

# Development Interactive Teaching Materials with Google Sites Website-Based Media in Islamic Cultural History Subjects at Madrasah Aliyah

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## ABSTRACT

This study aims to explore the development of interactive teaching materials using website-based media (Google sites) for Islamic Cultural History subjects at Islamic Senior High School. This research employs the Research and Development (R&D) method using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). Data collection techniques include observation, interviews, questionnaires, tests, and documentation. The collected data were analyzed using descriptive analysis techniques, including expert validation questionnaire analysis, user validation, and student responses, all processed in accordance with research and development procedures. Based on the research findings, this development was carried out in five stages: analysis, design, development, implementation, and evaluation. The analysis stage involved curriculum analysis, student analysis, and needs assessment. The design stage included the preparation of learning materials, selection of media, choice of format, and initial design. The development stage involved validation by experts, including media experts, subject matter experts, and Islamic Cultural History teachers. The validation results were as follows: media experts (88.3%, categorized as highly valid), subject matter experts (92.8%, highly valid), and Islamic Cultural History teachers (95.6%, highly valid). During the implementation stage, activities such as pretests, trial implementations, explanations, in-depth material discussions, and posttests were conducted. The overall pretest and posttest results showed a significant improvement, with an average pretest score of 54.09 and a posttest score of 93.71. The student trial results indicated the following ratings: material aspect (83.29%, highly practical), language aspect (83.14%, highly practical), presentation aspect (81.57%, highly practical), and usefulness aspect (85.10%, highly practical). Thus, it can be concluded that the interactive teaching materials using website-based media (Google sites) for the Islamic Cultural History subject, specifically on the topic of the Khulafaur Rashidin, achieved an overall validity percentage of 83.27%, indicating high practicality. The evaluation stage, based on pretest and posttest results, demonstrated a significant improvement in students' learning outcomes in Islamic Cultural History when using the interactive teaching materials Website-based using Google sites.

**Keywords :** *Development, Teaching Materials, Interactive, Google sites, Islamic Cultural History.*

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## INTRODUCTION

Education is a vital process for developing human resources so individuals can fulfill their roles functionally and optimally in life. It is a conscious and planned effort to guide and shape students' personalities in alignment with educational values (Tilaar, 2002). The importance of education lies in its power to equip individuals with the knowledge, skills, and attitudes needed to thrive and contribute meaningfully to society (UNESCO, 2020). With education, people can better express their existence and maximize their potential to benefit themselves and others.

Teachers play a crucial role in the success of educational goals. As the primary agents in the learning process, teachers are responsible for facilitating and managing the

development of students (Sagala, 2010). In carrying out these responsibilities, they utilize various tools, including learning media, to enhance teaching and learning. According to Arsyad (2015), media can be defined as graphic, photographic, or electronic instruments used to capture, process, and convey visual or verbal information. In essence, learning media serves as a bridge to deliver content effectively and engagingly.

The use of learning media is essential because students have diverse levels of understanding. Yunus (1985) emphasizes that learning media significantly influence a student's comprehension. For instance, someone who only hears information may not understand it as well as someone who sees it visually, or someone who can both hear and see the material. This is supported by Mayer's (2001) multimedia learning theory, which explains that students learn better when words and pictures are combined than from words alone.

Learning media contributes positively to the teaching process in several ways. It captures students' attention and enhances their motivation to learn (Heinich et al., 2005). The materials become clearer and easier to understand, making it simpler for students to achieve learning objectives. In addition, varied media usage prevents monotony in the classroom, making the learning experience more dynamic (Smaldino, Lowther, & Russell, 2012). Activities like observing visuals, engaging with audio content, or participating in demonstrations enrich the learning experience and reinforce concepts.

Teaching materials also hold an essential place in supporting independent learning. Properly developed learning materials can represent complex or abstract concepts in a more concrete way (Tomlinson, 2011). These materials allow students to study without constant supervision or peer support. When arranged systematically and logically, teaching materials become reliable companions for learners, helping them follow their curriculum and learning schedule independently (Prastowo, 2012).

Students benefit from having access to teaching materials anytime and anywhere. They can control the pace of their learning, choose topics based on their interests or needs, and become more independent learners (Knowles, 1980). Such autonomy is critical in fostering lifelong learning habits. With access to digital resources, learners can tailor their study experiences to suit their unique abilities and learning preferences (Anderson, 2008).

In the digital age, technology-based learning materials, such as those used in E-Learning, have become increasingly common. One example is the use of Google Sites, a platform provided by Google to create and manage educational websites. Google Sites allows users to build structured, user-friendly learning pages that can host lessons, multimedia resources, and interactive content (Google Support, 2023). Creating a Google Site involves several steps, including accessing a Google account, creating the site, selecting a title, customizing the design, and publishing the final content (Yuliana, 2021). This tool empowers educators to provide accessible, well-organized digital learning materials that support both classroom and independent learning.

The use of Google Site-based learning represents a significant innovation in transforming the teaching and learning process. Unlike conventional approaches where students passively receive material through verbal explanations, which can often feel monotonous, Google Sites allows educators to present content in more dynamic, visual, and interactive formats. This interactive design increases student engagement, motivation, and enthusiasm, as learners are exposed to rich and varied information that supports deeper understanding (Arsyad, 2015; Mayer, 2001). Therefore, it is essential to integrate Google Site-based media into the development of teaching materials, enabling students to access more complete, accurate, and reliable information in a flexible and user-friendly digital environment (Yuliana, 2021).

This innovation is particularly relevant for teachers and prospective educators, who often face challenges in delivering media-based teaching materials effectively in the classroom. In this context, the present study focuses on the development of instructional content using Google Site media within the subject of Islamic Cultural History. This subject

was selected as a medium for implementing the Rahmatan Lil Alamin Student Profile Strengthening Project (P5-PPRA) in line with the Independent Curriculum, particularly under the theme of Pancasila Democracy, which is closely related to the topic of Khulafaurrasyidin. The research was conducted at Madrasah Aliyah Negeri 3 Pekanbaru, Riau, a madrasah that emphasizes research and skill-based learning. This institution is considered suitable for the integration of innovative teaching materials supported by digital media such as Google Sites (Tilaar, 2002; Prastowo, 2012).

The researcher has conducted initial observations with one of the teachers at Madrasah Aliyah Negeri 3 Pekanbaru City, Riau. The teacher is a teacher of Islamic Cultural History who graduated from S1 Islamic Religious Education. In the observation, the researcher found and found problems in the learning process. These problems include, first, in the learning process, the teacher has implemented teaching material media, but in reality, there are still many obstacles faced, especially in the implementation of teaching material media that have not been packaged and visualized in various formats and forms that are more dynamic and interactive according to the needs of students. Second, teaching materials are less interesting for students so that students are less enthusiastic and motivated to be involved in the teaching and learning process. Third, the learning outcomes of students in the subject of Islamic Cultural History are seen from the results of the final assessment of the tenth grade semester, the total number of students is 324 people, 201 (62%) students have completed and 123 (38%) students are remedial.

According to the subject teacher of Islamic Cultural History, Mrs. Aziza Zahira, S.Pd., she said that:

"Students are more interested when learning uses teaching materials related to technology, especially in learning the History of Islamic Culture, therefore the creation of teaching materials is very important. Teaching media is very important in the educational experience because its presence can influence how students can interpret the material being taught so that it can arouse students' enthusiasm to understand so that the learning experience becomes interesting".

The researcher has decided to address the emerging issues by developing teaching materials using media based on the Google Sites platform. Development, in this context, refers to the process of creating a product and validating it for use in the learning process. According to Budiono Saputro, the stages of development research consist of three main phases: preliminary studies, product development and design, and product validation. The researcher selected the ADDIE model as the framework for the development research, a model that is classroom-oriented and involves five stages: analysis, design, development, implementation, and evaluation. This model is preferred due to its systematic approach, with each phase incorporating evaluation and revision, ensuring the production of a valid final product. In light of the aforementioned rationale, the researcher deems it appropriate to conduct the study titled "Development of Interactive Teaching Materials Using Google Sites-Based Media for Islamic Cultural History in Madrasah Aliyah".

## METHOD

This study uses the Research and Development (R&D) method of the ADDIE model (analysis, design, development, implementation, evaluation). Data collection techniques use observation, interviews, questionnaires, tests and documentation. The data obtained were analyzed using descriptive analysis techniques consisting of data analysis from expert validation questionnaires, user validation, and student responses processed in accordance with research and development procedures. This research was conducted at State Islamic High School 3, Pekanbaru City, Riau. The research implementation period was from October 2024 to February 2025. Data collection techniques through observation, interviews, questionnaires, tests, and documentation.

## FINDINGS AND DISCUSSION

Based on the results of research on the development of interactive teaching materials with media based on the Google sites website on the subject of Islamic Cultural History, Khulafaurasyidin material at State Islamic Senior High School 3, Pekanbaru City, that:

### Analysis Stage

In the analysis stage consists of curriculum analysis, student analysis and needs analysis. The researcher's curriculum analysis chose learning objectives 10.8 . and 10.9, namely analyzing the process of selecting the khulafaur rasyidin as an effort to instill a democratic attitude in deliberation and analyzing the substance and strategy of the khulafaurasyidin's da'wah as an effort to instill leadership attitudes, responsibility and discipline according to those contained in the teaching module. Student analysis can be seen that a variety of teaching materials are needed by using interesting learning materials, students need motivation to arouse interest in learning and are required to be open to technology that is increasingly sophisticated in the current era and the difficulties faced in learning Islamic Cultural History such as the time used in the learning process must be effective for 2 lesson hours (JP) with fairly large material. And the needs analysis shows that as many as 95% of students agree that teachers use varied learning materials in teaching Islamic Cultural History material, so that as many as 91% agree that E-Learning-based learning in the form of teaching materials with Google sites website-based media on the subject of Islamic Cultural History is applied in madrasahs. This supports students in E-Learning because as many as 93% of students stated that they had accessed the internet using smartphones or laptops to complete assignments given by teachers at the madrasah.

### Design Phase

At the design stage, there are several stages carried out, namely compiling learning materials, selecting media, selecting formats and initial designs that have the aim of containing activities to create a design for an interactive teaching material product with media based on the Google sites website that will be developed.

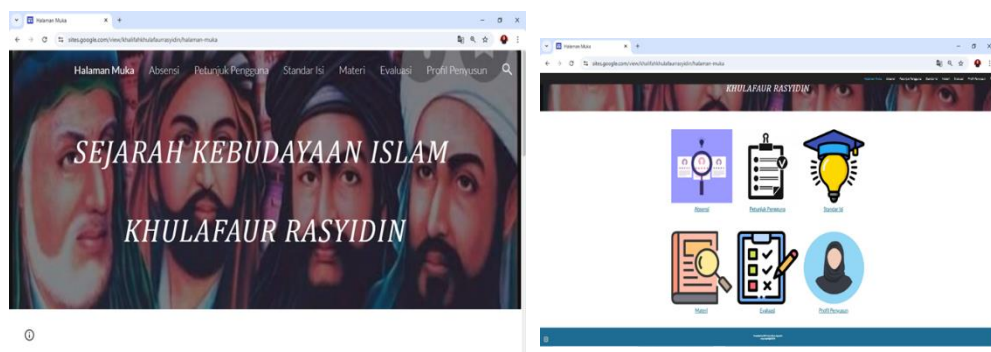


Figure 1. Initial Design Draft Drawing

### Development Stage

In the development stage, there are several stages carried out, namely media expert validation, material expert validation and Islamic Cultural History subject teacher validation. The validation results from each validator on interactive teaching materials with Google sites website-based media on the subject of Islamic Cultural History on the material of khulafaurasyidin are summed up using the formula, namely:

$$Vah = \frac{Tse}{Tsh} \times 100\%$$

Information:

- Vah : Expert (Percentage Value)  
 Tse : Total empirical score obtained based on expert assessment  
 Tsh : Total maximum expected score

The validation results from media experts on interactive teaching materials with Google sites website-based media on the subject of Islamic Cultural History on the khulafaurasyidin material obtained an average percentage of 88.3% with a very valid category.

The validation results from material experts on interactive teaching materials with Google sites website-based media on the subject of Islamic Cultural History on the khulafaurasyidin material obtained an average percentage of 92.8% with a very valid category.

The validation results from the subject teachers of Islamic Cultural History media on interactive teaching materials with Google sites website-based media on the subject of Islamic Cultural History on the material of khulafaurasyidin obtained an average percentage of 95.6% with a very valid category.

**Table 1. Validation results of interactive teaching materials with Google sites website-based media on the subject of Islamic Cultural History, Khulafaurasyidin material**

No	Validators	Average (%)	Level Validity
1.	Media Expert	88.3%	Very Valid
2.	Subject Matter Expert	92.8%	Very Valid
3.	Islamic Cultural History Teacher	95.6%	Very Valid

### Implementation Stage

In the implementation stage, there are several activities carried out, namely pretest activities, trials, explanations and deepening of materials, and posttests. The results of the pretest and posttest of class X students are class X1 Olympiad with an average pretest result of 55.71 and posttest 98.00, X6 International with an average pretest result of 62.00 and posttest 91.00, and class X9 Middle East (Religion) with an average pretest result of 44.58 and posttest 92.14. It can be concluded that the overall pretest and posttest results of students are with an average pretest of 54.09 and posttest 93.71.

**Table 2. Pretest Results for Class X Students**

No	Class	Pretest Results
1.	X1 Olympics	55.71
2.	X6 International	62.00
3.	X9 Middle East (Religion)	44.57
Average		54.09

**Table 3. Posttest Results for Class X Students**

No	Class	Posttest results
1.	X1 Olympics	98.00
2.	X6 International	91.00
3.	X9 Middle East (Religion)	92.14
Average		93.71

The results of the student trial of interactive teaching materials with Google sites website-based media on the subject of Islamic Cultural History, Khulafaurasyidin material, namely the material aspect with an average validity percentage of 83.29%, a very practical validity level, the linguistic aspect with an average validity percentage of 83.14%, a very

practical validity level, the presentation aspect with an average validity percentage of 81.57%, a very practical validity level, the benefit aspect with an average validity percentage of 85.10%, a very practical validity level. So it can be concluded that teaching materials with Google sites website-based media on the subject of Islamic Cultural History, Khulafaurasyidin material with an overall validity percentage of 83.27% are very practical.

**Table 4. Teaching Materials with Google Sites Website-Based Media on the Subject of Islamic Cultural History, Khulafaurasyidin Material at Madrasah Aliyah**

No	Aspect	Validity Percentage (%)			Average (%)	Level Validity
		S1	S2	S3		
1.	Material	90.93	82.86	76.07	83.29	SP
2.	Linguistics	89.86	83.00	76.57	83.14	SP
3.	Presentation	90.64	80.71	73.36	81.57	SP
4.	Benefit	90.86	88.14	76.29	85.10	SP
	Validation average	90.57	83.68	75.57	83.27	SP

Information :

S1 = X1 Olympiad


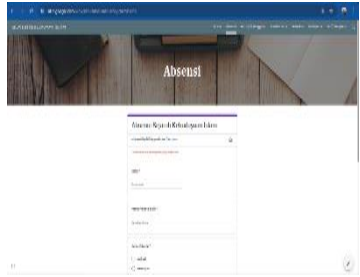
S2 = X6 International

S3 = X9 Middle East (Religion)

### Evaluation Stage

At the evaluation stage based on the research data that has been conducted, the development of interactive teaching materials with media based on the Google sites website in the subject of Islamic Cultural History with Khulafaurasyidin material at Madrasah Aliyah, the data obtained through the pretest and posttest activities that have been conducted, show that there is an increase in learning outcomes for Islamic Cultural History when using interactive teaching materials with media based on the Google sites website.

**Table 5. Storyboard Teaching Materials With Website-Based Media Google sites**

No	Menu	Appearance
1.	Home	
2.	Absence	

## 3. User Guide



## 4. Content Standards



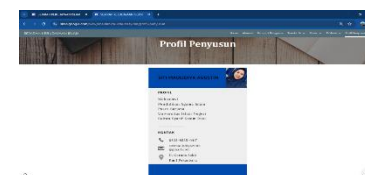
## 5. Material



## 6. Evaluation



## 7. Compiler Profile

**Discussion****Interactive Teaching Materials with Google Sites Website-Based Media in the Subject of Islamic Cultural History in the Khulafaurasyidin Material at Madrasah Aliyah by a Media Expert**

Teaching materials with Google sites website-based media on the subject of Islamic Cultural History, Khulafaurasyidin material in Madrasah as learning teaching materials by media experts include 3 aspects, namely presentation aspects, graphic aspects, and linguistic aspects. The results obtained from the analysis of validation aspects by media experts indicate that all aspects of the validation of the development of teaching materials with Google sites website-based media on the subject of Islamic Cultural History, Khulafaurasyidin material as learning teaching materials get very satisfactory scores.

The assessment results on the presentation aspect get a very valid category. This shows that the developed teaching materials are easy to operate, the developed teaching materials can be accessed from various software and devices, the teaching materials can last a long time and can be maintained, the developed teaching materials are effective and efficient, the selection of colors, types and sizes of letters are used appropriately, and the icons on the menu and the layout of the design pattern are in accordance with the description of the Google sites website.

The results of the graphic aspect assessment get a very valid category. This shows that the placement of the menu on the Google Sites website is right, so that the media page does not confuse users. The placement of the button on the Google Sites website is right, so that it can be operated easily and users have no difficulty in selecting the desired menu.

And the results of the linguistic aspect assessment obtained a very valid category. This shows that the language used is easy to understand, communicative and clear in accordance with EYD. Correct spelling, grammar and effective sentence structure. Linguistic accuracy is very important in learning materials because it is related to students' understanding of the subject matter.

### **Discussion of Interactive Teaching Materials with Google Sites Website-Based Media on the Subject of Islamic Cultural History on the Khulafaurasyidin Material at Madrasah Aliyah by material experts**

The results of the validation of the development of interactive teaching materials with Google sites website-based media on the subject of Islamic Cultural History, Khulafaurasyidin material at Madrasah Aliyah as learning materials by material experts include 3 aspects, namely, aspects of content feasibility, aspects of presentation feasibility, and linguistic aspects. The results obtained from the analysis of validation aspects by media experts indicate that all aspects of the validation of the development of teaching materials with Google sites website-based media on the subject of Islamic Cultural History, Khulafaurasyidin material as learning materials received very satisfactory scores.

The assessment results on the aspect of content feasibility get a very valid category. These results indicate that the suitability of the material presented in the teaching materials with the Google sites website-based media on the subject of Islamic Cultural History, Khulafaurasyidin material has met the learning achievements, learning objectives, student needs, teaching material needs, and learning media needs. The material is presented in detail and accurately according to the concept and definition. There is an evaluation of learning achievements and learning objectives with clear instructions for completing them and questions presented sequentially so that they can improve student learning outcomes.

The assessment results for the presentation feasibility aspect were categorized as very valid. This shows that the presentation of the learning content is appropriate so that it can support the explanation of the material on the Google Sites Website. The design of the Google Sites Website is adjusted as attractively as possible and can insert other online facilities in the form of images, even simulations are expected to attract students' interest and encourage students to learn what is conveyed by the teacher.

And the results of the linguistic aspect assessment obtained a very valid category. This shows that the language used is easy to understand, communicative and clear in accordance with EYD as well as accurate spelling, grammar and effective sentence structure. The language used in learning materials pays attention to communicative elements, namely the arrangement of clear and interactive sentences so that students are interested and motivated to learn and make the content of the material easier to understand.

### **Teaching Materials with Google Sites Website-Based Media in the Subject of Islamic Cultural History on the Material of Khulafaurasyidin as teaching materials by Islamic Cultural History Teachers.**

The results of the validation of the development of interactive teaching materials with Google sites website-based media on the subject of Islamic Cultural History, Khulafaurasyidin material at Madrasah Aliyah as learning materials by Islamic Cultural History teachers, there are 3 aspects, namely, material aspects, linguistic aspects and presentation. The results obtained from the analysis of validation aspects by Islamic Cultural History teachers in table IV.5 show that all aspects of the validation of the development of teaching materials with Google sites website-based media on the subject of Islamic Cultural History, Khulafaurasyidin material as learning materials get very satisfactory scores.

The results of the assessment of the material aspect get a very valid category. This shows that the material presented on the Google Sites Website is in accordance with the needs of the learning activities of Islamic Cultural History for class X, both in terms of learning achievements, learning objectives, and material content. The material is presented in detail along with systematic and sequential evaluations so that the flow of the material is clear in supporting understanding of the material. The Google Sites Website teaching materials are integrated in the form of a website, so that the material looks better, more attractive, and is not easily piled up or lost, making it easier for teachers to convey information, learning materials and support explanations of the material on the Google Sites Website.

The results of the linguistic aspect assessment obtained a very valid category. This shows that the language used is easy to understand, communicative and clear in accordance with EYD. Correct spelling, grammar and effective sentence structure. Linguistic accuracy is very important in learning materials because it is related to students' understanding of the subject matter.

And the assessment results on the presentation aspect get a very valid category. This shows that the developed teaching materials are easy to operate, the developed teaching materials can be accessed from various software and devices, the teaching materials can last a long time and can be maintained, the developed teaching materials are effective and efficient, the selection of colors, types and sizes of letters are used appropriately, and the icons on the menu and the layout of the design pattern are in accordance with the description of the Google sites website.

### **Interactive Teaching Materials with Google Sites Website-Based Media in the Subject of Islamic Cultural History at Madrasah Aliyah Khulafaurasyidin Material as Teaching Material by Students**

Practicality test to grade X students at State Islamic Senior High School 3 Pekanbaru City on interactive teaching materials with Google sites website-based media on the subject of Islamic Cultural History at the State Islamic Senior High School Khulafaurasyidin material developed showed very practical results. The four aspects assessed were: material aspect, language aspect, presentation aspect and benefit aspect.

The results of the material aspect assessment obtained a very practical category. This shows that the material is presented in detail along with systematic and sequential evaluation so that the flow of the material is clear in supporting students' understanding of the material. Teaching materials with Google sites website-based media on the subject of Islamic Cultural History, Khulafaurasyidin material attracts students' attention.

When teachers use teaching materials with Google sites website media to deliver learning materials, students can be seen to be more active and responsive in learning. As in the interview delivered by Mrs. Aziza Zahira, S.Pd.:

"I see when using teaching materials using the Google Site website, students are more active, responsive and tend to ask a lot of questions and do the assignments given faster than usual. Learning using the Google sites website makes it easier for students to learn because the material can be studied anywhere, of course it is more effective and efficient. Students are also more proficient with digital learning because they use android or laptops almost every day".

The results of the linguistic aspect assessment obtained a very practical category. This shows that the language used is easy to understand, communicative and clear in accordance with EYD. Accuracy of spelling, grammar and effective sentence structure. As interviewed by Ananda Maulida Rahmi:

"The teaching materials on the Google sites website for the subject of Islamic Cultural History are interesting because there are images that provide an attraction in learning and the language used is easy to understand".

The assessment results on the presentation aspect get a very practical category. This shows that the developed teaching materials are easy to operate, the developed teaching materials can be accessed from various software and devices, the teaching materials can last a long time and can be maintained, the developed teaching materials are effective and efficient, the selection of colors, types and sizes of letters are used appropriately, and the icons on the menu and the layout of the design pattern are in accordance with the description of the Google sites website. It can be concluded that the innovation of teaching materials with attractive Google sites website media can motivate users to actively participate in the learning process. As an interview delivered by Ananda Hanifah Salwatul Arsy:

"The operation of the Google sites website teaching materials on the subject of Islamic Cultural History is very easy to operate. In addition, it also makes it easier for students because they do not have to download certain applications again, the website is very effective for learning because the learning can be repeated anywhere"

The assessment results for the benefits aspect were categorized as very practical. This shows that the Google Site website material provides a new atmosphere in learning, students feel that this website is very useful when used as an independent learning resource that can be used anywhere and can add learning references.

## CONCLUSIONS

The development used five stages, namely analysis, design, development, implementation and evaluation. At the analysis stage, an analysis of the curriculum, students and needs is carried out. At the design stage, learning materials are compiled, media selected, format selected and initial design is carried out. At the development stage, validation was carried out by validators, namely media expert validation, material expert validation and Islamic Cultural History subject teacher validation. The validation results of each validator, namely media experts 88.3% in the very valid category, material experts 92.8% in the very valid category, and Islamic Cultural History subject teachers 95.6% in the very valid category. At the implementation stage, pretest, trial, explanation and in-depth study of the material, and posttest were carried out. The results of the overall pretest and posttest of students were with an average pretest of 54.09 and posttest of 93.71. The results of the student trial were material aspects 83.29% in the very practical category, linguistic aspects 83.14% in the very practical category, presentation aspects 81.57% in the very practical category, and benefits aspects 85.10% in the very practical category. So it can be concluded that teaching materials with Google sites website-based media on the subject of Islamic Cultural History, Khulafaurasyidin material with an overall validity percentage of 83.27 % are very practical. At the evaluation stage, it was shown that there was an increase in learning outcomes for Islamic Cultural History when using teaching materials with media based on the Google sites website.

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