

Utilization of the Ministry of Religious Affairs PINTAR Application as an Open Learning Material Source for PAI Teachers in the Merdeka Curriculum Training in Madrasah Ibtidaiyah

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Abstract: The Ministry of Religious Affairs to improve the quality of the State Civil Apparatus (ASN) and its partners such as teachers in madrasahs is realized in one of them by holding the Massive Open Online Course (MOOC) PINTAR. The program, initiated by Pusdiklat Kemenag since 2022, has been attended by more than one million participants since July 2024. This application is an open learning resource or Open Educational Resources (OER) for teachers or employees under the auspices of the Ministry of Religion. This study examines how the utilization of this application on Islamic Religious Education teachers in Madrasah Ibtidaiyah as a means of professional development regarding the independent curriculum for Islamic Education teachers in madrasah. This research uses qualitative methods with the type of field research, data sources in this study using observation and interview techniques. The result of this study is that the PINTAR application can increase understanding of the concept of the Merdeka Curriculum for Madrasah Ibtidaiyah teachers, especially regarding the project for raising the profile of Pancasila and Rahamtan lil Alamin students (P5PPRA).

Keywords: Open Learning Resources; MOOC; Merdeka Curriculum.

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Abstrak: Kemenag untuk meningkatkan kualitas Aparatur Sipil Negara (ASN) serta mitra kerjanya seperti guru dalam madrasah diwujudkan dalam salah satunya dengan menggelar Massive Open Online Course (MOOC) PINTAR. Program yang digagas Pusdiklat Kemenag sejak 2022 ini telah diikuti oleh lebih dari satu juta peserta sejak Juli 2024. Aplikasi ini merupakan sumber belajar terbuka atau Open Educational Resources (OER) bagi guru atau pegawai dibawah naungan kemneterian agama. Penelitian ini meneliti tentang bagaimana

pemanfaatan aplikasi ini pada guru Pendidikan Agama Islam yang ada di Madrasah Ibtidaiyah sebagai sarana pengembangan profesional mengenai kurikulum merdeka bagi guru PAI di madrasah. Penelitian ini menggunakan metode kualitatif dengan jenis penelitian lapangan, sumber data pada penelitian ini menggunakan teknik observasi dan wawancara. Hasil dari penelitian ini adalah aplikasi PINTAR dapat meningkatkan pemahaman mengenai konsep Kurikulum Merdeka pada guru Madrasah Ibtidaiyah khususnya mengenai proyek pengatan profil pelajar pancasila dan dan Rahmatan lil Alamin (P5PPRA).

Kata Kunci: Sumber Belajar Terbuka; MOOC; Kurikulum Merdeka.

A. Introduction

The Technical Education and Training Center of the Ministry of Religious Affairs has an important role in increasing the performance capacity of employees in the Ministry of Religious Affairs, including teachers in madrasah. Teachers also need professional improvement held regularly by school institutions or central institutions such as the Ministry of Religion in order to adapt to the times. In 2023 there will be a curriculum change from the K-13 curriculum to the independent curriculum. Therefore, to be able to reach this curriculum program, the government held several trainings that can be accessed online, one of which is the PINTAR application.

The Merdeka curriculum is a program issued by the Ministry of Education and Culture in 2022 for schools under the auspices of the Ministry of Education and Culture. To help schools implement the independent curriculum, the government also issued a program of driving schools and driving teachers (Riowati, 2022). In its implementation, the government offers two paths for implementing the independent curriculum implementation, namely through the independent path and the driving school program. The problem that arises later is that the independent curriculum issued by the Ministry of Education and Culture has not received a strong response from the Ministry of Religious Affairs so that schools/madrasahs under the guidance of the Ministry of Religious Affairs are still waiting for policies. The impact is that MI, MTs, and MA can only choose between staying with the 2013 curriculum or implementing the independent

curriculum independently. In contrast to SD, SMP, SMA/ SMK which have been in the process of implementing an independent curriculum with various facilities, MI, MTs and MA have not received similar treatment in preparation for implementing an independent curriculum. Nevertheless, some madrasahs have prepared themselves to implement the independent curriculum in the 2023/2024 school year (Masnun, 2023).

The covid pandemic that occurred in early 2020 in Indonesia made all aspects of life change and transform quickly (Zandroto & Indriani, 2023). Including in the aspect of education, in the world of education, which initially required face-to-face learning to be changed to distance learning. This also changes the new curriculum paradigm, namely the independent learning curriculum to be able to learn from anywhere and any learning source. Not only students, but also teachers in updating their knowledge about learning are also carried out with a remote or off-network system. Many trainings and seminars require to be carried out online (Ranjani, 2015).

The Ministry of Religious Affairs to improve the quality of the State Civil Apparatus (ASN) and its partners such as teachers in madrasah is realized in one of them by holding the Massive Open Online Course (MOOC) PINTAR. The program, initiated by the Ministry's Pusdiklat since 2022, has been followed by more than one million participants since July 2024. (Ayu, 2024) This application is an open learning resource or Open Educational Resources (OER) for teachers or employees under the auspices of the Ministry of Religious Affairs. The Ministry of Religious Affairs targets all madrasah teachers to be trained in the independent curriculum and not stop learning, because teachers are the frontline of education who face students and the community directly. So that with the existence of PINTAR Kemenag, teachers will be able to respond to new and current issues, especially those related to their profession. (Khaeron, 2022).

This is in line with research conducted by Yevi, et al. (Grata Putra & Sutabri, 2024) entitled "Evaluation of MOOC Services of Kemenag PINTAR Application using ITIL V4 Framework at PUSDIKLAT Teknis Kemenafg RI" which provides results that with this application many ASNs have increased professional competence which has a positive impact on performance in the workplace. However, this study has not discussed

the shortcomings of this application when used by Madrasah Ibtidaiyah teachers who teach PAI subjects.

The research conducted by Zarkasi, et al. entitled “Analysis of Improving Teacher Competence in MGMP Al-Qur'an Hadith Madrasah Aliyah Demak Regency” (Zarkasi et al., 2023) which provides results that the Ministry of Religion's PINTAR application can improve the professional ability of MGMP teachers there, but this study has not explained how the shortcomings of using this application.

Open education resources or OER is the provision of all internet-based learning resources that contain learning information openly, accessible to anyone facilitated by technology for free (Taufik & Udhmah, 2021). The purpose of OER itself is to provide universal educational resources available to all humanity (Taufik & Udhmah, 2021). OER has 5 principles, namely: a) Retain, namely the right to create or own as well as download, store, b) Reuse, namely reuse or repetition, c) Revise the right to adjust as well as translate into other languages, d) Remix, namely combining original content or revising with other materials, e) Redistribution, namely the right to share copies with others. This OER has the advantage that the material is free and cheaper and can be accessed repeatedly (Kurelovic, 2016). With these advantages, OER can be accessed by anyone at any time (Zawacki-Richter & Jung, 2023).

There are many types of OER, one of which is MOOC. MOOCs themselves are unlimited web access that contains readings, providing community interaction between students, professors, and teaching assistants (Vinet & Zhedanov, 2011). In its application, students are free to choose classes according to their field of study. Not much different from face-to-face lectures, in addition, MOOCs are also required to listen to information, read material, and do assignments on time (Stracke et al., 2019). Islamic education with its various levels ranging from basic education to higher education should be able to answer the challenges of the times in the era of globalization and digitalization. Currently, the world of education around the world is facing intense competition to be able to create people who are able to face the challenges of the times, along with technology, everything is demanded quickly and precisely, and allows for all to be connected to each other. The development of science

will always be updated and full of innovations and new paradigms, as well as the science of Islamic education. Information from one science to another must be interconnected and integrated, changing the mindset from idealistic to pragmatic education (Sumarsono, 2021).

This MOOC is used by the ministry of religion in carrying out distance training. This is also utilized by teachers at MI hidayatullah Blitar City to be able to learn from anywhere and anytime without being limited by space and time regarding the independent curriculum. With the existence of open learning resources, a teacher as an organizer, classroom learning manager and student mentor is expected to be able to improve the quality of learning by bringing up various learning innovations through the provision of easily accessible teaching resources and materials tailored to the needs of students.

B. Research Method

This research uses qualitative methods (Sugiyono, 2018) with the type of field research. Data collection in this study used observations and interviews related to the utilization of open learning resources in madrasah ibtidaiyah." Interviews were addressed to PAI teachers ranging from grade 5 to grade 6, totaling 6 teachers, 1 principal, and 1 deputy curriculum. The purpose of this research is to solve actual problems that are being faced today. Researchers want to focus on the Challenges and Opportunities in the Implementation of MOOCs on Independent Curriculum Training for Islamic Religious Education teachers in Madarsah Ibtidaiyah.

C. Results and Discussion

Massive Open Online Courses (MOOC)

In this era of disruption, Massive Open Online Courses (MOOC) have become popular. MOOC is an online learning initiative that encourages communication to be open and share knowledge for others. It can create equal opportunities for education personnel, educators, and students to learn knowledge effectively without being limited by time and space (Mustopa & Iswantir, 2023). MOOC based on digital transformation is one of the distance learning programs using internet media. Currently, there are many

government agencies that develop their own MOOC systems with the same purpose. This training is run by machines, reaches a very large number of participants, and produces good learning quality (Stracke et al., 2019).

MOOCs are one of the fruits of the revolution in the field of higher education in the 21st century. Since 2012 MOOCs have been developed and used in many countries, especially Europe and America. But it has not been widely used in Asia, especially in Indonesia. MOOCs are important especially for countries that are building to prepare themselves for the 21st century. MOOCs come with an online base that aims at large-scale interactive participation and open access through the website. In addition to traditional course materials such as videos, readings, and problem sets, MOOCs provide interactive user forums, quizzes that help build communities for students, professors, and assistants in delivering online learning content over the Internet to almost anyone who wants to take the course at no cost without and attendance restrictions. (Husna, 2019).

“Massive” means that the course can reach a very large and unrestricted number of participants (with enrollment in some cases exceeding 100,000 students). “Open” means that learning can be done independently and openly by participants and anyone can join the course. Online course is a model of learning or learning that can be done online on a large scale and a large number of participants scattered from several different and distant regions Online course is one form of e-learning. The concept of an online course according to Picciano is to present learning materials online, and provide a space for students and teachers to interact (Emanuel & Lamb, 2017). This also means that students do not have to be present in person at the training. The courses that are held have also been designed in a pedagogical manner and the existing training curriculum (Husna, 2019).

According to Baturay (Baturay, 2015) the inherent characteristics of MOOC are openness, participatory and distributive. MOOC is a separate trend in the transformation of modern training, from the many benefits or opportunities obtained, of course, there are some challenges that must be overcome in its use, namely in the field of time and content creation process. MOOC is slightly different from PJJ which takes place

synchronously, where teachers and trainees need to be online simultaneously to be able to interact virtually. MOOC combines this synchronous learning system with an asynchronous method, where participants conduct independent learning through training content that has been provided by training organizers and instructors, both in the form of modules, broadcast materials, and video materials (Sumarsono, 2021).

Creating engaging MOOC content is necessary to encourage trainees to actively participate. Quality and duration also play an important role in the creation of training content. MOOC content should be able to ensure that participants are skilled enough to overcome the challenges they face in their daily tasks, with an interactive format, but without reducing the substance of the teaching material, so that participants get a thorough transfer of understanding even though the material is not delivered directly by the instructor.

MOOC provides the flexibility to learn from anywhere and anytime. Training becomes not only limited to the availability of training, schedule and time and physical location.(Silvana, 2016) MOOC is also delivered with tutorial media for using the system, so that trainees get access to information faster and easier. The ability to learn anywhere and from any device can help save a lot of time and make training much more convenient. (Hikma Susanti, 2023). MOOC PINTAR Kemenag is here to reduce the uneven knowledge gap in the world of education, especially in Islamic education in the Merdeka Belajar Curriculum. The presence of this model course is a positive reaction to the needs of learning problems in the digital era, making it easier for learners and teachers to maximize their knowledge following the times (Topîrceanu, 2017).

Implementation of Using MOOC

Based on the official website of the religious technical education and training center. MOOC itself stands for massive open online course, this is a training held by the Ministry of Religion for employees under the auspices of the Ministry of Religion so that they can access training independently. This training or course is managed by the Religious Technical Training Center of the Moderation and Human Resources Improvement Agency (Mastuki, 2023). To be able to register on this website, training participants only need a Citizenship Identification Number (NIK) or can also use a

Personnel Identification Number (NIP) (Kemanag, n.d.) then participants fill in their biodata on the website account. Furthermore, after successfully having an account, participants choose any training that suits their professional skill development. In MI Hidayatullah, PAI teachers are required to choose “independent curriculum training.” It is required to choose this because it is still very rare that the regional Ministry of Religious Affairs can harmonize the application of the independent curriculum with religious learning, even if there is only training on general subjects. This is one of the madrasah's efforts to improve the professional skills of Islamic education teachers there. In choosing training, participants are only given the opportunity to choose one training in each course held by the Ministry of Religious Affairs Training Center. Usually in one batch of training against 6-10 available training. However, participants cannot choose simultaneously and are only allowed to choose one of them.

In this MOOC PINTAR Kemanag training, the material consists of explanation videos, modules, and practice questions. Each material or video contained in the training cannot be skipped or accelerated the duration of the video so as to allow trainees to focus on the material. Training materials must be viewed and studied one by one to be able to continue or open the next material. In the training there are several agendas or sessions: 1. Basic Group Materials, 2. Core Group Materials, 3. Support Group Materials. In each agenda or session there will always be exercise questions, these exercise questions are to measure the level of understanding of the participants. These practice questions must be done by participants at the end of each session so that later participants can get a training certificate at the end of the session that has been completed completely.

Each training material will be given a trophy that is used to be able to measure the assessment of attitude and behavior during the training material. After completing the training material and getting a trophy, participants will get an evaluation at the end of the session or agenda. In participating in the training at MOOC PINTAR Kemanag, there are provisions so that participants can later obtain a certificate. Participants must take a post-test which will be conducted at least once and at most three times. The minimum score in this test is 70 while the maximum score is 100. If in one post test, the

participant gets a score of 80 then the participant does not need to repeat the post test, but if the trainee gets a score below 70 then the participant must repeat until he gets a score above 70 and repeating this post test is only given the opportunity 2 times. There will be 3 academic evaluations in this MOOC, so that in these 3 sessions at least participants must score above the minimum score set by the training organizer. This also applies to other training materials.

The Materials Of Merdeka Curriculum Training at PINTAR Kemenag MOOC

The Independent Curriculum training through this application covers various aspects, including (Ali, 20 C.E.):

1. Introduction to the Independent Curriculum

Explanation of the madrasa education paradigm, differentiated learning, learning in the independent curriculum, project to strengthen the student profile of Pancasila and rahmatan lil alamin.

2. Making Teaching Modules

In the independent curriculum, the Learning Plan (RPP) is called a teaching module, training in the independent curriculum course held by the Ministry of Religion teaches trainees to make teaching modules that are aligned with the independent curriculum in accordance with the Learning Outcomes (CP) and Learning Objectives (TP) according to the learning phases.

3. Pancasila and Rahmatan Lil Alamin Student Profile Strengthening Project (P3RA).

If in public schools there is a P5 project, then in madrasas there is PR3RA, which is a project to strengthen the profile of Pancasila and rahmatan lil alamin students or abbreviated as P3RA, there must be guidelines that will be applied in one semester of learning. So that each lesson will have a project whose results will be displayed at the end of the semester.

4. Learning Assessment Learning

Assessment that is different from the assessment in the 2013 curriculum, the assessment in the independent curriculum uses formative assessment which is used at

the beginning and tenagh of learning material and summative assessment which is used at the end of the material / semester.

Advantages of Course or Training Using MOOC PINTAR Kemenag

Here are some of the key advantages of using MOOC PINTAR Kemenag for courses and training:

1. Free or Low Cost: Many MOOCs are offered for free or at a very affordable cost, thus providing access to quality education to more people, regardless of geographic location or financial limitations.(Nafa et al., 2021)
2. Easy Access: Kemenag's PINTAR Application MOOC is easily accessible anywhere and anytime without being constrained by time and place.
3. Diverse Participants: Participants of the MOOC PINTAR Kemenag are diverse, ranging from different ethnicities, customs, religions, and even from different career backgrounds. It could be teachers, lecturers, educators, students can access this training program for free as long as they have a Population Identification Number (NIK)
4. Performance Monitoring: MOOC platforms often collect data on participant behavior, such as completion rates, quiz scores, and participation in discussions. This data can be analyzed to improve course design, identify areas that need improvement, and personalize the learning experience.
5. Professional Development: PINTAR Kemenag can be a tool in professional development, participants after completing this course will obtain a certificate and their knowledge can be shared with colleagues or work environment for career development and school improvement.
6. Supportive Training: MOOC PINTAR Kemenag can be a supportive training outside of face-to-face classes, as it is flexible in time and place and develops skills that are taught in traditional face-to-face classes between participants and trainers.

7. Repeated use: course participants can re-access the material anytime and anywhere, making it easier for course participants if they forget the material to reopen it on the same page.
8. Material Redistribution: course participants will get a power point file of the material that can be shared with others for discussion and learning together in a traditional class.

Disadvantages of using MOOC PINTAR Kemenag

1. It cannot provide personalized training and attention from the tutor. Participants are difficult to see the involvement of other participants in the course (Hidayah, 2022).
2. Course or training participants must be on a stable internet connection, because this training contains videos with a long duration ranging from 30-90 minutes, it must be accessed in a place and stable internet conditions, as well as a place that allows them to focus on the training material.
3. Application features that are still an obstacle for new users and for trainees who are elderly.
4. Training must be done in order, the sequence of videos viewed must be seen until completion, then you can access the material afterwards.
5. Remixing the material: Training participants find it difficult to have discussions with other training participants and it is difficult to confirm the material or ask questions about the questions submitted by the instructor in the training. Participants are also unable to add material to the MOOC PINTAR Kemenag, so confirmation regarding the material is carried out in the Telegram group discussion (Grata Putra & Sutabri, 2024).
6. Cannot take other courses simultaneously. PINTAR Kemenag users have limitations in choosing the number of courses, they cannot take courses at the same time, even though access to material in the course can be accessed at any time

7. Examples of knowledge about Islamic education in the MOOC PINTAR Kemenag in the Merdeka Belajar Curriculum Training session are still very few, often the explanations that appear know only general knowledge (Rokhim, 2021).

Despite some weaknesses, MOOCs have a lot of potential to change the way we learn.(Adela, 2024) It will be interesting to see how they develop and evolve over time. Overall, the implementation of learning methodology training at MI Hidayatullah for PAI teachers still has many shortcomings and needs to be evaluated to achieve better goals.

D. Conclusion

Based on the activities carried out, it can be concluded that the PAI Teacher at MI Hidayatullah feels that after carrying out the training, he can add new insights into the Merdeka curriculum and correlate it with PAI learning in madrasahs, as well as gain an understanding of the Project for Strengthening the Profile of Pancasila and Rahmatan Lil Alamin Students (P3RA) where training on this project is still lacking by the regional Ministry of Religion to madrasahs in Blitar City. Although this MOOC PINTAR Kemenag has shortcomings, this is a challenge for educators to be able to improve their professional competence independently and widely, not only learning on the material provided by the Ministry of Religious Education and Training Center. This is also a temporary answer to the need for improvement and innovation in order to fulfill the need for improvement in all aspects of PAI educators/teachers to improve the education system within the scope of the Ministry of Religious Affairs.

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