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DEVELOPMENT OF ISLAMIC CULTURAL HISTORY TEACHING MATERIALS BASED ON MULTILITERACY TO ENHANCE STUDENT LEARNING OUTCOMES ACHIEVEMENT IN MADRASAH TSANAWIYAH

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ABSTRACTS

Background: The learning process of Islamic Cultural History still adheres to the old paradigm, where teachers passively transfer knowledge to students. **Purpose:** The purpose of this research is to enhance understanding and productivity through the development of teaching materials. **Method:** This study adopts a research and development (R&D) approach, employing analysis techniques to assess the feasibility, practicality, and effectiveness of the teaching materials. **Result:** The results indicate that, on average, the proportion of time teachers spend explaining instructional materials to students is 24.70% of the available time for each session. The average percentage of time teachers spend summarizing instructional materials and providing reflections is 12.60%. Additionally, the average percentage of time teachers spend responding to student questions is 12.10%, while the average percentage of time teachers spend asking questions to students is 10.20% of the allocated time for each session. **Conclusion:** Therefore, multiliteracy-based instructional materials for Islamic Cultural History can be considered a new paradigm in education. This is because these materials are developed through research and development activities and have been proven to demonstrate an improvement in students' learning outcomes.

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A. INTRODUCTION

The process of learning Islamic Cultural History still adheres to the old paradigm where teachers impart knowledge to passive learners. The dominant teaching method involves lecturing, which results in learners being less active in the learning process (Hasmar 2020). One of the main issues in teaching Islamic Cultural History is the use of instructional materials that do not incorporate the concept of multiliteracy-based teaching materials. Besides the monotonous teaching method, teachers' activities outweigh those of the learners, leading to teachers often neglecting the process of nurturing values, attitudes, and actions. Consequently, the subject of Islamic Cultural History is not considered essential but tends to be perceived as tedious and dull. Additionally, the teaching of Islamic Cultural History tends to lack significance as it solely focuses on outcome assessment rather than process evaluation (Rasyid 2018). Another phenomenon observed in Madrasah Tsanawiyah is that teachers tend to focus on achieving the target material outcomes oriented towards final exam scores (Al Anshory 2020).

Keputusan Menteri Agama Nomor 183 Tahun 2019 tentang Kurikulum Pendidikan Agama Islam dan Bahasa Arab pada Madrasah dijelaskan tujuan pembelajaran Sejarah Kebudayaan Islam untuk peserta didik tingkat madrasah tsanawiyah adalah: (1) membangun kesadaran peserta didik tentang pentingnya mempelajari landasan ajaran, nilai-nilai dan norma-norma Islam yang telah dibangun oleh Rasulullah Saw. dalam rangka mengembangkan kebudayaan dan peradaban Islam. (2) membangun kesadaran peserta didik tentang pentingnya waktu dan tempat yang merupakan sebuah proses dari masa lampau, masa kini, dan masa depan, (3) melatih daya kritis peserta didik untuk memahami fakta sejarah secara benar dengan didasarkan pada pendekatan ilmiah, (4) menumbuhkan apresiasi dan penghargaan peserta didik terhadap peninggalan sejarah Islam sebagai bukti peradaban umat Islam di masa lampau, (5) mengembangkan kemampuan peserta didik dalam mengambil ibrah dari peristiwa-peristiwa bersejarah (Islam), meneladani tokoh-tokoh berprestasi, dan mengaitkannya dengan fenomena sosial, budaya, politik, ekonomi, iptek dan seni, dan lain-lain untuk mengembangkan kebudayaan dan peradaban Islam (Menteri Agama 2023).

Minister of Religious Affairs Decree Number 183 of 2019 regarding the Curriculum of Islamic Religious Education and Arabic Language in Madrasahs outlines the objectives of learning Islamic Cultural History for students at the level of Tsanawiyah madrasah as follows:

1. Building awareness among students about the importance of studying the foundations of Islamic teachings, values, and norms established by the Prophet Muhammad (peace be upon him) in order to develop Islamic culture and civilization.
2. Fostering awareness among students about the importance of time and place as a process spanning past, present, and future.
3. Training students' critical thinking skills to understand historical facts accurately based on a scientific approach.
4. Cultivating students' appreciation and respect for the historical legacy of Islam as evidence of the civilization of the Muslim community in the past.
5. Developing students' abilities to draw lessons from historical events (in Islam), emulate accomplished figures, and relate them to social, cultural, political,

economic, scientific, and artistic phenomena, among others, to develop Islamic culture and civilization (Menteri Agama 2023).

Success in the learning process at madrasahs in shaping students' cognitive, affective, and psychomotor knowledge requires effective efforts and strategic steps taken by educational institutions, madrasah principals, teachers, and education practitioners in shaping students. Education should be instilled in every student to build character, skills, abilities, and develop their potential to become individuals with good character and noble personalities in their future lives (Ruwaida 2019).

To solidify the learning process in madrasahs, undoubtedly requires instructional materials (Farhana, Suryadi, and Wicaksono 2021) explain that instructional materials are a common term used to describe learning resources used by teachers to deliver instruction. Instructional materials can support the learning process and enhance student success. Furthermore (E. Kosasih 2022) explains that instructional materials are something used by educators or learners to facilitate the learning process. They can take the form of reading books, workbooks, or visual aids.

Current learning should follow the development of the times; multiliteracy learning is an innovation from literacy learning. (Ginancar and Widayanti 2019) explain that multiliteracy is the ability to use various methods and strategies to learn, understand, and master various skills in all fields based on one's creative ideas, thereby enriching one's life. Multiliteracy learning places emphasis on reading, writing, listening, critical thinking, analyzing, and evaluating information from various sources across various disciplines, as well as the ability to communicate this information (Rahman and S. Damaianti 2019). Furthermore, (Nur Halifah et al. 2023) explain that multiliteracy learning is directed towards multicompetence. In multiliteracy learning, students not only acquire one competency but various competencies and characters. These competencies include high-level comprehension, critical thinking, collaboration and communication skills, as well as creative thinking. This learning aims to shape students who are ready in various aspects to navigate life, whether in school, the workplace, or society.

Referring to the initial data obtained during the analysis of learning needs and supported by the positioning data of this research with previous studies, the researcher aims to conduct a deeper study on the development of instructional materials based on multiliteracy (Kristiyani 2020). Therefore, the development of instructional material design based on multiliteracy considers principles of balance in its composition, namely: (1) the balance between faith, ethics, and logic; (2) the balance between Islamic traditions (turats) and modern knowledge; (3) the balance between worldly and hereafter interests; and (4) the balance of learning centers between teachers and students.

Learning activities that are not well-planned and designed can lead to obstacles in achieving the desired learning outcomes. Therefore, learning activities must be designed in such a way that the learning process and outcomes can be achieved optimally. Thus, the urgency of instructional design is apparent: (1) learning is a purposeful process, the more complex the learning objectives, the more complex the learning process that needs to be designed; (2) learning is a collaborative process involving various interacting components; and (3) the learning process will be more effective when utilizing various facilities and infrastructure.

One important aspect that teachers need to focus on is the development of instructional materials for the subjects they teach, as instructional materials are a crucial component of learning. Instructional materials serve as a reference for understanding the subject matter, guide for learning activities, and the substance of the competencies taught to students. The presence of instructional materials will help ensure that the learning program can be carried out more systematically because teachers, as implementers of learning, and students will have clear material guidelines. The development of instructional materials by teachers will provide several benefits: (1) there are instructional materials that align with the curriculum and the learning needs of students, (2) it facilitates students in obtaining learning materials as they no longer rely on other textbooks, and (3) there are more varied and useful instructional materials because they are developed according to needs and from various references and research results. In this regard, the instructional materials developed in this research are instructional materials for the subject of Islamic Cultural History based on multiliteracy. In this context, multiliteracy represents a new breakthrough in learning because humans are not only reading or writing, but they are reading and writing with specific styles that involve social, cultural, and political purposes guided by the era of globalization. Therefore, this forms the basis for the emergence of multiliteracy in the field of education.

Based on the explanation above, it can be seen that the urgency of developing meaningful and quality instructional design lies in the fact that instructional design tailored to the characteristics of the subject matter and the characteristics of the learners can enhance understanding, productivity in creative thinking, and students' skills in acquiring and analyzing information. This can occur because learners are truly placed as the subjects of learning, while the role of educators is as guides and facilitators of learning. Therefore, by considering the individual differences and learning needs of learners, a good instructional design will optimize the learning process and the expected learning outcomes.

B. METHOD

The research method employed is research and development (R&D), as known in the academic field. The R&D model developed is illustrated in Figure 1 below (Sugiyono 2013) :

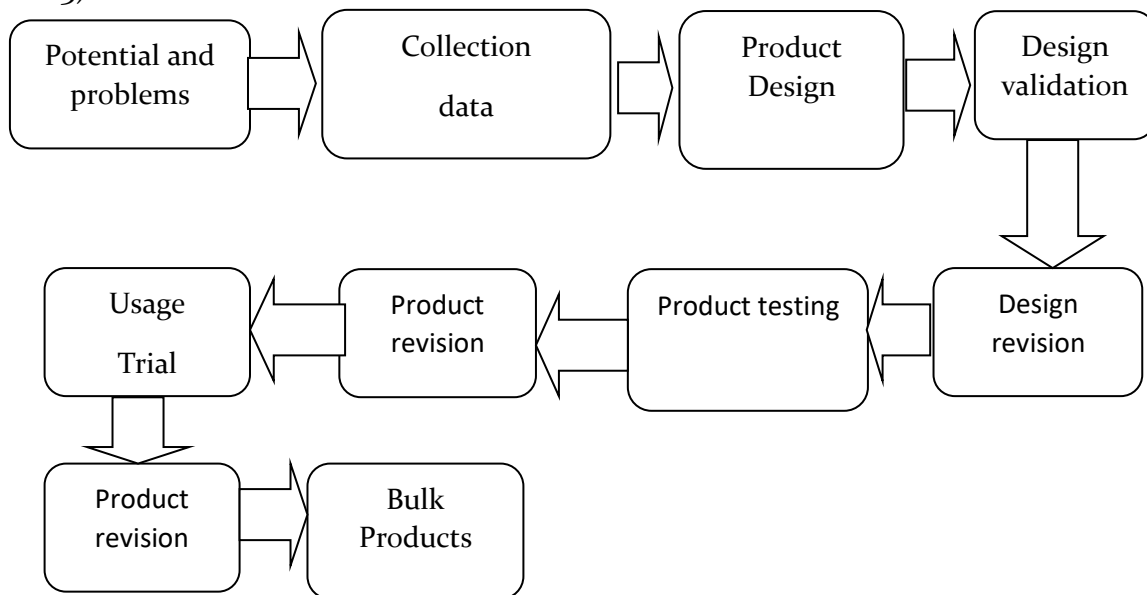


Figure 1. Sugiyono RnD Research Model

Based on the above diagram, the R&D development model by Sugiyono consists of 10 stages: (1) potential and problems, (2) data collection, (3) product design, (4) design validation, (5) design revision, (6) product testing, (7) product revision, (8) use testing, (9) product revisions, and (10) mass products. As for the data analysis technique, it is conducted through the following analyses:

1. Feasibility of instructional materials

Validation analysis by experts on the development of instructional materials for Islamic Cultural History based on multiliteracy includes content validation, construction validation, and language validation. Content validation relates to the extent to which an instrument measures the mastery level of specific content or material that should be mastered according to the learning objectives.

2. Practicality of instructional materials

The practicality analysis of instructional materials for Islamic Cultural History based on multiliteracy is observed through the consistency of results from two measurements obtained from the assessment by an observer with certain criteria.

3. Effectiveness of instructional materials

The effectiveness analysis of instructional materials for Islamic Cultural History based on multiliteracy is assessed by the achievement of learning outcomes before and after the use of instructional materials. The data analysis used is statistical testing using the t-test formula.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Information:

\bar{X}_1 = average score after implementation.

- \bar{X}_2 = average score before implementation.
- s_1^2 = class variance after implementation.
- s_2^2 = class variance before implementation.
- n_1 = many class subjects after implementation.
- n_2 = many class subjects before implementation.

The statistical hypothesis tested is:

$H_0 : \mu_1 = \mu_2$

$H_a : \mu_1 > \mu_2$

Information:

H_0 = There is no difference in student learning outcomes before and after the application of multiliteracy-based Islamic Cultural History teaching materials.

H_a = There are differences in student learning outcomes before and after the application of multiliteracy-based Islamic Cultural History teaching materials.

Next, it was followed by the testing of normalized gain (N-Gain) with the aim of determining the effectiveness category of instructional materials for Islamic Cultural History based on multiliteracy. The formula for N-Gain is as follows:

$$N\text{-Gain} = \frac{\text{Score posttest} - \text{Score pretest}}{\text{Score maksimum} - \text{Score posttest}}$$

C. RESULT AND DISCUSSION

Findings

Table 1. Distribution of Pretest Learning Results Data

Interval Class	F _{absolut}	F _{relatif (%)}
50 - 55	3	9,37
56 - 61	6	18,75
62 - 67	9	28,13
68 - 73	6	18,75
74 - 79	5	15,63
80 - 85	3	9,37
Total	32	100

Based on the data in Table 1, it can be described that the achievement of student learning outcomes before using instructional materials for Islamic Cultural History based on multiliteracy with a mean of 66.93 is in the interval class of 62 - 67. This means that 28.13% of respondents scored below the class average, 28.12% below the class average, and 43.75% above the class average.

The data processing results of student learning outcomes after using instructional materials for Islamic Cultural History based on multiliteracy show the following values: mean = 76.00; mode = 74.16; median = 75.10; variance = 68.89; standard deviation = 8.30; maximum score = 95; and minimum score = 60.

Table 2. Distribution of Posttest Learning Result Data

Interval Class	F _{absolut}	F _{relatif (%)}
60 - 65	4	12,5
66 - 71	6	18,75
72 - 77	10	31,25
78 - 83	5	15,63
84 - 89	4	12,5
90 - 95	3	9,37
Total	32	100

Based on the data in Table 2, it can be described that the achievement of student learning outcomes after using instructional materials for Islamic Cultural History based on multiliteracy with a mean of 76.00 is in the interval class of 72 - 77. This means that 31.25% of respondents scored below the class average, 31.25% below the class average, and 37.5% above the class average.

Table 3. Summary of Normality Test Analysis

No	Group	L _{observation}	L _{table}	Information
1	Hasil belajar pretest	0,1495	0,1568	Normal
2	Hasil belajar posttest	0,1416	0,1568	Normal

Based on the data presented in Table 4.16, it can be observed that the normality test for the learning outcomes data prior to the utilization of the multiliteracy-based teaching material on Islamic Cultural History yielded a Liliefors test statistic of 0.1495, whereas the critical Liliefors value with $N = 32$ and $\alpha = 0.05$ is 0.1568. Consequently, it is evident that the computed Liliefors value is smaller than the critical Liliefors value, i.e., $0.1495 < 0.1568$. Thus, it can be inferred that the learning outcomes data prior to the implementation of the multiliteracy-based teaching material on Islamic Cultural History follows a normal distribution.

Similarly, the normality test conducted on the learning outcomes data subsequent to the utilization of the multiliteracy-based teaching material on Islamic Cultural History resulted in a Liliefors test statistic of 0.1416, while the critical Liliefors value with $N = 32$ and $\alpha = 0.05$ remains 0.1568. Consequently, it is observed that the computed Liliefors value is smaller than the critical Liliefors value, i.e., $0.1416 < 0.1568$. Hence, it can be concluded that the learning outcomes data subsequent to the utilization of the multiliteracy-based teaching material on Islamic Cultural History follows a normal distribution.

Table 4. Percentage of Teacher Activity Time in Learning

Meeting	Average Percentage of Teacher Activity Frequency For Each Category (%)				
	1	2	3	4	5
1	24.70	10.20	12.10	40.40	12.60
2	25.60	11.20	11.12	42.60	9.48
3	24.30	10.60	12.80	41.73	10.57
4	25.60	8.60	11.50	45.32	8.98
5	23.40	11.00	11.80	41.60	12.20

6	24.50	10.20	10.80	45.16	9.34
Average	24.70	10.20	12.10	40.40	12.60

Based on Table 4, it can be observed that the average proportion of time spent by teachers during the learning activities is primarily dedicated to organizing students for learning, accounting for 40.40% of the available time for each session. This indicates that during learning activities in each session, the teacher's role predominantly revolves around organizing students in their learning process.

Furthermore, the average proportion of time spent by teachers in explaining teaching materials to students is 24.70% of the available time for each session. The average percentage of time spent by teachers in summarizing teaching materials and providing reflections is 12.60%. The average percentage of time spent by teachers in responding to students' questions is 12.10% of the time allocated for each session. Lastly, the average percentage of time spent by teachers in asking questions to students is 10.20% of the time allocated for each session.

Discussion

Development of Teaching Materials

The development conducted has resulted in the creation of a multiliteracy-based instructional design for Islamic Cultural History, designed following the methodological principles of Sugiyono's research and development model. The multiliteracy-based instructional design for Islamic Cultural History underwent validation by experts, including instructional design experts, subject matter experts, and educational practitioners.

The validation results from instructional design experts, subject matter experts, and educational practitioners demonstrate the feasibility of the developed multiliteracy-based instructional material for Islamic Cultural History. Subsequently, practicality and effectiveness testing of the instructional design were conducted. The results indicate that the multiliteracy-based instructional material for Islamic Cultural History exhibits levels of feasibility, practicality, and effectiveness in enhancing students' learning outcomes. The multiliteracy-based instructional material for Islamic Cultural History is intended for face-to-face classroom learning activities. In these face-to-face learning activities, the teacher serves as the presenter of teaching materials, while students engage as learners learning from both the teacher and the developed instructional material. In this context, the multiliteracy-based instructional material for Islamic Cultural History is provided in print format.

The multiliteracy-based instructional material for Islamic Cultural History utilized in face-to-face classroom learning activities is systematically organized to meet the needs of teaching Islamic Cultural History and Morals. It is affirmed (Sutarno and Al Jumadi 2022) that instructional materials are a set of systematically arranged materials for learning purposes derived from print materials, visual aids, audio, video, multimedia, animation, as well as computers and networks. Furthermore, (Hamruni 2012; Arsyad 2016) explain that instructional materials encompass all forms of materials used to assist teachers/instructors in conducting learning activities. These materials can be written or unwritten.

The multiliteracy-based instructional material for Islamic Cultural History can be utilized to facilitate the teaching of Islamic Cultural History in Islamic Junior High Schools. In essence, this aligns with the spirit of learning itself, which emphasizes active,

creative, effective, and enjoyable learning, emphasizing the involvement of students in discovering and constructing knowledge through their learning activities.

Furthermore, with the advancements in information and communication technology (ICT), it is imperative for teachers to possess a range of technological skills to enhance the effectiveness of teaching. In other words, a teacher should not solely rely on conventional or face-to-face teaching methods dominated by lectures but should also integrate technology into the teaching process. The utilization of ICT advancements in learning implies that a teacher is expected to act on a basis of profound thinking, collaborate with peers in designing technology-based learning, especially for teachers who are not yet familiar with such technology. (Batoebara 2020; Widiyanto 2021; Budiman 2017).

Based on the analysis of these needs, it is deemed crucial to develop instructional materials that can be utilized in teaching Islamic Cultural History using various literacy sources, thus giving rise to the concept of multiliteracy-based teaching of Islamic Cultural History as a subject.

Feasibility of Teaching Materials

Based on the feedback from education experts and practitioners regarding the design of the multiliteracy-based instructional materials for Islamic Cultural History developed by the researcher, several suggestions for improving the instructional materials are as follows: (1) at the beginning it is explained about the teaching materials, what is contained in this teaching material so that it is called multiliteracy, and for whom this teaching material is intended, (2) it is better for each material to use illustration images of the content or material that will be presented (3) in learning objectives only use the word explain "students are able to explain", add the words "elaborate", "describe", for example: students are able to describe the role of preachers, (4) add all YouTube quotes as a bibliography or learning resource, (5) each material should be detailed where the source comes from, (6) teachers should be able to add enrichment to the teaching material in the implementation of the lesson, (7) the cover should have an attractive picture as a representation of the content of the teaching material, and (8) pay attention to several errors in writing.

These improvements are crucial as the teacher's guide serves as a guide for both teachers and students in conducting Islamic Cultural History lessons in the classroom, ensuring that classroom instruction can be conducted effectively, efficiently, and engagingly, thereby capturing students' interest in learning.

To conduct effective, efficient, and engaging teaching and learning, it must begin with a systematic and systemic instructional design process. Therefore, a high-quality instructional material development plan is needed to guide both teachers and learners in implementing the teaching and learning process. Meanwhile, the quality and success of learning fundamentally depend on the quality of the instructional design itself. Thus, it is naive if teaching and learning are conducted without a clear design, or even ironic if they are carried out without any design at all or flow arbitrarily without a predetermined plan.

Teachers play a crucial role in designing teaching and learning. In this regard, teachers must have a clear vision and sharp analysis of their instructional design to facilitate student learning. In other words, the primary goal of instructional material design is to make teaching and learning more efficient, effective, and capable of preventing students' learning difficulties. In essence, the quality and success of learning

fundamentally rely on the quality of the instructional design prepared by the teachers beforehand (Sanjaya 2012).

In efforts to enhance the quality and success of learning, teachers are expected to possess the ability to bring about changes in teaching towards higher quality. In this context, learning should essentially enable students to construct or build their knowledge rather than merely receiving knowledge transfer from the teacher. To achieve this, classroom learning is intended as a deliberate activity or design by the teacher for the students to attain specific competencies expected after participating in the learning process.

Practicality of Teaching Materials

The availability of multiliteracy-based instructional materials for Islamic Cultural History aids both teachers and students in engaging with the subject matter because of the learning resources provided. This aligns with the assertion (E. Kosasih 2022; Cahyadi 2019) that the use of instructional materials offers several advantages, including: (1) cost-efficient learning as it can accommodate a large number of students, (2) students can progress at their own pace, (3) instructional materials can be reviewed and revised gradually to enhance their effectiveness, and (4) students receive regular feedback in their learning process, as feedback can be integrated into the instructional materials.

Similarly, Greene and Petty, as cited by (E. Kosasih 2022) elaborate on the use of instructional materials in teaching, stating that they: (1) reflect a strong and modern perspective on teaching and demonstrate practical applications in the presented teaching materials, (2) provide a rich, easily readable, and varied source of core issues or subject matter that aligns with the interests and needs of learners, (3) offer a well-organized and gradual source of expressive skills related to core communication issues, (4) are presented alongside other instructional materials to accompany teaching methods and tools to motivate learners, and (5) provide initial fixation (deep feelings) as well as support for practical exercises and tasks, offering evaluation and remedial materials/tools that are compatible and effective.

Effectiveness of Teaching Materials

To achieve the effectiveness of multiliteracy-based Islamic Cultural History teaching, various factors must be considered, including the teacher's ability to plan, manage, and assess learning, as well as the availability of instructional tools. Further investigation reveals that the teacher's proficiency in mastering the theories underlying multiliteracy-based Islamic Cultural History teaching and their performance in implementing teaching are crucial factors. Therefore, enhancing the teacher's role as a facilitator, motivator, moderator, consultant, and designer is essential.

Regarding the teacher's role in managing learning, Joyce and Weil (Minsih and D 2018) explain that educators provide an intellectual environment and encourage interaction among learners and between learners and other learning resources.

Furthermore, the availability of developed products, which are printed learning resources planned or designed for Islamic Cultural History teaching, is a determinant factor in achieving the effectiveness of multiliteracy-based Islamic Cultural History teaching. Regarding these planned learning resources, they can be categorized into two types: (1) planned learning resources (by design), which are specifically developed as components of the instructional system to provide directed and formal learning facilities, and (2) utilized learning resources (by utilization), which are resources not specifically designed for learning purposes but can be found, applied, and used for learning purposes.

D. CONCLUSION

Multiliteracy-based instructional materials for Islamic Cultural History can serve as a new paradigm in education. This is because these materials are developed through research and development activities and have been proven to improve students' learning outcomes. This explanation underscores that instructional design is one of the critical factors for enhancing students' learning achievements. By implementing appropriate instructional design, active cognitive participation of students in learning can be enhanced, leading to the success and achievement of learning objectives. Consequently, if the instructional design is inappropriate, it will likely result in reduced active participation of students in the learning process.

E. SUGGESTIONS AND ACKNOWLEDGMENTS

Suggestion that can be conveyed regarding this research is to the Ministry of Religious Affairs in Gunungsitoli to provide stimulus rewards, particularly financing, to madrasah teachers to design their teaching materials with appropriate instructional design principles. To subject teachers, it is hoped that they can use this instructional design as a role model for developing teaching materials for other subjects. The author extends gratitude to all who participated in this research, allowing it to be conducted and completed as intended.

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