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Training on Educational Blog Design and Management for Educators at SMP Rahmat Islamiyah Medan

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Abstract: This community service activity aimed to improve educators' digital competence through training on educational blog design and management at SMP Rahmat Islamiyah Medan. The rapid development of information technology requires teachers to utilize digital media as innovative, interactive, and accessible learning tools for students. However, some educators still have limitations in designing and managing educational blogs as learning media and platforms for disseminating school information. The program was implemented through observation, material presentation, demonstrations, direct practice, and evaluation stages. The training materials included blog creation, educational content management, blog interface design, and the utilization of blogs as digital learning media. The results of the activity showed improvements in participants' understanding and skills in independently creating and managing educational blogs. In addition, participants became more creative and confident in utilizing digital technology to support the learning process. Through this training activity, it is expected that the

Abstrak: Kegiatan pengabdian kepada masyarakat ini bertujuan untuk meningkatkan kompetensi digital tenaga pendidik melalui pelatihan desain dan pengelolaan blog pendidikan di SMP Rahmat Islamiyah Medan. Perkembangan teknologi informasi menuntut guru untuk mampu memanfaatkan media digital sebagai sarana pembelajaran yang inovatif, interaktif, dan mudah diakses oleh peserta didik. Namun, masih terdapat tenaga pendidik yang memiliki keterbatasan dalam merancang dan mengelola blog pendidikan sebagai media pembelajaran dan penyebaran informasi sekolah. Kegiatan ini dilaksanakan melalui tahapan observasi, penyampaian materi, demonstrasi, praktik langsung, dan evaluasi. Materi pelatihan meliputi pembuatan blog, pengelolaan konten pendidikan, desain tampilan blog, serta pemanfaatan blog sebagai media pembelajaran digital. Hasil kegiatan menunjukkan adanya peningkatan pemahaman dan keterampilan peserta dalam membuat serta mengelola blog pendidikan secara mandiri. Selain itu, peserta menjadi lebih kreatif dan percaya diri dalam

quality of technology-based learning at SMP Rahmat Islamiyah Medan will continue to improve sustainably.

Keywords: Educational Blog; Digital Training; Learning Media; Teacher Competence; Educational Technology.

memanfaatkan teknologi digital untuk mendukung proses pembelajaran. Dengan adanya pelatihan ini, diharapkan kualitas pembelajaran berbasis teknologi di SMP Rahmat Islamiyah Medan dapat meningkat secara berkelanjutan.

Kata Kunci: Blog Pendidikan; Pelatihan Digital; Media Pembelajaran; Kompetensi Guru; Teknologi Pendidikan.

A. Introduction

The rapid advancement of information and communication technology has transformed many aspects of human life, including the educational sector. Educational institutions are currently required to adapt to technological developments in order to create innovative and effective learning environments. The integration of digital technology into education has become increasingly important because it supports flexible learning processes and broader access to educational resources. According to John Dewey (1938), meaningful education occurs when learners actively interact with educational experiences and environments.

In the modern educational era, teachers are expected not only to master subject knowledge but also to possess digital competence that supports effective teaching and learning processes. Teachers need to utilize technology-based learning media to create interactive and student-centered learning activities. Digital competence has become one of the essential components of teacher professionalism in the twenty-first century. Mulyasa (2017) explained that professional teachers should continuously adapt to educational developments and technological changes.

One of the digital platforms that can be effectively utilized in education is the educational blog. Educational blogs function as online learning platforms that provide access to learning materials, assignments, educational information, and communication between teachers and students. Blogs also allow teachers to organize learning resources

systematically and creatively. According to George Siemens (2005), digital technology supports collaborative and connected learning processes in modern educational environments.

The use of educational blogs in schools can increase students' motivation and engagement in learning activities. Students are able to access educational content anytime and anywhere through internet-based platforms. This flexibility encourages independent learning and improves students' digital literacy skills. Howard Gardner (1983) emphasized that diverse learning media can support various learning styles and multiple intelligences among students.

Educational blogs also support teachers in creating creative and interactive instructional content. Teachers can integrate text, images, videos, presentations, and online discussions into learning materials. Such integration creates more attractive and meaningful learning experiences for students. In addition, blogs can become platforms for sharing educational information and school activities with parents and the wider community.

SMP Rahmat Islamiyah Medan is one of the educational institutions that continuously seeks to improve educational quality through innovation and technology integration. However, based on preliminary observations, several teachers still experienced limitations in utilizing digital learning media effectively. Some educators had limited understanding regarding blog creation, website management, and online educational content development.

The limited use of educational blogs among teachers was influenced by inadequate digital literacy and limited opportunities for technology-based professional training. Most learning activities still relied heavily on conventional teaching methods without integrating digital learning platforms optimally. This condition indicates the need for training programs that focus on improving teachers' digital competence and instructional innovation.

Teacher training activities are important strategies for improving educational quality and teachers' professional competence. Through training programs, teachers can develop practical technological skills, improve instructional creativity, and increase confidence in utilizing digital media for educational purposes. According to Malcolm Knowles (1984), adult learning becomes more effective when participants are directly involved in practical and experience-based learning activities.

The implementation of educational blog training is highly relevant to the current educational transformation process. Digital learning platforms can support interactive, flexible, and accessible learning experiences for students. Educational blogs also facilitate communication between teachers and students beyond classroom activities. Therefore, teachers need adequate skills in designing and managing digital learning platforms.

The importance of technology integration in education is also reflected in the implementation of the Merdeka Curriculum in Indonesia. Technology-based learning approaches encourage active learning, creativity, and independent learning among students. Research conducted by Hasrian Rudi Setiawan, Aulia, Hidayatullah, and Firmanda (2025) showed that the implementation of the Merdeka Curriculum in Islamic education supports innovative and student-centered learning processes that improve educational quality.

In addition, interactive learning media have become important components in improving students' understanding and participation in classroom instruction. Digital learning media can help teachers present learning materials more attractively and effectively. Research by Hasrian Rudi Setiawan and Amini (2026) revealed that the utilization of interactive learning media positively influences students' engagement and understanding in Islamic education learning activities.

The development of educational blogs is also related to the broader concept of digital literacy among educators. Digital literacy involves the ability to access, evaluate, create, and communicate information effectively using digital technology. Teachers

with strong digital literacy are better prepared to adapt to educational developments and technological changes in modern learning environments.

The use of educational technology has also shown positive impacts in various educational contexts, including early childhood education. Research conducted by Hasrian Rudi Setiawan, Hasan, and Haryani (2025) demonstrated that the implementation of digital educational technology in thematic learning activities improved children's learning participation and instructional effectiveness at Tadika Al-Fikh Orchard Malaysia.

Educational blogs can also function as platforms for collaborative learning and communication between schools and parents. Through blogs, schools can disseminate announcements, assignments, school activities, and educational information efficiently. This communication function strengthens school transparency and institutional engagement with the community.

The integration of digital media into learning activities requires teachers to continuously improve their technological competence. Teachers should not only understand technical aspects of digital platforms but also possess creativity in designing educational content. Therefore, continuous professional development programs are essential for supporting teachers' adaptation to technological advancements.

The implementation of educational blog training at SMP Rahmat Islamiyah Medan focused on practical and participatory learning approaches. Participants were directly involved in blog creation, content management, website design, and educational publishing activities. Practical learning experiences are considered effective for improving participants' technological competence and confidence.

According to David Kolb (1984), experiential learning contributes significantly to skill mastery and knowledge retention. Therefore, practical training activities become essential strategies for developing teachers' competence in educational technology utilization and digital media management.

The development of educational blogs also supports the concept of student-centered learning. Through online learning platforms, students are encouraged to learn independently, access educational resources flexibly, and participate actively in digital learning activities. Lev Vygotsky (1978) explained that active interaction with learning environments significantly supports cognitive development and learning effectiveness.

Another important aspect of educational blog utilization is the improvement of teachers' creativity in instructional design. Teachers can combine multimedia elements such as images, videos, presentations, and online discussions into integrated learning materials. Such instructional innovation can increase students' interest and motivation in learning activities.

The use of digital educational media has also become increasingly important after the global educational transformation caused by technological developments and online learning trends. Schools are encouraged to maximize digital platforms in order to maintain instructional effectiveness and learning accessibility. Consequently, teachers need adequate support and training in educational technology utilization.

Research by Hasrian Rudi Setiawan, Daulay, Khairani, and Ritonga (2025) highlighted the importance of resilience and adaptability among teachers and students in facing educational changes and standardized educational assessments. This finding indicates that teachers' readiness and competence are important factors in responding to educational transformation and technological innovation.

In addition, digital applications such as Canva have also shown positive contributions to educational activities and learning support. Research conducted by Hasrian Rudi Setiawan, Azizah, Syahputri, and Maulida (2025) found that the use of Canva applications supported students' creativity and learning experiences in Islamic education courses. This finding demonstrates the importance of digital platforms in supporting innovative learning environments.

Community service activities in education play significant roles in bridging academic knowledge and practical educational needs in society. Universities and

educational institutions are expected to contribute to educational development through training, mentoring, and empowerment programs. Educational technology training programs can provide long-term positive impacts on teachers' professional competence and institutional quality.

The educational blog training program conducted at SMP Rahmat Islamiyah Medan was designed to respond to the challenges of digital transformation in education. The program aimed to equip teachers with practical skills in blog creation, content management, and digital instructional design. The training activities also emphasized creativity, innovation, and technology-based instructional development.

Based on the background described above, this community service activity aimed to improve educators' competence in designing and managing educational blogs at SMP Rahmat Islamiyah Medan. Specifically, the first objective of this program was to improve teachers' understanding and practical skills in creating and managing educational blogs as digital learning media. The second objective was to increase teachers' creativity and confidence in utilizing technology-based instructional media in classroom learning activities. The third objective was to support the development of innovative, interactive, and technology-based learning environments that improve educational quality and students' digital literacy at SMP Rahmat Islamiyah Medan.

B. Method

This community service program employed a participatory training approach aimed at improving educators' competence in designing and managing educational blogs at SMP Rahmat Islamiyah Medan. The participatory approach was selected because it emphasizes active involvement from participants throughout the implementation process. Teachers were encouraged to engage directly in discussions, demonstrations, and practical activities related to educational blog development. This approach was expected to create meaningful learning experiences and improve participants' technological competence effectively.

The implementation of the program began with a preliminary observation and needs assessment stage. At this stage, the service team conducted direct observations and interviews with teachers to identify their understanding, challenges, and needs regarding the use of digital learning media. The observations focused on teachers' digital literacy, experience in using technology-based learning platforms, and the availability of supporting technological facilities at the school. The information obtained during this stage became the basis for designing relevant training materials and instructional strategies.

The second stage involved planning and preparation activities. The service team prepared training modules, presentation materials, learning guides, and evaluation instruments related to educational blog creation and management. The training materials covered several topics, including blog creation procedures, website design, content management, educational article publishing, multimedia integration, and the use of blogs as digital learning media. Supporting facilities such as laptops, internet access, projectors, and online platforms were also prepared to support the implementation of the activities.

The training activities were conducted through lectures, demonstrations, discussions, and direct practice sessions. The lecture sessions aimed to provide participants with theoretical understanding regarding the importance of digital literacy and educational technology integration in learning activities. Facilitators explained the functions and benefits of educational blogs as learning media and communication platforms between teachers and students. These sessions also discussed the role of educational technology in supporting innovative and interactive learning environments.

The demonstration sessions were conducted to provide participants with practical examples of educational blog creation and management. Facilitators demonstrated step-by-step procedures for creating blogs, selecting templates, organizing menus, uploading educational content, and customizing blog layouts. Participants observed directly how blogs could be utilized as effective instructional media. Demonstration activities

enabled participants to better understand technical procedures before implementing them independently.

The direct practice sessions became the main component of the training program. Participants were guided to create and manage their own educational blogs using available digital platforms. Teachers practiced creating educational articles, uploading learning materials, integrating multimedia elements, and organizing blog content systematically. During these activities, facilitators provided individual guidance and technical assistance to participants who experienced difficulties. Practical learning experiences were expected to improve participants' technological competence and confidence in utilizing digital learning media.

Evaluation activities were conducted during and after the implementation of the training program. The evaluation process aimed to measure participants' understanding, skill improvement, and participation throughout the activities. Evaluation techniques included observation of participants' involvement, assessment of blog creation results, reflective discussions, and feedback sessions. Participants were also encouraged to share their experiences and challenges during the training process. The evaluation results were used to identify the strengths and limitations of the program implementation.

The final stage of the program involved follow-up and mentoring activities to support the sustainability of the training outcomes. Participants were encouraged to continue developing and utilizing educational blogs in classroom instruction and school communication activities. The service team also provided opportunities for consultation and online communication to assist teachers in overcoming technical challenges after the training program. Through continuous mentoring and collaboration, this community service activity was expected to contribute positively to improving teachers' digital competence and the quality of technology-based learning at SMP Rahmat Islamiyah Medan.

C. Results and Discussion

The community service program on educational blog design and management training at SMP Rahmat Islamiyah Medan was implemented successfully and received positive responses from participating educators. The activity focused on improving teachers' digital competence in utilizing blogs as instructional media and educational communication platforms. During the implementation process, participants demonstrated enthusiasm and active participation in every stage of the training activities. According to Mulyasa (2017), teacher participation in professional development programs contributes significantly to improving instructional quality and educational effectiveness.

The preliminary observations conducted before the training revealed that several teachers still had limited understanding regarding the use of educational blogs in learning activities. Most participants had never independently created or managed educational websites before participating in the program. Learning activities at the school still relied heavily on conventional instructional approaches without optimal integration of digital media. This condition reflects the challenges faced by educational institutions in adapting to technological developments.

The implementation of the training program introduced teachers to the importance of digital literacy in modern education. Participants learned that educational technology can support interactive, flexible, and student-centered learning environments. Teachers also understood that digital platforms such as blogs could become effective media for delivering learning materials and educational information. According to George Siemens (2005), digital technology encourages connected and collaborative learning processes in contemporary education.

One of the important findings during the training was the increased awareness among teachers regarding the role of educational blogs in improving learning accessibility. Participants realized that blogs allow students to access educational materials anytime and anywhere through internet-based platforms. This flexibility

supports independent learning and enhances students' engagement in educational activities. Lev Vygotsky (1978) explained that learning effectiveness increases when students actively interact with learning resources and educational environments.

The lecture sessions provided participants with theoretical understanding regarding educational technology integration and blog utilization in teaching activities. Facilitators explained the functions of blogs as learning media, communication tools, and educational information platforms. Teachers learned about the importance of integrating multimedia elements such as images, videos, presentations, and hyperlinks into digital learning content. According to Howard Gardner (1983), diverse learning media support different learning styles and improve students' educational experiences.

The demonstration sessions became one of the most appreciated activities during the program. Facilitators demonstrated step-by-step procedures for creating educational blogs, selecting templates, organizing menus, and publishing educational content. Participants observed directly how blogs could be designed attractively and systematically for educational purposes. Demonstration activities enabled participants to understand technical procedures more clearly before implementing them independently.

The direct practice sessions contributed significantly to improving participants' technological competence. Teachers were guided to create and manage their own educational blogs using available digital platforms. During these activities, participants practiced uploading learning materials, creating educational articles, and integrating multimedia content into their blogs. David Kolb (1984) stated that experiential learning through direct practice contributes significantly to skill development and understanding.

Another important result of the program was the improvement of teachers' confidence in utilizing digital technology for educational purposes. Before participating in the training, several participants expressed concerns regarding their limited technological abilities. However, after participating in demonstrations and practice sessions, teachers became more confident in creating and managing educational blogs

independently. According to Albert Bandura (1997), self-efficacy strongly influences individuals' motivation and performance in learning new skills.

The participants also demonstrated increased creativity in designing educational blog content after the training sessions. Several teachers created attractive blog layouts and integrated various multimedia elements into their educational materials. Teachers understood that visual and interactive content could increase students' interest and participation in learning activities. This finding aligns with the research conducted by Hasrian Rudi Setiawan, Azizah, Syahputri, Maulida, and Setiawan (2025), which showed that digital applications such as Canva support creativity and improve learning experiences in educational activities.

The use of educational blogs was also considered beneficial for strengthening communication between teachers and students. Participants explained that blogs could facilitate the dissemination of assignments, announcements, learning materials, and school information efficiently. Through blogs, teachers can maintain communication with students beyond classroom activities and support flexible learning processes.

The discussions conducted during the training created a collaborative learning atmosphere among participants. Teachers shared experiences, technological challenges, and ideas related to educational blog utilization in classroom instruction. This collaborative interaction encouraged participants to exchange knowledge and practical solutions regarding digital learning implementation. According to Etienne Wenger (1998), collaborative learning communities contribute positively to professional development and knowledge sharing.

The program also increased participants' understanding regarding the importance of innovation in educational practices. Teachers realized that learning activities should continuously adapt to technological developments and students' educational needs. Participants became more motivated to utilize digital media creatively in order to improve instructional effectiveness and students' engagement.

The implementation of educational blog training is closely related to the educational transformation occurring in Indonesia through the Merdeka Curriculum. Technology integration supports student-centered learning, creativity, and independent learning processes. Research conducted by Hasrian Rudi Setiawan, Aulia, Hidayatullah, and Firmanda (2025) showed that innovative learning approaches in the Merdeka Curriculum contribute positively to improving learning quality in Islamic education.

Participants also acknowledged that educational blogs could support students' digital literacy development. Through online learning platforms, students become more familiar with technology utilization, online information access, and digital communication. Teachers understood that digital literacy is an important competency required in contemporary educational environments.

The training activities also emphasized the importance of integrating interactive learning media into classroom instruction. Educational blogs allow teachers to provide multimedia-based learning experiences that are more engaging and accessible for students. This finding supports the study conducted by Hasrian Rudi Setiawan and Amini (2026), which revealed that interactive learning media positively influence students' engagement and understanding in educational activities.

One challenge identified during the training program was the variation in participants' digital literacy levels. Some teachers adapted quickly to technological activities, while others required more intensive guidance and practice. This difference influenced the pace of participants' learning during the implementation process. However, facilitators addressed this challenge by providing individualized assistance and supportive learning environments.

The supportive atmosphere developed during the training activities contributed positively to participants' motivation and learning experiences. Teachers felt comfortable asking questions, practicing independently, and discussing technical challenges with facilitators and peers. According to Carl Rogers (1969), learner-

centered educational environments improve confidence and engagement in learning processes.

The implementation of practical and participatory learning approaches also increased participants' active involvement throughout the training program. Teachers were not passive recipients of information but active contributors during discussions, demonstrations, and practical activities. John Dewey (1938) emphasized that meaningful learning occurs through active participation and practical educational experiences.

The program also strengthened collaboration between the community service team and SMP Rahmat Islamiyah Medan. Positive communication between facilitators and participants created a productive learning atmosphere throughout the implementation process. This collaboration became an important factor contributing to the successful implementation of the training program.

The educational blog training also reflected broader educational transformation efforts involving digital educational technology integration. Research conducted by Hasrian Rudi Setiawan, Hasan, and Haryani (2025) demonstrated that the implementation of digital educational technology positively influenced thematic learning effectiveness and students' participation at Tadika Al-Fikh Orchard Malaysia.

Participants recognized that educational blogs could support not only instructional activities but also school promotion and institutional communication. Blogs can become media for publishing school achievements, educational programs, and academic information for parents and the community. This communication function strengthens institutional transparency and public engagement.

The evaluation activities showed that participants experienced significant improvement in their understanding and practical skills regarding educational blog management. Teachers successfully created functional educational blogs containing learning materials, educational information, and multimedia content. These results

indicate that practical training activities effectively improved participants' technological competence.

The sustainability of the training outcomes depends greatly on teachers' commitment to continuously utilizing educational blogs in instructional activities. Continuous practice and follow-up mentoring are necessary to strengthen participants' technological skills and instructional innovation. According to Michael Fullan (2007), sustainable educational improvement requires continuous professional learning and institutional support.

Another important discussion point during the program was the importance of resilience and adaptability among educators in facing educational changes and technological advancements. Teachers need to continuously develop their competence in order to respond effectively to educational transformation. This finding aligns with the research conducted by Hasrian Rudi Setiawan, Daulay, Khairani, and Ritonga (2025), which highlighted the importance of resilience among teachers and students in responding to educational challenges and standardization processes.

Overall, the results of the community service program indicated that educational blog training successfully improved teachers' understanding, confidence, creativity, and technological competence at SMP Rahmat Islamiyah Medan. Participants gained meaningful learning experiences regarding educational technology integration and blog utilization in teaching activities. The program contributed positively to supporting innovative, interactive, and technology-based learning environments in the school context.

D. Conclusion

The community service program on educational blog design and management training at SMP Rahmat Islamiyah Medan was successfully implemented and provided positive contributions to improving teachers' digital competence. Through lectures, demonstrations, discussions, and direct practice sessions, participants gained better

understanding and practical skills in creating and managing educational blogs as technology-based learning media. The training activities also increased teachers' confidence and motivation in utilizing digital technology to support innovative and interactive learning processes.

The results of the program indicated that participatory and practice-based training approaches were effective in improving educators' technological competence and instructional creativity. Participants demonstrated improvements in educational content management, multimedia integration, and the utilization of blogs for communication and learning activities. In addition, the collaborative atmosphere developed during the training encouraged teachers to exchange experiences, discuss challenges, and strengthen professional relationships related to educational technology implementation.

Overall, this community service activity contributed positively to supporting digital transformation and technology-based learning innovation at SMP Rahmat Islamiyah Medan. Educational blogs can function not only as learning media but also as platforms for communication, creativity, and digital literacy development among educators and students. Therefore, continuous mentoring, evaluation, and professional development programs are recommended to ensure the sustainability of the training outcomes and to further improve the quality of digital education in the future.

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