

The Effectiveness of Canva-Based Moral Education Media with an Deep Learning Approach in Improving the Learning Climate of Elementary School Students

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ABSTRACT. This research is motivated by the lack of optimal learning climate in moral education learning in elementary schools, which is shown by the lack of maximum student involvement, interaction, and comfort during the learning process. This condition demands an innovation in learning media that is not only visually appealing, but also able to encourage in-depth learning engagement. This study aims to analyze the effectiveness of Canva-based moral education media with an in-depth learning approach in improving the learning climate of grade II elementary school students. This research uses research and development methods through the stages of analysis, design, development, implementation, and evaluation. The subject of the study was a grade II student at SD Negeri Pergiawu Wetan, Kulon Progo Regency. Data was collected through questionnaires, observations, and documentation, then analyzed in a quantitative descriptive manner. The results of the study showed that there was an increase in the percentage of students' learning climate from 79.39 percent in the stage before the use of media with the good category to 87.04 percent in the stage after the use of media with the very good category. This increase shows a positive change in the aspects of student engagement, interaction, and learning comfort. Students become more active, enthusiastic, and responsive in participating in learning. These findings show that the integration of Canva-based media with a deep learning approach makes a real contribution to creating a more conducive learning climate. Thus, the media developed is declared effective and has novelty as an alternative to learning innovations in moral education in elementary schools.

Keywords: Moral Education Media, Canva, Deep Learning, Elementary School Students

INTRODUCTION

Education in Indonesia still faces various problems, both at the macro and micro levels. At the micro level, monotonous learning, limited infrastructure, and low student learning achievement are factors that affect the quality of the learning process in the classroom (Kurniawati, 2022). This condition is related to a less conducive learning climate, which is characterized by low student involvement, interaction, and comfort (Sardiman, 2018). An unconducive learning climate has an impact on decreased motivation, increased passive behavior, and weak social interaction in learning (Siregar dan Nara, 2020). In addition, education also faces challenges in shaping the character and morals of students. Various studies show that the internalization of moral values in students' real behavior has not been optimal. The results of Sofanudin's survey indicate that the moral level of students is still in the category of not ideal (Sofanudin, 2019).

These findings show that moral formation requires a continuous process from the elementary school level, so that moral education has a strategic role in shaping character while supporting the creation of a positive learning climate. In the context of contemporary education, moral education not only serves as a component of the curriculum, but also as a response to moral degradation in the digital age. The humanist-religious approach emphasizes the importance of integrating religious values with learning experiences that are contextual and relevant to students' lives (Lalu Wire Sanni Atmaja dan Wantini, 2025). In line with that, moral education in Islam has a fundamental mission to humanize human beings through the formation of a dignified character that is in harmony with fitrah (Rambe et al., 2023). However, moral learning does not stop at the cognitive aspect, but must be internalized in the real behavior of students, both in the physical, mental, and spiritual aspects (Risal Fratama dan Waharjani, 2023). Theoretically, moral education contributes to creating a conducive learning climate through habituation of empathy, responsibility, and mutual respect (Fitri, 2020). In learning practice, the proper use of media has been proven to increase student motivation and engagement (Amelia Putri Wulandari, 2023). One of the relevant digital media innovations is Canva, which allows the presentation of material in a visual, engaging, and interactive manner (Restu Kurnia dan Titin Sunaryati, 2023). In addition, the deep learning approach emphasizes active student involvement through a meaningful and reflective learning process, thereby contributing to improving the quality of learning (Mustaghfirin dan Zaman, 2025).

However, the results of observations at SD Negeri Pergiwatu Wetan show that moral learning is still dominated by lecture methods, with limited media use. Students tend to be passive, lack focus, and have difficulty understanding and internalizing moral values. This condition shows that the learning climate is not yet fully conducive. These findings are in line with previous research that showed that limited media and learning approaches have an impact on low student participation and motivation to learn (Hanifah, 2022). On the other hand, the use of digital media such as Canva has been shown to increase student engagement, while the deep learning approach is able to create more meaningful learning (Khotimah dan Abdan, 2025). However, research that integrates Canva media with a deep learning approach, particularly in the context of moral education in elementary school, is still limited. This shows that there is a research gap that needs to be studied further. Therefore, learning innovations that integrate digital media with the right pedagogical approach are needed. This research develops a Canva-based moral education media combined with an in-depth learning approach to increase involvement, understanding, and internalization of students' moral values. Thus, learning is expected to be not only oriented to cognitive aspects, but also able to form character and create a conducive learning climate. Based on this description, this study aims to analyze the effectiveness of Canva-based moral education media with an in-depth learning approach in improving the learning climate of grade II students at SD Negeri Pergiwatu Wetan, Kulon Progo Regency.

METHOD

The data in this study was collected through various complementary techniques to obtain comprehensive information related to the development and effectiveness of Canva-based moral education media. Data collection techniques include observation, interviews, questionnaires, and documentation. Observations were carried out systematically to identify the initial conditions of learning, student characteristics, and the dynamics of the learning climate in the classroom. Interviews were conducted with students, teachers, and principals to explore in-depth information about learning experiences, learning media needs, and responses to the use of digital media. The questionnaire is used to collect quantitative data, both in the process of product validation by experts and to measure the change in student learning climate through the provision of pre-tests and post-tests. Meanwhile, documentation is used to complete data in the form of learning notes, photos of activities, and measurement results that support research findings. The use of these various techniques aims to improve the validity of data through triangulation of sources and methods (Arikunto, 2019; Sugiyono, 2022). The data sources in this study consist of primary data

and secondary data. Primary data was obtained directly from the research subjects, namely grade II students as media users, teachers as learning practitioners, and school principals as policy makers. In addition, primary data is also obtained from experts, namely media experts, material experts, and evaluation experts who provide assessments on the feasibility of research products and instruments. The secondary data is obtained from supporting documents such as teaching modules, student learning outcomes, and school archives that are relevant to the learning process. The combination of these data sources allows researchers to obtain more valid, objective, and contextual information in assessing the effectiveness of the developed media.

The data analysis technique in this study uses a mixed approach that combines quantitative and qualitative analysis. Quantitative analysis was used to measure the effectiveness of the media through pre-test and post-test questionnaire data on the student learning climate which was analyzed using descriptive and inferential statistics. Descriptive statistics are used to describe the average, percentage, and trend of the data, while inferential statistics in the form of differential tests are used to determine the significance of the increase after the use of the media (Sugiyono, 2022). Meanwhile, qualitative analysis was carried out on the data from interviews, observations, and documentation by grouping, interpreting, and describing data based on relevant themes. This analysis aims to explain in more depth the processes and factors that affect the change in student learning climate. The integration of the two types of analysis is carried out at the stage of interpretation of the results, so that quantitative data that show numerical improvement can be reinforced with qualitative data that explains the context and meaning of the change. This approach is in line with the view that the combination of quantitative and qualitative data is able to provide a more complete and in-depth understanding of research phenomena (Sugiyono, 2022).

RESULT AND DISCUSSION

Result

The effectiveness of Canva-based Moral Education media with an in-depth learning approach was measured through a student learning climate questionnaire given in four stages, namely pre-test, trial I, trial II, and post-test.

a. Pre-test

Table 1. Pre-Test

No	Indicator	Statement	Total Score of 14 Students
1	Active student involvement	I dare to ask if I don't understand the material of Morals.	58
		I actively participated in answering the teacher's questions.	40
		I often work together with friends when learning Akhlak.	62
2	Harmonious interpersonal relationships	The teacher treats all students fairly and kindly.	64
		I felt that the teacher listened to my opinions and questions.	51
		My relationships with teachers and friends in the classroom are pleasant.	64
3	Learning motivation	I feel happy and motivated when I learn Akhlak.	57
		I want to always learn Morals well.	42

4	Sense of security and comfort	I feel safe and free to express my opinions in class.	47
		The classroom atmosphere when learning Akhlak is comfortable and fun.	59
5	Positive support from teachers	The teacher gave me help or explanation when I was struggling.	59
		The teacher gives me praise or appreciation if I study well.	56
6	Classroom order and order	The teacher organized the class neatly so that the lesson went smoothly.	60
		Students follow the rules of the class when learning Morals.	59
	Total Score		778

Based on table 2, the learning climate of students in Moral Education at the pre-test (before using Canva Education Media based on deep learning) obtained a total score of 778. If the data is percentaged, the following values are obtained:

$$NP = \text{Score} / \text{SM} \times 100\%$$

$$NP = \text{Score} / (\text{Number of students} \times \text{number of question items} \times \text{highest score}) \times 100\%$$

$$NP = 778 / (14 \times 14 \times 5) \times 100\%$$

$$NP = 778 / 980 \times 100\% \\ = 79,39 \%$$

b. Trial I

Table 2. Trial I

No	Indicator	Statement	Total Score of 14 Students
1	Active student involvement	I dare to ask if I don't understand the material of Morals.	61
		I actively participated in answering the teacher's questions.	47
		I often work together with friends when learning Akhlak.	60
2	Harmonious interpersonal relationships	The teacher treats all students fairly and kindly.	57
		I felt that the teacher listened to my opinions and questions.	57
		My relationships with teachers and friends in the classroom are pleasant.	62
3	Learning motivation	I feel happy and motivated when I learn Akhlak.	51
		I want to always learn Morals well.	53
4		I feel safe and free to express my opinions in class.	56

	Sense of security and comfort	The classroom atmosphere when learning Akhlak is comfortable and fun.	56
5	Positive support from teachers	The teacher gave me help or explanation when I was struggling.	55
		The teacher gives me praise or appreciation if I study well.	56
6	Classroom order and order	The teacher organized the class neatly so that the lesson went smoothly.	55
		Students follow the rules of the class when learning Morals.	60
	Total Score		786

Based on table 3, the student learning climate in Moral Education during Trial I of the use of Canva-based Moral Education media with an in-depth learning approach obtained a total score of 786. If the data is percentaged, the following values are obtained:

$$NP = \text{Score} / \text{SM} \times 100\%$$

$$NP = \text{Score} / (\text{Number of students} \times \text{number of question items} \times \text{highest score}) \times 100\%$$

$$NP = 786 / (14 \times 14 \times 5) \times 100\%$$

$$NP = 786 / 980 \times 100\% \\ = 80.20 \%$$

c. Trial II

Table 3. Trial II

No	Indicator	Statement	Total Score of 14 Students
1	Active student involvement	I dare to ask if I don't understand the material of Morals.	50
		I actively participated in answering the teacher's questions.	55
		I often work together with friends when learning Akhlak.	58
2	Harmonious interpersonal relationships	The teacher treats all students fairly and kindly.	65
		I felt that the teacher listened to my opinions and questions.	55
		My relationships with teachers and friends in the classroom are pleasant.	62
3	Learning motivation	I feel happy and motivated when I learn Akhlak.	56
		I want to always learn Morals well.	58
4	Sense of security and comfort	I feel safe and free to express my opinions in class.	55
		The classroom atmosphere when learning Akhlak is comfortable and fun.	63
5	Positive support from teachers	The teacher gave me help or explanation when I was struggling.	57

		The teacher gives me praise or appreciation if I study well.	56
6	Classroom order and order	The teacher organized the class neatly so that the lesson went smoothly.	61
		Students follow the rules of the class when learning Morals.	56
	Total Score		807

Based on table 4, the student learning climate in Moral Education during Trial II of the use of Canva-based Moral Education media with an in-depth learning approach obtained a total score of 807. If the data is percentaged, the following values are obtained:

$$NP = \text{Score} / \text{SM} \times 100\%$$

$$NP = \text{Score} / (\text{Number of students} \times \text{number of question items} \times \text{highest score}) \times 100\%$$

$$NP = 807 / (14 \times 14 \times 5) \times 100\%$$

$$NP = 807 / 980 \times 100\%$$

$$= 82.35\%$$

d. Post-test

Table 4. Post-test

No	Indicator	Statement	Total Score of 14 Students
1	Active student involvement	I dare to ask if I don't understand the material of Morals.	56
		I actively participated in answering the teacher's questions.	59
		I often work together with friends when learning Akhlak.	61
2	Harmonious interpersonal relationships	The teacher treats all students fairly and kindly.	65
		I felt that the teacher listened to my opinions and questions.	57
		My relationships with teachers and friends in the classroom are pleasant.	64
3	Learning motivation	I feel happy and motivated when I learn Akhlak.	61
		I want to always learn Morals well.	62
4	Sense of security and comfort	I feel safe and free to express my opinions in class.	61
		The classroom atmosphere when learning Akhlak is comfortable and fun.	63
5	Positive support from teachers	The teacher gave me help or explanation when I was struggling.	58
		The teacher gives me praise or appreciation if I study well.	63
6	Classroom order and order	The teacher organized the class neatly so that the lesson went smoothly.	62

		Students follow the rules of the class when learning Morals.	61
	Total Score		853

Based on table 5, the student learning climate in Moral Education during the post-test of the use of Canva-based Moral Education media with an in-depth learning approach obtained a total score of 853. If the data is percentaged, the following values are obtained:

$$NP = \text{Score} / \text{SM} \times 100\%$$

$$NP = \text{Skor} / (\text{Number of students} \times \text{number of question items} \times \text{highest score}) \times 100\%$$

$$NP = 853 / (14 \times 14 \times 5) \times 100\%$$

$$NP = 853 / 980 \times 100\%$$

$$= 87,04 \%$$

e. Media Effectiveness

Diagram Batang

To provide an initial overview of the trend of change in students' learning climate, the results of the questionnaire are first presented in the form of a bar diagram.

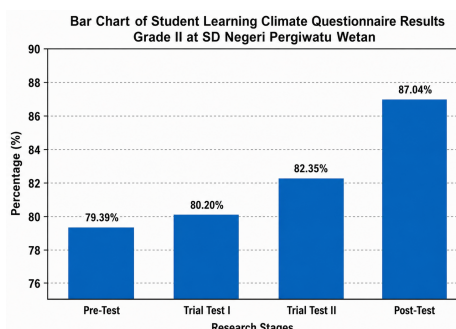


Diagram 1. Development of the Learning Climate of Grade II Students

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1) Hypothesis Formulation

The hypothesis in this study is formulated as follows:

- H_0 (hypothesis zero): There was no significant difference between students' learning climate scores before and after the use of Canva-based Moral Education media.
- H_1 (alternative hypothesis): There was a significant difference between students' learning climate scores before and after the use of Canva-based Moral Education media.

The significance level used in this study was $\alpha = 0.05$.

2) Determining the Score Difference (d)

The initial step in a paired t-test is to calculate the difference between *the post-test* and *pre-test scores* for each student with the formula:

$$d = X_{\text{post-test}} - X_{\text{pre-test}}$$

This difference in score shows the change in learning climate experienced by each student after the use of Educational Media.

3) Calculating the Average Score Difference ($\bar{d}$)

Table 5. Comparison of *Pre-Test* and *Post Test Scores*

No	Activities	Student Score													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	<i>Pre Test</i>	51	48	62	57	55	62	58	53	57	55	48	56	62	54
2	<i>Post-Test</i>	61	63	63	62	59	62	56	59	62	61	60	56	67	62

Score Difference	10	15	1	5	4	0	-2	6	5	6	12	0	5	8
Average Score Difference	5,36													

The average score difference is calculated using the formula:

$$\bar{d} = \frac{\sum d}{n}$$

Remarks:

- a) $\bar{d}$ = Average score difference
- b) $\sum d$ = sum of the total score difference
- c) n = Number of students

Based on the results of the calculation of research data:

- a) Number of students (n) = 14
- b) Average score difference ($\bar{d}$) = 5,36

This score shows that on average the students' learning climate score increased by 5.36 points after the use of media.

4) Calculating the Standard Deviation of Difference (S_d)

To find out the degree of variation in score changes between students, the standard deviation of the difference is calculated with the formula:

$$S_d = \sqrt{\frac{\sum (d - \bar{d})^2}{n-1}}$$

Step 1: Calculate $(d - \bar{d})^2$ for each student

Table 6. Average *Pre-Test* and *Post-Test* Score Difference

d	$d - \bar{d}$	$(d - \bar{d})^2$
10	4,64	21,54
15	9,64	92,86
1	-4,36	19,01
5	-0,36	0,13
4	-1,36	1,85
0	-5,36	28,74
-2	-7,36	54,18
6	0,64	0,41
5	-0,36	0,13
6	0,64	0,41
12	6,64	44,09
0	-5,36	28,74
5	-0,36	0,13
8	2,64	6,97

Step 2: add all up $(d - \bar{d})^2$

$$\sum (d - \bar{d})^2 = 298,19$$

Step 3: Calculate S_d

$$S_d = \sqrt{\frac{\sum (d - \bar{d})^2}{n-1}}$$

$$S_d = \sqrt{\frac{298,19}{14-1}}$$

$$S_d = \sqrt{22,93} \approx 4,79$$

The results of the calculation show that the standard deviation of the difference reflects the variation in the change in score that is still within reasonable limits and can be analyzed statistically.

- 5) Calculating the value of t calculation

The calculated t-value is obtained by using the formula:

$$t = \frac{\bar{d}}{s_d / \sqrt{n}}$$

$$t = \frac{5,36}{4,79 / \sqrt{14}}$$

$$t = \frac{5,36}{1,28}$$

$$t = 4,1875$$

Based on the calculation of *pre-test* and *post-test data*, it was obtained:

t hitung = 4,1875

- 6) Determining the Degree of Freedom (df)

The degree of freedom in a paired t-test is determined by the formula:

df = n - 1, so that:

df = 14 - 1 = 13

- 7) Significance Test Decision Making

Decision making is carried out by comparing t Hitung and t Tabel as follows (for df = 13)

Table 7. Comparison T Hitung and T Tabel

α (t hitung)	t tabel
0,05	$\approx 2,160$
0,01	$\approx 3,012$
0,001	$\approx 4,221$

t = 4,1875

What it means:

- a) Greater than t (0,01)
- b) Very close to t (0,001)
- c) Then the p-value is around 0,001

Based on the results of the paired t-test, a calculated t value of 4.1875 was obtained with a degree of freedom (df) = 13. This value produces a p-value of 0.001. Because the p-value < 0.05, the difference in score before and after treatment was statistically significant. Or in other words, because the significance value is smaller than the set significance level, H_0 is rejected and H_1 is accepted.

Discussion

The effectiveness of media is assessed based on the change in students' learning climate before, during, and after the use of Educational Media. Effectiveness measurement was carried out through a student learning climate questionnaire which was given in three stages, namely pre-test

(before the use of media), the trial stage (during the use of media), and post-test (after the use of media).

Pre-test

The initial achievement of 79.39% shows that the student learning climate is not yet fully conducive. This condition indicates that student involvement, motivation, and learning comfort are not optimal as the learning climate indicators according to Slameto (Slameto, 2010). From Richard E. Mayer's perspective, this condition can be explained by the dominance of conventional methods that have not integrated the visual and verbal channels effectively, so that learning tends to be one-way (Mayer, 2009). As a result, information processing has not encouraged active cognitive engagement. This is reinforced by the views of Ference Marton and Roger Säljö who show that learning is still at the surface learning level, so that students' understanding of moral values has not been deeply formed (Marton dan Säljö, 1976). In addition, from Thomas Lickona's point of view, learning at this stage only emphasizes the aspect of knowing the good, without being followed by the reinforcement of affective and behavioral aspects (Lickona, 1991). Therefore, the results of the pre-test are the empirical basis for the need for learning media interventions that are able to integrate cognitive, affective, and behavioral aspects more completely.

Trial I

The increase to 80.20% indicates an initial change in the learning climate, although it is still moderate. This change indicates that media use is starting to have an impact on student engagement. Theoretically, this improvement reflects the beginning of the functioning of the basic principles of multimedia learning according to Richard E. Mayer, in particular in optimizing information processing through a combination of visual and verbal (Mayer, 2009). However, the achievements that have not been significant show that students are still in the stage of adapting to the new learning model. From the perspective of deep learning, this condition can be understood as a transition phase from surface learning to deep learning (Ference Marton and Roger Säljö), in which students begin to engage in understanding meaning, but are not yet fully stable (Marton dan Säljö, 1976). Therefore, the increase at this stage represents more of the initial process of change than the end result.

Trial II

The achievement of 82.35% shows a more stable increase and indicates that the learning climate has been in the very conducive category. At this stage, students not only adapt, but begin to show consistent engagement in the learning process. This improvement indicates that the principle of active processing in Richard E. Mayer's theory is starting to run optimally (Mayer, 2009). Students are able to integrate the information received with previous learning experiences, so that learning becomes more meaningful. In addition, the orientation of learning has shifted towards deep learning, characterized by students' ability to relate the concept of moral values to the context of daily life (Marton dan Säljö, 1976). At this stage, the internalization of values also begins to be seen, which is in line with the concept of integrating knowing, feeling, and doing the good according to Thomas Lickona (Lickona, 1991).

Post-Test

The final achievement of 87.04% confirms that the use of media has a significant impact on improving the learning climate. This increase is not only quantitative, but also shows a change in the quality of learning interactions in the classroom. Conceptually, these results suggest that media design has succeeded in optimizing students' cognitive load and encouraging active engagement on an ongoing basis as described in Richard E. Mayer's theory (Mayer, 2009). In addition, learning has achieved the characteristics of deep learning, where students not only understand the material, but are also able to construct meaning and apply it in a real context (Marton dan Säljö, 1976). From the aspect of character, it can be seen that there is a strengthening of positive behavior of students that shows the integration of moral values in the learning process, as emphasized by Thomas Lickona (Lickona, 1991). This has an impact on creating a more harmonious, participatory, and conducive learning climate.

Media Effectiveness

The results of the significance test showed that the improvement of the learning climate occurred statistically significant, so it can be concluded that the developed media is effective in improving the quality of learning. This effectiveness is not only influenced by the visual aspect of the media, but especially by its ability to facilitate mindful, meaningful, and joyful learning. Students are not only more focused and active, but also able to understand the material more deeply and relate it to real experiences. These findings reinforce Richard E. Mayer's view that the integration of visual and verbal elements increases learning effectiveness, and is in line with *the concept of deep learning* put forward by Ference Marton and Roger Säljö (Marton dan Säljö, 1976; Mayer, 2009). The results of this study are also consistent with Arqam's findings which show that multimedia learning that integrates text, color, animation, sound, and interactivity is able to overcome monotonous and teacher-centered learning, as well as increase students' cognitive and affective attention and engagement (Arqam, 2019). This alignment reinforces that the use of Canva-based media in this study not only has an impact on improving learning climate scores, but also on the quality of student engagement during the learning process. However, in contrast to Arqam's research which focuses on cognitive learning outcomes, this study emphasizes on improving the learning climate which includes cognitive, affective, and social aspects. Thus, Canva-based Moral Education media with an in-depth learning approach has been proven to be able to transform the learning climate to be more interactive, conducive, and meaningful.

CONCLUSION

This study confirms that Canva-based Moral Education media integrated with an in-depth learning approach is significantly effective in improving the learning climate of elementary school students. The improvements that occurred were not only descriptive, but also statistically confirmed, which showed that media interventions had a real impact on the quality of the learning environment. Substantively, these findings indicate that learning designs that combine digital visualization with meaningful learning strategies are able to transform the learning process from being surface-oriented to more reflective, participatory, and contextual learning. Thus, the media no longer functions as a mere tool, but as a pedagogical instrument that plays a role in building cognitive, affective, and behavioral involvement of students simultaneously.

The practical implications of these findings emphasize the importance of the role of schools in encouraging the integration of digital media that is pedagogically designed, not merely technological. Teachers need to be facilitated to develop competencies in designing learning media that are in line with the principles of deep learning in order to be able to create a more meaningful and student-centered learning experience. On the other hand, the implications for scientific development show that the digital media-based approach to deep learning has great potential to be adapted in the context of Moral Education in elementary schools. Therefore, further research needs to expand the scope of the study by involving more diverse contexts, using more complex methodological designs, and exploring the long-term impact on other dimensions, such as academic achievement, social skills, and internalization of character values. These efforts are important to strengthen external validity while enriching the treasures of research in the field of technology-based education and character.

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