teaching materials is not sufficient. The teacher's ability to master the class is balanced with the ability to evaluate student competency planning which is very decisive in the context of subsequent planning, or the treatment policy for students related to the concept of complete learning, therefore the function and role of the teacher in planning and implementing the learning process is a major factor. in achieving learning objectives. The skills to plan and implement this learning process are closely related to the duties and responsibilities of the teacher as an educating teacher. Teachers as educators have a very broad meaning, not just providing teaching materials, but reaching out to ethical and aesthetic behavior in facing the challenges of life in society.<sup>20</sup>

From the results of our observations and interviews with Mr. Subeki, as a class 11 PAI teacher at SMA Negeri 13 Merangin, it is clear that teachers have a very important role in learning because much of the learning material is delivered by means of lectures. Then, when students are formed into groups to hold discussions, the teacher acts as a mediator or can be said to be someone who evaluates and straightens out if there are students' opinions that have started to deviate.

Besides that, Mr. Subeki, said that "Students are given worship reports, where the report contains about worship, for example prayers, so when students report prayers, they are checked, and if they don't pray, they are crossed. This is intended to assess students' honesty and assess their daily implementation of worship." From the description of the results of interviews and observations above, we as authors conclude that the role of the teacher as a resource in lessons is as a facilitator, demonstrator and evaluator.

## CONCLUSION

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<sup>20</sup> Nidawati, "PENERAPAN PERAN DAN FUNGSI GURU DALAM KEGIATAN PEMBELAJARAN," 2008, 282.

Based on the results of the above research, the researcher can conclude that the efforts to utilize learning facilities in improving the performance of Islamic Religious Education Teachers (PAI). Related to the performance of a teacher, teachers must be able to have the competencies competencies that have been determined, namely there are 4 (four) competencies. In this case the teacher are required not only to teach but also to design learning activities, manage the class in accordance with what is taught. For example, an Islamic Religious Education teacher, then must be able to teach subjects both in schools, madrasas, and anywhere else. And the teacher must understand Al Qur'an Hadith, Fiqh, Akidah Akhlaq and the History of Islamic Culture (SKI) which are part of the Islamic Religious Education subjects that will be taught to students by using learning facilities that can improve their performance which is a manifestation of the teacher's performance. performance which is a form of utilization of educational technology. Based on the presentation of the results and discussion previously explained, here the author concludes that the educational technology resources at SMA Negeri 13 Merangin are good in terms of tools, materials, devices, people and the learning environment is also running well.

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