

Wordwall-Based Pie Learning Media Innovation in MI **Miftahul Khoir**

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Abstract: This research aims to discuss the innovation of Islamic Religious Education (PAI) learning media based on Wordwall which is already familiar to be used in the learning process. Using a descriptive qualitative approach with a case study type, this study involved Islamic religious education subject teachers to find out the innovation and implementation in the teaching and learning process. The results of the study show that the use of innovative learning media using Wordwall makes students more active and encourages students to think critically in the learning process. The steps in the use of Wordwall have also been discussed in it starting from the definition, how to implement it to the disadvantages and advantages of Wordwall. This research emphasizes the use of technological tools to help visualize abstract and difficult-to-understand things by utilizing technological developments. The implications of these findings are about the need for the use of digital media to continue to support the learning process so that it continues to grow and be able to adapt to the development of the times in the optimal use of technology.

Keywords: Innovation; Learning Media; Wordwall.

Article Info

Received:

15 March 2025

Revised:

22 April 2025

Accepted:

17 Mei 2025

Published:

29 June 2025

Abstrak: Penelitian ini bertujuan untuk membahas inovasi media pembelajaran PAI berbasis wordwall yang sudah tidak asing digunakan dalam proses pembelajaran. Menggunakan pendekatan deskriptif kualitatif dengan jenis studi kasus, penelitian ini melibatkan guru mata pelajaran pendidikan agama islam untuk mengetahui inovasi dan pengimplementasian dalam proses belajar mengajar. Hasil penelitian menunjukkan bahwa penggunaan inovasi media pembelajaran dengan menggunakan wordwall ini membuat peserta didik menjadi lebih aktif dan membuat peserta didik berfikir kritis dalam proses pembelajaran. Serta langkah-langkah dalam penggunaan wordwall sudah dibahas di dalamnya mulai dari pengertian, cara pengimplementasian hingga kekurangan dan kelebihan wordwall. Penelitian ini menekankan pada pemanfaatan alat teknologi untuk membantu memvisualisasikan hal-hal yang abstrak dan sulit dipahami dengan

memanfaatkan perkembangan teknologi. Implikasi dalam temuan ini tentang perlunya penggunaan media digital untuk terus mendukung proses pembelajaran agar terus berkembang dan mampu beradaptasi dengan perkembangan zaman dalam pemanfaatan teknologi dengan optimal.

Kata Kunci: Inovasi; Media Pembelajaran; Wordwall.

A. Introduction

Journal In this rapidly growing digital era, technology has become an inseparable part of human life from various aspects, including in the world of education. The rapid development of technology requires education to adapt and innovate in learning methods, so that it remains relevant and effective for the generation in the digital era.(Wyman, Wang, Zhang, Sesunan, & Yolanda, 2023)

Education has its own meaning in Indonesia, this can be seen from the definition of education according to Law No. 20 of 2003 concerning the National Education System, namely "education is a conscious and planned effort to create a learning atmosphere and learning process so that students can develop their potential actively and have religious spiritual strength, self-control, personality, intelligence, noble morals, as well as the skills needed by themselves, society, nation and state".(Republic of Indonesia, 2003)

Students who live in this day and age are better known as the generation *Digital Native* who tend to be more familiar with technology compared to previous generations.(Widiatmaka, Mujahidah, Rahmap, & Arifudin, 2023) Therefore, conventional learning methods tend to be monotonous, making them less attractive to today's students.(Ningtyas, & Pradikto, 2025; Nizar, 2016) They need a more interactive, collaborative, and creative learning experience that can foster their curiosity and enthusiasm for learning.(Lestari & Kurnia, 2023)

Technology can provide great potential to change the teaching and learning process by utilizing technology appropriately so that it can create a more interesting, interactive, and creative learning environment.(Dewi, Hamid, Annisa, Oktafianti, & Genika, 2021) Today's technology helps make it easier for students to access various

information and learning materials from various digital sources, which is used to increase students' independence and curiosity to learn, because technology-based learning media innovation is important for students in facing challenges and opportunities in the 21st century.(Baharizqi et al., 2023)

Technology also facilitates collaboration and communication between students, which is essential for building skills in socializing and working together in the face of the real world.(Mazrur, 2023) In addition, technology allows learning that is tailored to the needs of each student because they have different learning styles and learning speeds, and with technology, we can provide a more personalized learning experience, the use of technology-based learning media can encourage more active participation of students in learning activities.(Rahmadani, 2024) When learners feel more engaged and active, they tend to enjoy learning more. So that innovation in learning media does not only focus on delivering information, but also on creating fun and meaningful learning experiences.(Islami, 2021)

Thus, PAI learning media that is able to attract students' interest so that students are more interactive, and become relevant to students' daily lives so that it is easier to understand and remember the material, media that can visualize abstract concepts in Islamic Religious Learning is needed (Ruslan & Irham, 2022; Yusuf, 2024) By leveraging a variety of digital tools and platforms, educators can create a more engaging and interactive learning environment.(Ariyanto, Nurcahyandi, Diva, & Kudus, 2023; Gusman, 2022) For example, the use of learning applications and online platforms that allow learners to engage in the learning process. Students not only receive information passively, but students can also participate in active, collaborative, and interactive learning that can increase students' understanding of the material being taught.(Ariyanto et al., 2023) Because the Islamic Religious Education material is diverse, ranging from religious concepts, history, to moral values that require a learning approach and visualizing abstract things.(Rahmadani, 2024)

Unfortunately, PAI learning is often considered boring and less relevant to daily life.(Makasihu, Luneto, & Otaya, 2021) This is due to several factors, including abstract and complex materials, monotonous learning methods, and the lack of interesting and

interactive learning media.(Makasihu et al., 2021) The learning process that uses lecture and memorization methods makes students passive and less motivated. In addition, learning media that are less interesting and not in accordance with the characteristics of 21st century students are also a problem factor in the teaching and learning process.(Baharizqi et al., 2023) In addition, interactive learning media can also help students develop 21st-century skills, such as critical, creative, collaborative, and communicative thinking.(Sururuddin, Husni, Jauhari, & Aziz, 2021) Interactive learning media can be accessed anytime and anywhere, and can be adjusted to the individual needs of students.(Doringin, Tarigan, & Prihanto, 2020) The development of interesting and interactive Islamic Religious Education learning media is both a challenge and an opportunity for educators today.(Dewi et al., 2021; Doringin et al., 2020)

Wordwall is an innovation for educators to meet the needs of interesting and interactive PAI learning media. Wordwall is a digital platform that provides various features to create interactive learning media, such as quizzes, puzzles, games, and more.(Ariyanto et al., 2023) *Wordwall* provide an alternative way for educators to create learning media that is interesting and in accordance with the needs of students because it is equipped with interactive features in *Wordwall* can increase learning motivation, active involvement of students, and a deeper understanding of PAI material.(Khoriyah & Muhid, 2022)

Some of the advantages of Wordwall include a wide selection of templates, easy to use, interactive, attractive, accessible online, and can be integrated with other platforms.(Ariyanto et al., 2023) Wordwall has a wide selection of templates that can be customized to the PAI learning material to be taught. Wordwall is very easy to use even for teachers who do not have special expertise in the field of technology, because the features in Wordwall are easily accessible online, so students can learn anytime and anywhere.(Dwanda Putra, 2024) Wordwall can also be integrated with other learning platforms, making the teaching and learning process easier for both educators and students.(Irfan & Rahman, 2024). Wordwall-based PAI learning media innovation is a solution to the challenges and demands of learning in the digital era. The use of Wordwall as an interactive digital platform is expected to improve the quality of PAI

learning, student learning motivation, and deeper understanding of the material (Aprilia, Jamhuri, Yusuf, & Nur, 2023; Dwanda Putra, 2024).

B. Methods

This study uses a case study method that aims to analyze one or more cases that are considered relevant to the research topic. The case study approach allows researchers to gain a more comprehensive and contextual understanding of the phenomenon being studied. In this study, data was collected through three main methods, namely observation, interviews and documents. Observation techniques are used to directly observe situations or behaviors related to the case being studied, while interviews are used to dig deeper information from informants who have knowledge related to the case. Documents are used to collect secondary data that can enrich and reinforce research findings such as related records, reports, and archives.

The data analysis procedure of this study uses an interactive descriptive analysis model that includes three main steps. The first step is to reduce the amount of data that is intended to filter and compile the data so that it can be more easily analyzed. The second step is data presentation where the subtracted data is systematically organized to promote understanding. The final step is to draw what the process of drawing results from the analyzed data is used to answer the research question.

C. Results and Discussion

Wordwall-Based Learning Media Innovation in Islamic Religious Education (PAI) Subjects.

Based on the results of observations on March 13, 2025, MI Miftahul Khoir, which is located in the village of Karangrejo with a quiet environment and far from noise, supports the creation of a conducive learning process. Students can follow lessons more focused and comfortable. In addition, the school is located in the highlands, surrounded by trees, and has a large courtyard, creating a cool and fresh atmosphere that supports learning activities located in the highlands precisely in JL. Sumber Keling No. 11, Karang Rejo, Purwosari District, Pasuruan Regency, Prov. East Java. MIS Miftahul

Khoir is a formal educational institution that has been officially established since March 9, 1983, based on the Decree of Establishment of L.m./3/5206/A/1983.

However, the challenges of the times that make educators continue to compete and engage in the digital world also affect the learning process, it can be seen that at that time the consistent classroom conditions along with the appearance of a projector in front of the class which is aimed at a white and blank blackboard explaining the learning of Islamic Religious Education which is assisted by a website in the form of a wordwall, it was observed that students were very enthusiastic and paid attention to the ongoing learning (Ariyanto et al., 2023; Yusuf, Munif, Hasyim, Anan, & Hadi, 2021).

With this wordwall-based learning media innovation, it can help students and educators in overcoming the development of the times that continue to develop so that they are not trapped in the gap in technology or technology failures which are certainly being discussed at this time (Yusuf, Achmad, Makhzuniyah, 2024). This statement is supported by the results of an interview with an Islamic Religious Education teacher at MI Miftahul Khoir, who conveyed the following things;

"The reason I use wordwall in PAI subjects is because in PAI there are many abstract things that are difficult for children to understand, plus in today's all-digital era, especially after the existence of covid-19, almost all of them tend to be gadgets. I have been using the wordwall since covid-19, so as long as I use the wordwall, the innovations I use include the first wordwall I connect to the ppt, so I make a ppt first and then at the end I use the link it goes directly to the wordwall application, after the link is clicked where the wordwall is game-based.

After I used ppt, I tested the children using wordwall, so the wordwall was in the form of a question. There are several options in a wordwall where one box is one child so it is more efficient, not only that I also connect the wordwall with the Quizizz application, the difference is with the wordwall if Quizizz is not paid if the wordwall is a trial 5x to complement each other. Then I also use the wordwall to make a concept map, so after I explain to the children then I use a concept map on the wordwall so that the children understand better, usually if in PAI there is story telling naahh it can also use wordwall in the way that children are given pictures then children are told stories in the future, for example I give an example first then the children tell stories in front of the class like that, Many things have changed since Covid-19 and there is also a combination with Yaoutube as well, so later the children will just mix it so for example on YouTube it shows a video and then gives questions to the wordwall so we can know the value of the child."

Based on the results of the interview, it can be concluded that the use of wordwalls helps the ongoing learning process and helps children rise from the development of the times so that they do not fail or fail the science and technology that is currently definitely needed and almost becomes our habit in any situation. This is strengthened by the results of documentation of student activities in the Islamic



Religious Education learning process as follows;

Figure 1. The teaching and learning process is taking place in the classroom by applying wordwall-based technology

The world of education has experienced an increase, especially after the outbreak of the Covid-19 pandemic yesterday, thus encouraging educators to innovate more creatively in containing an active learning process. Innovation can be understood as new things, both in the form of ideas and methods and ideas, which are aimed at bringing change and being used to solve problems in education. Educational innovation can also be interpreted as the introduction, development, and application of new ideas, concepts, methods, technologies, or approaches in the context of education. Innovation in the world of education is important to bring updates that are in line with the times, especially in the current digital era. Students are now often referred to as digital natives,

namely a generation that grows in the midst of rapid technological and information developments.

In this regard, the learning media itself is one of the supporting tools used to help achieve learning goals, it is necessary to facilitate the distribution of information, both in physical and technical form, during the learning process. Learning media is not only to make the learning process fun, but also to help students to visualize abstract and difficult to understand things.

Implementation Of The Use of Wordwall-Based Learning Media In The Context of Islamic Religious Education (Pai) Learning

Based on the results of observations at the MI Miftahul Khoir Islamic Boarding School, the main factor supporting the effectiveness of learning is collaboration with technology and training to assist the adequate use of technology in schools. Islamic Religious Education Teachers at MI Miftahul Khoir already have fairly stable internet access and several learning devices such as laptops and projectors that have been provided from the school so as to support the learning process using the wordwall.

Islamic Religious Education teachers also implement learning using an attractive and evocative wordwall website by adding questions and quizzes to each material being taught, this adds to the attractiveness for students to be actively involved in the learning process. This statement is supported by the results of an interview with an Islamic Religious Education teacher at MI Miftahul Khoir, who conveyed the following things;

"So before we teach, we must make a teaching module, yes, if it is in the independent curriculum, so we will take the lesson plan first, then it will be inserted, how about we can use wordwall, combine wordwall with ppt, wordwall with Quizzez, wordwall with YouTube and so on. After we make a new lesson plan or teaching module, we implement it to the children in order, it is definitely necessary to have a projector, so the first thing to prepare is a projector, laptop, cable, then the earliest is to make the wordwall application, because in wordwall there are many versions, some of which string words, pictures, a question, concept map, etc.

So after PPT and then making a wordwall design with YouTube, Quizzez etc., after that we spread it to the children, after I applied it turned out that the children had a high interest in learning, now that is an advantage, the 2 children have adapted to technology so indirectly we as educators must keep up with the

times, especially now that it is a *learing-based* learning curriculum So we can use WordAll to help the *based learning* model, and we can provide examples and at the same time adapt to technology to children, the 3rd children do not learn monotonous which means not only lectures, writes, listens but involves children in the learning process so there is a two-way reciprocity.

Now the shortcomings so far that I feel are in the *trial* and the rest is paid, it cannot be used freely and limitedly, especially the good ones are paid on average, the 2nd one is more complicated when using it, making me very confused when I want to use it so I look for tutorials on youtube."

Based on the results of the interview, it can be concluded that there are weaknesses and advantages in implementing the wordwall in Islamic Religious Education materials at MI Miftahu Khoir karangrejo. The advantages are the increased interest in learning for students, the adaptation of technology is met, and not only using monotonous learning models such as lectures, writing and listening, while the disadvantages are related to the lack of freedom in the use of wordwalls because it has a maximum trial that is limited to 5x, and the manufacturing process is quite time-consuming so it needs help from existing tutorials. This is strengthened by the results of documentation of the process of making or preparing for wordwall-based learning as follows;

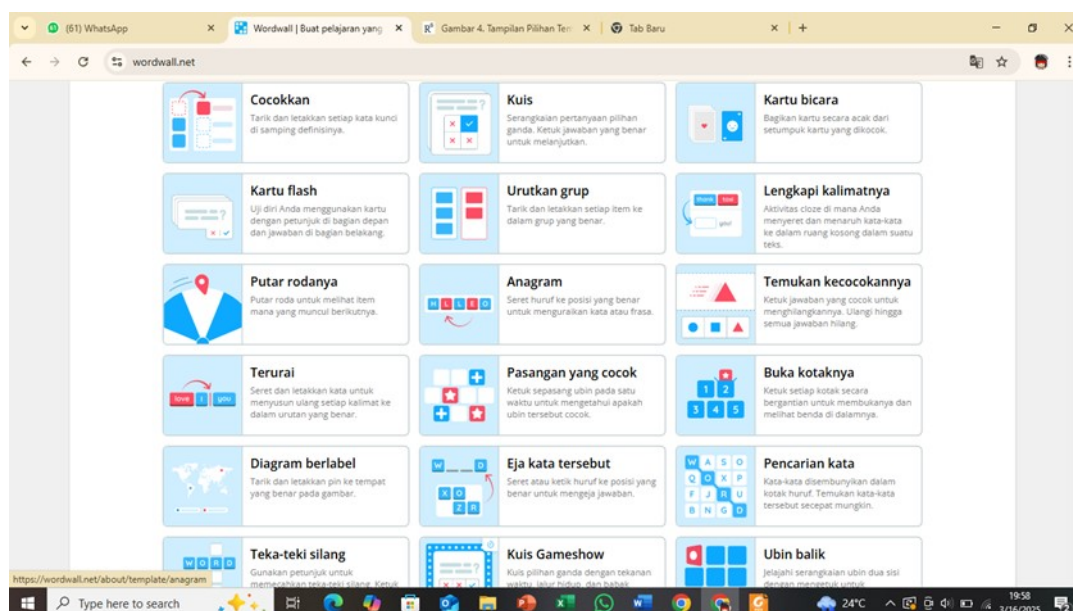


Figure 2. The home page and menus contained in the wordwall website.



Figure 3. Steps to create a wordwall website for implementation in the classroom.

In addition to being able to collaborate with other websites or applications, wordwall is also a website that is very easy to access without having to be complicated in the process of making it. Even in the features it is quite diverse depending on the needs of the educator in visualizing the learning material at that time, the steps can be said to be as simple as follows;

- 1) Type in a Chrome or Google search <https://wordwall.net/>
- 2) Make sure your device is connected to the internet, then go through the registration process (if you don't have an account yet) and log in
- 3) After that you are free to use the template provided in the wordwall website

Wordwall also provides various types of template activities that can be used, including:

- 1) Multiple-choice quizzes
- 2) Pair a couple (matchmaking)
- 3) Wheel of fortune (random wheel)
- 4) Word search
- 5) True or false
- 6) Word tower
- 7) Anagram
- 8) Crossword
- 9) Place on a map (labeled diagram)
- 10) And many more

Educators who want to use the website only do some of the steps that have been explained in the research, the use of the website can be paired or collaborated with other websites and applications to make the learning process more interactive and effective.

Based on the previous description, the data of the research findings are summarized in the following table:

Table 1. Results of the description of the research focus

Research Focus	Research Findings
How is Wordwall-Based Learning Media Innovation in Islamic Religious Education (PAI) Subjects?	(1) Active learning (2) Behavior change (3) Critical thinking (4) Multimedia development
How is the implementation of the use of Wordwall-based learning media in the context of Islamic Religious Education (PAI) learning?	(1) How to implement wordwall (2) Advantages of wordwall (3) Disadvantages of wordwall

Ultimately, the role of PAI teachers is very important when using technology. They are not only academic teachers, they also learn to be innovators who utilize media and technology to increase student interaction and participation. Using learning media through Wordwall allows teachers to create a more effective, engaging and active learning experience that can build more students' understanding of PAI material. In particular, educators' contribution to the integration of technology into learning is very valuable in this digital era teaching challenge, where students are increasingly familiar with various learning tools and media (Carissa, Bahri, Yusuf, & Yusuf, 2025).

However, this research is not without limitations. First, this study was limited to a small number of teachers for Islamic religious education in certain schools. Second, data collection relies heavily on qualitatively knowledgeable interviews and observations, but can introduce researcher subjectivity and participant bias. Third, this study did not include the direct perspective of students who should be able to convey a more comprehensive understanding of the effectiveness of strategies for character education from a student perspective. These limitations illustrate the need for broader integrated research in the future, involving a wide range of stakeholders and a wide range of educational settings(Maulani, Umasih, & Rochalina, 2021; Yusuf, 2019).

This research is not without limitations. First, the study was limited to a small number of Islamic religious education (PAI) teachers in selected schools, which may affect the generalizability of the findings (Wahyudi, 2024). A broader sample involving diverse educational institutions could strengthen future research. Second, while qualitative methods such as interviews and observations provide in-depth insights, they carry the risk of researcher subjectivity and participant bias (Creswell, 2018). To mitigate this, future studies could adopt mixed-method approaches, integrating quantitative data from digital tools such as the *Wordwall application*, which has been proven effective in enhancing interactive learning and assessment in PAI subjects (Aprilia et al., 2023). Third, the absence of direct student perspectives limits the study's ability to fully assess the effectiveness of character education strategies. Incorporating student feedback through digital platforms like Wordwall—which has been successfully used for learning evaluation (Zahroh, Yusuf, & Yusuf, 2024)—could provide a more comprehensive understanding of pedagogical outcomes. These limitations highlight the need for more extensive and integrated research, involving multiple stakeholders (teachers, students, and policymakers) and leveraging *ICT-based learning strategies*, such as those discussed in *Media Information Communication and Technology (ICT) Development Strategy in Education Learning*, to enhance both data validity and educational innovation (Yusuf et al., 2021).

D. Conclusion

Based on research on the innovation of Wordwall-based PAI learning media at MI Miftahul Khoir, it can be concluded that the use of this media has a significant impact on increasing interest in learning, as well as stimulating students' curiosity, creativity, and activeness during the learning process. In this study, it is identified that the use of technology can improve the quality of education and also utilize technology developers for future provisions.

So that not only theoretical knowledge is obtained, but students can also keep up with the times with the existence of digital technologists so that they continue to develop. However, there are several things that need to be faced in implementing the

use of technology to continue to support the teaching and learning process for both students and educators.

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