Ta'dibuna Jurnal Pendidikan Islam
Vol15, No.4, Agustus 2026, hlm. 660-684
DOI: 10.32832/tadibuna.V15i4.24578
P-ISSN: 2252-5793
E-ISSN: 2622-7215
http://ejournal.uika-bogor.ac.id/index.php/TADIBUNA/

Creative E-Modules for Teacher Training in Teaching Reading at Integrated Islamic Schools

Afra Diar Kinanti[1], Happy Indira Dewi[2]
[1,2] Teknologi Pendidikan, Universitas Muhammadiyah Jakarta, Indonesia
*afradk12@gmail.com, h.indiradewi@umj.ac.id

Abstract

Islam regards reading as a fundamental activity in the acquisition of knowledge, as commanded by the word 'iqra' in Surah Al-'Alaq, verse 1. This value is relevant to education at the Integrated Islamic Primary School (SDIT), which integrates religious and general knowledge. In the learning process, Indonesian is the primary language; therefore, reading skills are essential for understanding various subjects. Reading instruction utilises the Cerdas Berbahasa Indonesia Fonik (CBIFonik) model. However, teachers face difficulties in implementing CBIFonik and are constrained by a lack of resources for self-directed training. This study aims to develop a Creative CBIFonik E-Module as a training resource for teachers to enhance their ability to teach reading skills creatively. The study employed the Research and Development (R&D) method based on the Dick and Carey model. Validation results showed a feasibility score of 4.40 from subject matter and language experts, 4.95 from media experts, and 4.84 from instructional design experts. User feedback scored 4.19 on a five-point scale. The effectiveness test showed an N-Gain of 0.73 in the 'high' category; the Wilcoxon Signed-Rank Test indicated a significant improvement ($p < 0.001$); and the effect size was 0.88, which falls within the 'large' category. Based on these results, the Creative E-Module is deemed suitable and effective as a training medium for teachers to improve pupils' reading skills..

Keywords: *E Modul; creative e-modules; CBIFonik; teacher training; reading skills; Integrated Islamic Primary Schools.*

Abstrak

Islam menempatkan membaca sebagai aktivitas fundamental dalam memperoleh ilmu pengetahuan, sebagaimana diperintahkan melalui iqra' dalam Q.S. Al-'Alaq ayat 1. Nilai tersebut relevan dengan pendidikan di Sekolah Dasar Islam Terpadu (SDIT) yang mengintegrasikan pengetahuan agama dan umum. Dalam proses pembelajaran, bahasa Indonesia menjadi bahasa utama sehingga keterampilan membaca penting untuk memahami berbagai pengetahuan. Pembelajaran membaca menggunakan model Cerdas Berbahasa Indonesia Fonik (CBIFonik). Namun, guru menghadapi kesulitan dalam mengimplementasikan CBIFonik dan keterbatasan media untuk pelatihan mandiri. Penelitian ini bertujuan mengembangkan E-Modul Kreatif CBIFonik sebagai media pelatihan guru untuk meningkatkan kemampuan mengajarkan keterampilan membaca secara kreatif. Penelitian menggunakan metode Research and

Diserahkan: 16-07-2026 **Disetujui**: 27-08-2026. **Dipublikasikan**: 15-09-2026

Kutipan: Kinanti, A. D., & Dewi, H. I. (2026). Creative E-Modules for Teacher Training in Teaching Reading at Integrated Islamic Schools. Ta'dibuna Jurnal Pendidikan Islam, 15(4), 660–684. https://doi.org/DOI: 10.32832/tadibuna.V15i4.24578

Development (R&D) dengan model Dick dan Carey. Hasil validasi menunjukkan skor kelayakan 4,40 dari ahli materi dan bahasa, 4,95 dari ahli media, dan 4,84 dari ahli desain instruksional. Respons pengguna memperoleh skor 4,19 pada skala lima poin. Uji efektivitas menunjukkan N-Gain sebesar 0,73 dalam kategori tinggi, uji ilcoxon Signed-Rank Test menunjukkan peningkatan signifikan ($p < 0,001$), dan uji effect size sebesar 0,88 yang termasuk dalam kategori besar. Berdasarkan hasil tersebut, E-Modul Kreatif dinyatakan layak dan efektif sebagai media pelatihan bagi guru untuk meningkatkan keterampilan membaca kepada siswa.
Kata kunci : *E-Modul Kreatif; CBIFonik; Pelatihan Guru; Keterampilan Membaca; Sekolah Dasar Islam Terpadu*

I. Introduction

The importance of literacy is firmly grounded in the Islamic perspective. The command 'iqra' indicates that reading is a fundamental activity in the process of learning and the development of knowledge (Rabbani et al., 2026). The Qur'an, revealed by Allah SWT, places great emphasis on education (Nata, 2022). The Qur'an positions the act of reading as a vital part of the process of acquiring knowledge, as emphasised in Surah Al-'Alaq, verse 1:

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَ

"Read in the name of your Lord who created." (Q.S. Al-'Alaq: 1)

The results of the 2022 Programme for International Student Assessment (PISA) show that Indonesia ranked 69th out of 81 countries, with a reading score of 359 (OECD, 2023). Meanwhile, the results of the 2026 National Academic Ability Test (TKA) in Indonesian for primary school pupils, in which 4,448,228 pupils took part, showed a national average score of 60.15. The percentage of pupils achieving a 'below standard' result was recorded at 27.60 per cent (Ministry of Primary and Secondary Education, 2026). This situation highlights the need to strengthen early literacy from primary school onwards, one way being to enhance pupils' reading skills so they can acquire, understand and develop knowledge of Islam and general knowledge.

Integrated Islamic Primary Schools (SDIT) are Islamic educational institutions that integrate the general curriculum with the Islamic curriculum (Izzah, 2025). This integration is realised not only through Islamic Religious Education lessons but also through the incorporation of Islamic values into various subjects and learning activities. In the context of SDIT Bening in Bogor City, teaching is designed to ensure that the knowledge and skills acquired by pupils are linked to Islamic values. Thus, learning to read Indonesian is not merely about mastering reading skills, but serves as the most important means of communication to support the process of acquiring and understanding knowledge from an Islamic perspective.

These characteristics of Islamic education are further reinforced by the culture at SDIT Bening, which fosters values amongst teachers as role models for pupils by cultivating shiddiq, amanah, tabligh and fathanah. These four values are reflected in the

teachers' behaviour and professionalism. Teachers are agents of change who play a role in bringing about renewal, both in teaching and learning methods and in the students' mindset (Suradika et al., 2025). In this regard, teaching reading serves to broaden pupils' horizons in religious and general knowledge.

In the educational process at SDIT Bening in Bogor City, West Java, Indonesia, Indonesian is the primary language used in teaching and learning activities. The integration of Islamic values into Indonesian language learning at SDIT Bening is achieved by linking reading skills to Islamic values. Learning begins with a reflection on Surah Al-'Alaq, verse 1, through the concept of 'iqra' as the foundation for the importance of reading and learning in acquiring knowledge. Further integration is carried out through the interpretation of vocabulary, the development of semantic fields, and the extraction of wisdom from stories by relating them to the pupils' experiences and knowledge. Thus, Islamic values provide context without altering the primary objective of reading instruction.

Proficiency in the correct and proper use of the Indonesian language can enhance pupils' reading, writing, speaking and listening skills in an integrated manner (Putri et al., 2026). Consequently, there is a need to develop teachers' competencies not only in mastering Indonesian language content but also in supporting them—particularly in teaching pupils to read effectively. Competency development can be achieved through self-directed training using e-modules (Iskandar et al., 2022).

Teacher training is an effort to improve performance (Prawiradilaga & Chaeruman, 2018). The training is designed to equip teachers to carry out their professional duties; in this case, the task of teaching reading (Azri & Raniyah, 2024). The use of e-modules in Indonesia indicates that this medium has the potential to improve teachers' understanding and independent learning (Yanuarti et al., 2022). E-modules are teaching materials presented in electronic form, incorporating multimedia features that can enrich the reading experience (Najuah et al., 2020). The integration of multimedia can support more meaningful learning (Mayer & Fiorella, 2021). The characteristics of e-modules include being self-instructional, self-contained, stand-alone, adaptive, and user-friendly (Najuah et al., 2020). E-modules can be combined with reading activities to develop creative thinking skills, in generating, developing, and applying ideas to real-world products (Gunawan et al., 2025). Teachers need to possess adequate competence in teaching the Indonesian language and must also demonstrate creativity in teaching reading skills to pupils (Jusnita & Yanuarti, 2024). Indicators of a creative product include completeness, fluency, flexibility, originality and elaboration (Dewi et al., 2019). Therefore, there is a need to develop creative e-modules that can enhance teachers' skills in teaching reading to pupils.

One method of teaching early reading is the phonics method. The phonics method helps children understand the basics of reading by teaching the relationship between letters and sounds (Wahjusaputri & Zulviana, 2024). The need to provide reading skills instruction for pupils at SDIT Bening is addressed by implementing the Indonesian Phonics Smart Model (CBIFonik). CBIFonik consists of five levels, namely pre-pre-phonics, pre-phonics, basic, proficient and advanced, each of which is accompanied by a module to guide the implementation of learning (Sumarti, 2020). Preliminary findings indicate variations in the implementation of the CBIFonik 'Proficient' level, particularly regarding understanding of procedures, letter pronunciation, the use of Educational Games (APE), and teachers' ability to adapt lessons to pupils' needs. Furthermore, the available modules are still predominantly in printed form and lack visual or audiovisual guides that could assist teachers in learning and practising teaching procedures independently.

In this context, self-directed training for teachers to teach reading skills through creative e-modules is becoming increasingly important, as SDIT Bening is an Integrated Islamic Primary School that combines general education with Islamic values in everyday school life. Pupils not only acquire knowledge of Islam but also a range of general knowledge, which is delivered through the Indonesian language as the primary medium of instruction. Consequently, teachers are required to possess the competence and creativity to teach the Indonesian language effectively, so that pupils can comprehend information and knowledge to the fullest extent. Strengthening teachers' competence through training using the CBIFonik Creative E-Module (Skilled Level) is expected to support reading instruction that is more focused, adaptive, and aligned with the characteristics of Islamic education at SDIT Bening.

The novelty of this research lies in the transformation of the previous CBIFonik module—which was not designed for self-directed learning—into a flexible, creative CBIFonik-based e-module at the Proficient Level, unrestricted by time and place, and integrating indicators of creativity to strengthen teachers' reading instruction skills and pedagogical creativity. Based on this description, this development study was designed to address the following research questions: (1) what is the process of developing the 'Skilled Level' CBIFonik Creative E-Module as a teacher training medium; (2) what is the level of feasibility of the 'Skilled Level' CBIFonik Creative E-Module; and (3) how effective is the creative e-module in improving teachers' ability to implement the 'Skilled Level' CBIFonik method. This research is expected to contribute to the development of teacher training materials that integrate literacy, technology and creativity in order to enhance teachers' competences and the quality of learning at the Integrated Islamic Primary School.

II. Research Methods

The study utilised Dick and Carey's Research and Development (R&D) method to develop the CBIFonik Creative E-Module (Skilled Level) as a teacher training resource. The research was conducted at the Bening Integrated Islamic Primary School (SDIT) in Bogor City, West Java, Indonesia, involving 24 teachers as research subjects. The subjects were selected using purposive sampling based on their relevance as users of the CBIFonik Creative E-Module (Skilled Level) and their willingness to participate in a series of product trials. The development process, following the ten-step model by Dick and Carey, is shown in Figure 1.

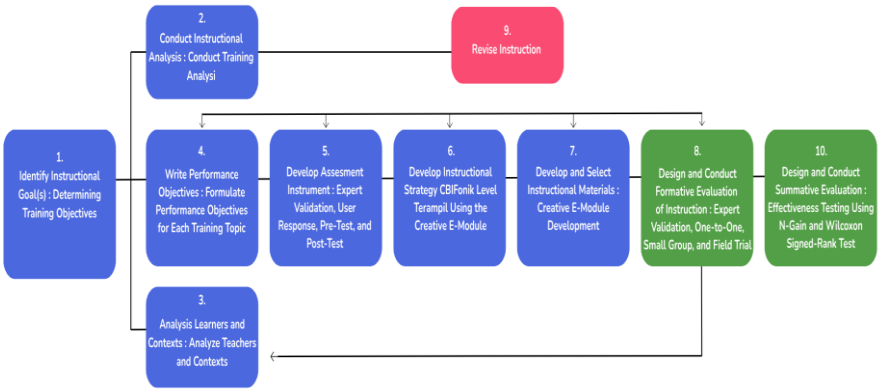

Figure 1. The Dick and Carey model (Dick et al., 2015)

The research instruments comprised a questionnaire and a test instrument, namely: (1) expert validation, used to assess the suitability of the content and language, media, and instructional design; (2) user (teacher) feedback, used to measure the practicality of and teachers' responses to the use of the creative e-module; and (3) pre-tests and post-tests, used to measure the effectiveness of the creative e-module in improving teachers' understanding. Data collection for product validation was carried out by having subject matter and language experts, media experts, and instructional design experts complete questionnaires. The questionnaire results were used to determine the feasibility of the developed product. The categories for interpreting the product feasibility test results were calculated using a 1–5 Likert scale. The average scores from each validator were then categorised as shown in Table 1.

Table 1. Questionnaire Score Categories

Percentage	Criteria
81–100%	Highly suitable
61–80%	Suitable
41–60%	Reasonably suitable
21–40%	Less suitable
0–20%	Not suitable

The validation instruments for subject matter and language experts, covering the aspects of completeness, fluency, flexibility, originality and elaboration, are presented in Table 2.

Table 2. Validation Instruments for Subject Matter and Language Experts

No.	Aspects	Statement	1	2	3	4	5
A	Completeness	1. The CBIFonik 'Proficient' level material in the creative e-module is presented in a comprehensive and thorough manner, covering training objectives, open syllables, closed syllables, vowel sequences, diphthongs, digraphs, reading word lists, constructing, reading and writing sentences.					
		2. The content of the material is in line with the objectives of the CBIFonik 'Skilled' level training.					
		3. The sequence in which the CBIFonik 'Skilled' level material is presented is systematic and easy to understand.					
		4. The creative e-module can be used by teachers or participants in the CBIFonik 'Skilled' level training without intensive supervision.					
		5. The use of terminology in the creative e-module is consistent.					
		6. The writing adheres to the rules of the Indonesian language.					
		7. Punctuation and spelling are correct.					
B	Fluency	8. The language used is communicative and easy to understand.					
		9. Activity instructions are clearly written.					
		10. Instructions for use are clearly communicated.					
C	Flexibility	11. The creative e-module provides several alternative solutions or learning strategies.					
		12. The activities in the creative e-module help teachers or trainees to consider various possible solutions.					
		13. The learning strategies in the creative e-module can be applied in different classroom settings.					
		14. The content of the creative e-module is flexible enough to accommodate the needs of teachers and training participants in understanding the material in the 'Skilled' level of the CBIFonik programme.					
		15. The creative e-module helps to enrich the variety of learning activities for teachers and training participants.					

D	Originality	16. Creative e-modules are capable of stimulating teachers or trainee participants to generate learning ideas.					
		17. The material and activities in the creative e-module contain unique and innovative elements.					
		18. The creative e-module provides teachers or training participants with the opportunity to think creatively.					
E	Elaboration	19. The creative e-module helps teachers or training participants to develop learning ideas in greater detail.					
		20. The explanations of the training activities are thorough and easy to understand.					

The validation instruments for media experts, covering the aspects of self-contained, self-instructional, adaptive, user-friendly and stand-alone, are presented in Table 3.

Table 3. Media Expert Validation Instrument

No.	Aspek	Statement	1	2	3	4	5
A	Self Contained	1. The components of the creative e-module include training objectives, content, summaries, exercises, assessment tools, a glossary and a bibliography.					
		2. The menu and navigation of the e-module are organised systematically, starting with the foreword, table of contents, introduction, content, evaluation, glossary and bibliography.					
B	Self Instructional	3. The layout of the e-module supports independent use.					
		4. It supports users in understanding the material step by step.					
		5. The media stimulates users to explore learning ideas.					
		6. Audio and video support detailed explanations of the material.					
C	Adaptive	7. The media provides activities or features that encourage the emergence of various learning solutions.					
		8. Audiovisual presentation helps users understand the material in a more varied way.					
		9. The multimedia presentation in the e-module is not monotonous.					
		10. The combination of text, audio and visuals is presented creatively.					
		11. Creative e-modules are easy to use on a variety of digital devices.					
		12. Users can access the material flexibly.					
		13. It allows for the development or updating of material in the future.					
		14. The media allows users to select learning sections according to their needs.					
D	User Friendly	15. The media's appearance is attractive and innovative.					

		16. The media meets users' needs.
		17. The visual presentation clarifies the content of the material.
		18. The language, layout and navigation of the creative e-module are easy to understand.
		19. The language, layout and navigation of the creative e-module are user-friendly.
E	Stand Alone	20. The navigation buttons function effectively.

The validation instrument for instructional design experts covers aspects such as identifying learning objectives, conducting a learning analysis, analysing learners and the context, formulating performance objectives, developing assessment instruments, developing learning strategies, developing and selecting teaching materials, designing and conducting formative assessment, revising the learning programme, designing and conducting summative assessment, as well as the indicators of creativity presented in Table 4.

Table 4. Validation Instrument for Instructional Design Experts

No.	Aspek	Statements	1	2	3	4	5
A	Identify Instructional Goals	1. The learning objectives in the creative e-module are clearly defined, comprehensive, and easy to understand.					
		2. The training objectives are explained in detail, are operational, and are relevant to the users' needs.					
		3. The training objectives align with the steps of the training activities.					
B	Conduct Instructional Analysis	4. The flow of content in the creative e-module is systematically organized and easy to follow.					
C	Analyze Learner and Contexts	5. The structure of the training material allows for adaptation to participants' needs.					
		6. The content and training activities are appropriate for the characteristics of the teachers or training participants.					
		7. The creative e-module presents a contextual and creative approach suited to the training conditions.					
D	Write Performance Objectives	8. The specific training objectives are formulated in a specific and measurable manner.					
E	Developing Assessment Instrument	9. Exercises and assessments are structured progressively in accordance with the material.					
		10. The forms of assessment in the creative e-module are varied and support the generation of diverse solutions.					
F	Developing Instructional Strategies	11. The training strategies in the creative e-module demonstrate elements of creativity and innovation.					
		12. The training steps are clearly organized, sequential, and easy to implement.					

		13. The training stages are explained in detail and in an operational manner, with visual aids that enhance understanding.					
G	Developing and Selecting Instructional Materials	14. Visual aids, illustrations, and training media are engaging and creative.					
		15. The creative e-module contains comprehensive material, examples, exercises, and feedback.					
H	Design and Conduct Formative Evaluation	16. The creative e-module provides feedback that helps users understand their mistakes.					
		17. Formative assessments support self-directed training and guided learning.					
I	Revise Instruction	18. The creative e-module demonstrates improvements based on evaluation results.					
J	Design and Conduct Summative Evaluation	19. The final assessment aligns with the established training objectives.					
		20. The final assessment is presented in an engaging format suitable for training purposes.					
K	Creativity Indicators	21. The creative e-module provides features that enable teachers to design lessons that are detailed, original, flexible, smooth, and comprehensive.					
		22. The training objectives in the creative e-module meet the criteria of being detailed, original, flexible, smooth, and comprehensive.					
		23. The content in the creative e-module meets the criteria of being detailed, original, flexible, smooth, and comprehensive.					
		24. The feedback in the creative e-module meets the criteria of being detailed, original, flexible, smooth, and comprehensive.					
		25. The assessment in the creative e-module meets the criteria of being detailed, original, flexible, smooth, and comprehensive.					

The user (teacher) feedback questionnaire, covering the aspects of clarity, impact and feasibility, is presented in Table 5.

Table 5. User (Teacher) Feedback Questionnaire

No.	Aspek	Statements	1	2	3	4	5
A	Clarity	1. I can understand the learning objectives to be achieved after studying the CBIFonik Creative E-Module: Proficient Level.					
		2. I had no difficulty understanding the instructions for using the CBIFonik Creative E-Module: Proficient Level.					
		3. The material in the CBIFonik Creative E-Module: Proficient Level is presented in a way that helps me understand the concepts being taught.					
		4. I was able to follow the learning sequence in the CBIFonik Creative E-Module: Proficient Level without needing any significant additional explanation.					
		5. The language and terminology used in the CBIFonik Creative E-Module: Proficient Level were easy for me to understand.					

B	Impact	6.	After studying the CBIFonik Creative E-Module: Proficient Level, my understanding of the subject matter improved.
		7.	The CBIFonik Skilled Level Creative E-Module has made me more confident in applying these learning strategies in the classroom.
		8.	While studying the CBIFonik Skilled Level Creative E-Module, I gained new ideas that can be applied in the classroom.
		9.	The CBIFonik Skilled Level Creative E-Module encourages me to try more varied learning strategies or activities.
		10.	After using the CBIFonik Skilled Level Creative E-Module, I feel better prepared to design lessons that support students' language skills.
		11.	The CBIFonik Skilled Level Creative E-Module helps me generate a variety of ideas for phonics learning activities.
		12.	The CBIFonik Skilled Level Creative E-Module encourages me to use a variety of approaches or teaching strategies
		13.	The CBIFonik Creative E-Module: Proficient Level inspires me to design learning activities that are unique and different from what I usually do.
		14.	The CBIFonik Creative E-Module: Proficient Level helps me develop learning ideas into more detailed and structured activities.
		15.	The CBIFonik Creative E-Module: Proficient Level helps me consider and select the learning strategies that best suit my students' needs.
C	Feasibility	16.	I am able to study the CBIFonik Creative E-Module: Proficient Level at a pace that fits my schedule as a teacher.
		17.	The activities presented in the CBIFonik Creative E-Module: Proficient Level can be applied to the learning situations I encounter.
		18.	The media and learning resources required in the CBIFonik Creative E-Module: Proficient Level are relatively easy to obtain.
		19.	I did not encounter any significant obstacles in applying the content of the CBIFonik Creative E-Module: Proficient Level in my teaching.
		20.	I am considering reusing or recommending the CBIFonik Creative E-Module: Proficient Level to other teachers.

To validate the results of the user (teacher) responses, validity and reliability tests were carried out on the instrument. Validity testing was carried out using the Corrected Item-Total Correlation, whilst reliability testing utilised Cronbach's Alpha. The effectiveness of the Creative E-Module was assessed through field testing following individual testing (one-to-one) with three teachers and small-group evaluation with five teachers. In the field trial, the abilities of 16 teachers were assessed via pre-tests and post-tests. The test instrument had undergone content validation through expert judgement as part of product validation (Purwandari et al., 2020).

Improvements in teachers' understanding and competence were analysed using N-Gain, categorised as high ($g > 0.70$), moderate ($0.30 \leq g \leq 0.70$) and low ($g < 0.30$). The significance of the changes in pre-test and post-test scores was tested using the Shapiro–Wilk normality test, followed by the Wilcoxon Signed-Rank Test at a significance level of 0.05. Subsequently, an effect size test ($r = |Z|/\sqrt{n}$) was conducted, categorised as small ($r = 0.10$), moderate ($r = 0.30$) and large ($r \geq 0.50$) (Sugiyono, 2026).

III. Result and Discussion

A. Development of Creative E-Modules

The research findings and the development process indicate that each stage was carried out in accordance with the established procedures. The findings regarding the development process are outlined as follows.

1. Needs Analysis

The initial stage of development involved a needs analysis, carried out by distributing a questionnaire to teachers to identify their needs regarding the CBIFonik training materials. The respondents had varying levels of teaching ability and experience. The needs analysis focused on the implementation of CBIFonik learning at the proficient level, the conditions under which the CBIFonik guide is used, and teachers' needs for digital guides that could support the learning process and independent implementation. The results of the analysis revealed several key teacher needs that formed the basis for the development of the Creative CBIFonik E-Module (Proficient Level), as presented in Table 6.

Table 6. Results of the Initial Teacher Needs Analysis

No.	Indicators	Persentase
1	The CBIfonik guide is still predominantly in printed form.	83,3%
2	The need for phoneme audio recordings that can be played repeatedly.	100%
3	The need for video guides on teaching practice.	100%
4	The need for practical guides accessible via smartphone or laptop.	100%
5	There is a need for interactive features.	100%
6	There is a need for digital guides as a standard for pronunciation.	100%
7	There is a need for systematic teaching standard operating procedures (SOPs).	83,3%
8	There is a need to transform physical guides into interactive digital formats.	100%

According to Table 6, 83.3 per cent of teachers stated that the available CBIFonik guides are still predominantly in printed form, whilst 100 per cent require phoneme audio, instructional videos on teaching practices, access via smartphone or laptop, interactive features, standardised pronunciation guides, and the conversion of physical

guides to digital media. Furthermore, 83.3 per cent of teachers require systematic standard operating procedures (SOPs) for teaching. These findings indicate that the available printed guides do not yet fully meet teachers' needs for audio-visual support, practicality and accessibility in CBIFonik learning. The questionnaire results were corroborated by observations and semi-structured interviews, revealing that the implementation of learning steps remains inconsistent because teachers do not yet fully understand the 'Skilled Level' of CBIFonik; there are errors in pronouncing letters and using APE; and their ability to adapt learning procedures to pupils' needs and targets is still not optimal.

2. Development of a Creative and Intelligent E-Module on Indonesian Phonics at the Proficient Level

The product developed in this research is the 'Creative and Intelligent Indonesian Phonics E-Module (CBIFonik)' – Proficient Level, designed as a self-directed training resource for teachers. The creative e-module integrates text, illustrations, audio guides for letter pronunciation, videos demonstrating the CBIFonik Proficient Level learning model, and a 'Teacher's Creative Activities' feature.

The initial structure of the creative e-module comprises several main components, namely the cover page, foreword, user guide, training objectives, training material, teacher's creative activities as assessment tasks, a glossary, and references. The CBIFonik 'Skilled Level' material covers: (1) open syllables (a); (2) open syllables (b); (3) closed syllables; (4) vowel sequences and diphthongs; (5) digraphs; (6) word lists; and (7) constructing, writing and reading sentences. In the training objectives section, teachers identify the competencies required to achieve the expected learning outcomes. These competencies are systematically organised in an instructional analysis that breaks down the core competencies into supporting competencies that teachers must possess after completing the training. The instructional analysis is presented in Figure 2.

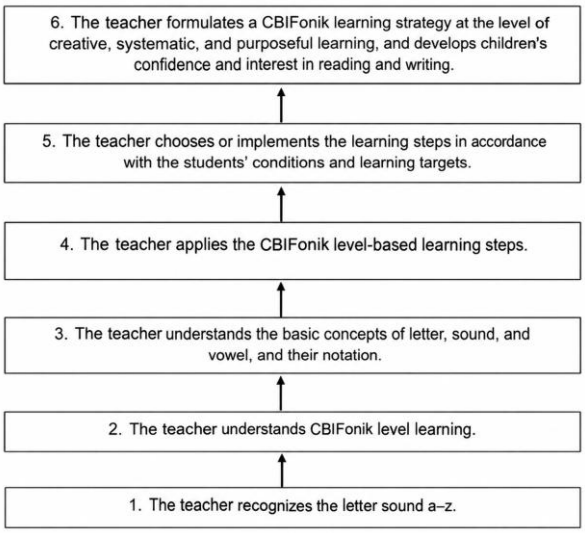

Figure 2. Instructional Analysis of the CBIFonik 'Skilled' Level Training for Teachers via Creative E-Modules

In the context of product design development, the creative e-module presents visualisations and detailed steps to guide teachers in teaching reading, starting with the introduction of sounds, word pronunciation, and understanding the meaning of words in real-life contexts, including Islamic contexts that are relevant to the pupils' experiences. This is demonstrated through a learning example using the word 'imam'. The e-module visualises the stages undertaken by the teacher, ranging from guiding the combination of letters and syllables to helping pupils understand the meaning of the word through questions and conversation. Once they are able to read the word 'imam', pupils are guided to understand that an imam is a person who leads prayers. An example of the content of the CBIFonik Creative E-Module at the proficient level can be seen in Figure 3.

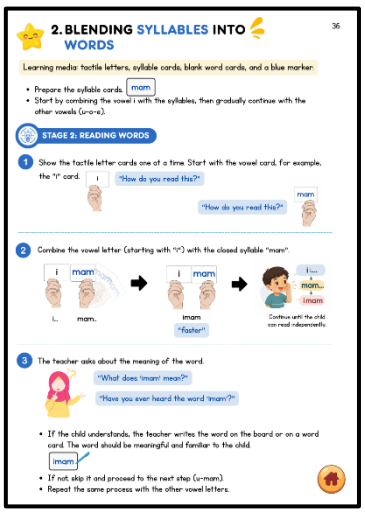

Figure 3. Contents of the Creative E-Module: A Guide to Teaching Word Reading

This perspective is implemented in the development of the CBIFonik Creative E-Module (Skilled Level) through the integration of vocabulary and example sentences containing Islamic values into the learning materials, such as when learning to read and discussing the meanings of the words 'umi' and 'abi' in the open syllable section; 'imam', 'iman' and 'muslim' in the closed syllable section; 'doa' in the vowel sequence unit; and 'mengaji', 'menyayangi', 'khatib' and 'syukur' in the digraph unit. Furthermore, these vocabulary words are used in activities involving sentence construction and reading. These examples demonstrate that reading skills can serve as a gateway for pupils to acquire and understand Islamic knowledge. Teachers do not merely teach how words are read, but also how they are interpreted within the context of Islamic teachings and practices. Creative e-modules not only explain what is being taught but also visualise how to teach it, including examples of actions, questions, and the language used to link words to their meanings and to general and Islamic knowledge. Therefore, teachers who are creative and understand Islamic values are required, as is characteristic of SDIT teachers.

One of the key findings of this study is the integration of creativity indicators into the 'Teacher's Creative Activities' feature, which was previously unavailable in the CBIFonik module. This feature is not only designed to encourage teachers to devise a variety of alternative teaching strategies, but also serves as a stimulus for teachers to develop lessons in line with pupils' learning objectives and circumstances, as well as the Islamic values intended to be instilled through the vocabulary being studied. After completing each learning module, teachers can carry out a self-assessment using the feedback and proficiency levels provided in the creative e-module. Thus, the training process is not only focused on mastery of the learning material but also on the development of teachers' Indonesian language competence and creativity in teaching reading at the 'proficient' level using CBIFonik. The display of the Teacher's Creative Activities in the creative e-module is shown in Figure 4.

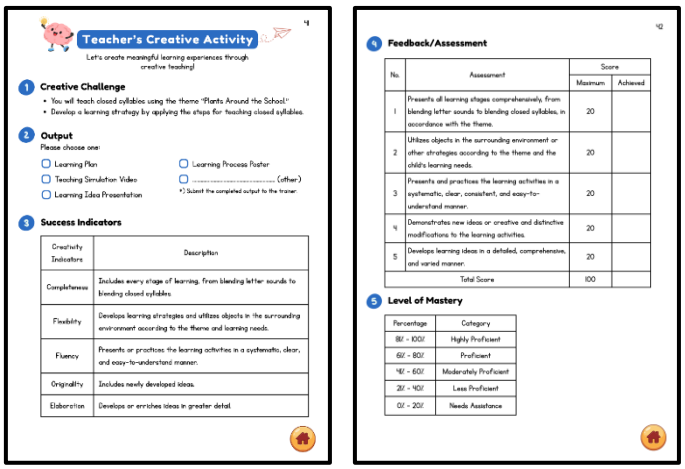

Figure 4. Teachers' Creative Activities

The development of these creative e-modules demonstrates that the activities presented can encourage teachers to generate a variety of learning ideas, employ diverse approaches, develop ideas into more structured activities, and design more unique learning activities in line with the learning culture at SDIT Bening. Utami Munandar, as cited in (Syafi'i, 2019), states that creativity is the ability to create new combinations based on existing data, information, or elements. Thus, these creative e-modules have been developed not only to serve as a medium for delivering content but also as a means of developing teachers' pedagogical competences and creativity.

3. Feasibility of the Creative E-Module

The 'Creative, Smart, Phonics-Based Indonesian Language E-Module: Proficient Level' was validated by experts and underwent formative evaluation to assess the product's feasibility. Product validation was carried out by subject-matter and language experts, media experts, and instructional design experts. The product's feasibility was further reinforced by user (teacher) feedback during the formative evaluation stage. The formative evaluation comprised one-to-one testing, small-group evaluation and field trials. The results of the validation by subject matter and language experts are presented in Table 7.

Table 7. Results of Validation by Subject Matter and Language ExpertsAdab as the Strongest Accepted Dimension

Aspects	Indicators	Score Total	Maximum Score
Completeness	Completeness of the material and its alignment with the objectives	31	35
Fluency	Clarity of the presentation of the material and instructions for use	13	15
Flexibility	Encouraging consideration of various solutions	22	25
Originality	Encouraging the emergence of original ideas	12	15
Elaboration	Facilitating the detailed development of ideas	10	10
Total Score		**88**	**100**
Average Score		**4,40**	**5,00**
Eligibility Percentage		**88%**	
Category		**Well worth it**	

Based on Table 7, the creative e-module achieved a total score of 88 out of a maximum of 100, with an average score of 4.40 and a suitability percentage of 88 per cent, thus falling into the 'highly suitable' category. Overall, the validation results indicate that the content and language aspects of the creative e-module have met the eligibility criteria for use as a teacher training medium. The results of the media expert validation are presented in Table 8.

Table 8. Results of Media Expert Validation

Aspect	Indicator	Maximum Score
Self Contained	10	10
Self Instructional	20	20
Adaptive	40	40
User Friendly	24	25
Stand Alone	5	5
Total Score	99	100
Average Score	4,95	5,00
Eligibility Percentage	99%	
Category	Well worth it	

Based on Table 8, the creative e-module achieved a total score of 99 out of a maximum of 100, with an average score of 4.95 and a suitability percentage of 99 per cent, thus falling into the 'highly suitable' category. The results of the media expert validation indicate that the creative e-module meets the characteristics of effective learning media and is suitable for use as a training resource for teachers in implementing and developing CBIFonik 'Skilled Level' learning strategies. The results of the validation by instructional design experts are presented in Table 9.

Table 9. Results of the Instructional Design Expert Validation

Aspek	Total Score	Maximum Score
Identify Instructional Goals	13	15
Conduct Instructional Analysis	5	5
Analyze Learner and Contexts	15	15
Writing Performance Objectives	5	5
Developing Assessment Instruments	10	10
Developing Instructional Strategies	13	15
Developing and Selecting Instructional Materials	10	10
Designing and Conducting Formative Evaluation	10	10
Revising Instruction	5	5
Designing and Conducting Summative Evaluation	10	10
Creativity Indicators	25	25
Total Score	121	125
Average Score	4,84	
Eligibility Percentage	96,8%	
Category	Well worth it	

Based on Table 9, the creative e-module achieved a total score of 121 out of 125, with an average score of 4.84 and a suitability percentage of 96.8 per cent, thus falling into the 'highly suitable' category. These results indicate that the instructional design of the creative e-module is in line with the instructional development principles of the Dick and Carey model and has successfully integrated the element of creativity as a key characteristic of the product. The results of the user (teachers') response evaluation are presented in Table 10.

Table 10. User (Teacher) Responses

Aspek	Total Score	Maximum Score
Clarity	20,50	25
Impact	42,44	50
Feasibility	20,88	25
Total Score	**83,82**	**100**
Average Score	**4,19**	
Eligibility Percentage	**83,82%**	
Category	**Well worth it**	

Based on Table 10, the 'Creative and Intelligent Indonesian Phonics E-Module: Proficient Level' achieved an overall average score of 4.19 with a suitability percentage of 83.82 per cent, thus falling into the 'highly suitable' category. The user (teacher) response instrument underwent a validity test. The results of the validity test for the user response instrument are presented in Table 11.

Table 11. Results of the Validity Test for the User (Teacher) Response Instrument

Instruments	Number of Items	Range *Corrected Item-Total Correlation*	*r*-table	Description
User responses	20	0,565–0,929	0,497	All items are valid

The results of the validity test for the user response instrument show that the Corrected Item-Total Correlation values for all 20 items ranged from 0.565 to 0.929, which is greater than the table-value r of 0.497. Consequently, all items in the instrument were deemed valid. The results of the reliability test for the user response instrument are presented in Table 12.

Table 12. Results of the Reliability Test for the User Response Instrument (Teacher)

Instruments	Number of Items	*Cronbach's Alpha*	Description
User responses	20	0,966	Reliabel

The reliability test results showed a Cronbach's Alpha value of 0.966, meaning the user response instrument was deemed reliable. The validation results from subject-matter and language experts, media experts, instructional design experts, and user feedback indicated that the 'Creative and Intelligent Indonesian Phonics E-Module: Proficient Level' is suitable for use as a teacher training resource. Nevertheless, several suggestions from validators and users were used as the basis for refining the product. Revisions included improvements to the presentation structure, enhancements to the visual design, the addition of supporting information, improvements to navigation, and refinements to several components of the material to make them clearer and easier to

understand. The transformation of the product from the initial design to the final product, following validation and revision, is presented in Figure 5.

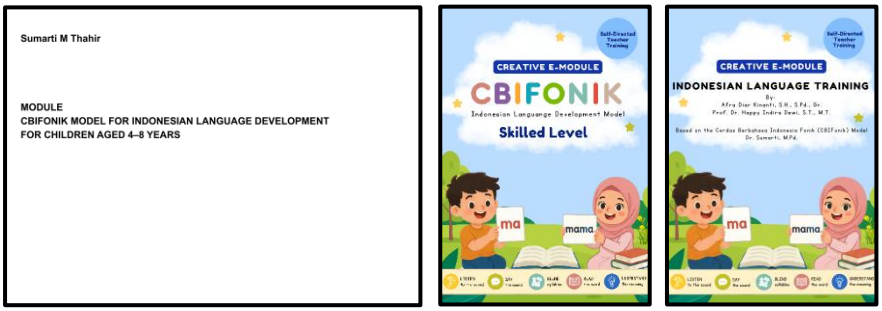

Figure 5. Transformation of the Initial Product into Draft 1 and then into Draft 2 (Final)

4. The Effectiveness of Creative E-Modules

Creative e-modules are designed as self-directed digital training resources containing training materials, implementation guides, audiovisual resources and learning activities organised in a systematic manner. Using the Dick and Carey model, this study produced a key finding regarding the integration of creative activities into each training module. This integration not only supports improved understanding amongst teachers but also encourages their creativity in implementing CBIFonik in accordance with pupils' needs. The effectiveness test was conducted through a field trial, which began in stages with individual trials (R1–3), small-group trials (R4–8) and field trials (R9–23) to determine the improvement in teachers' understanding and the significance of changes in learning outcomes after using the creative e-module, as assessed through pre-tests and post-tests.

The individual trial phase involved three teachers (R1–3) representing high, medium and low levels of ability, with varying teaching experience. Based on the results of the individual trials, the teachers provided several suggestions and comments as a basis for refining the product, as shown in Table 13.

Table 13. Results of Individual and Revised Tests (n=3)

No.	Suggestions and Feedback	Follow-up Revisions
1	Page numbers in the table of contents are not yet available.	Add page numbers to the table of contents.
2	Prerequisite competences need to be combined with their components and explained.	Consolidate and explain prerequisite competencies.
3	Page numbers and learning progress icons need to be added.	Add page references and learning path icons.
4	Explanations are needed for pupils who are not yet familiar with the sounds of letters.	Add an explanation of how to handle the task.
5	The mechanism for collecting creative activity outputs has not been explained.	Add a mechanism for collecting outputs.
6	The use of the right or left hand when holding the cards needs to be clarified.	Clarify the use of the right/left hand.

No.	Suggestions and Feedback	Follow-up Revisions
7	There is an error in the hand sign for the word 'harimau'.	Correct the hand sign for the word 'tiger'.
8	The origin of the word cards in the vocabulary list material needs to be explained.	Explain the source of the word cards.
9	There are several typographical errors.	Correct typographical errors.

The results of this evaluation were used as the basis for making initial revisions to the product before it was used in small-group trials. The results of the small-group evaluation are presented in Table 14.

Table 14. Small Groups Test (n=5)

Respondent	*Pre-Test*	*Post-Test*
R4	12	82
R5	38	81
R6	58	92
R7	48	92
R8	7	51
Average Score	**32,60**	**79,60**

Following the revisions, the creative e-module was used in a small-group trial involving five teachers (R4–8). As shown in Table 14, the average pre-test score of 32.60 increased to 79.60 in the post-test. The increase in scores across all respondents indicates an improvement in teachers' understanding following the use of the creative e-module. The results of this evaluation also show that the creative e-module can be used in a field trial. The results of the field trial are presented in Table 15.

Table 15. Field Trials (n=16)

Responden	*Pre-Test*	*Post-Test*	N-Gain
R9	17	90	0,88
R10	68	81	0,41
R11	23	60	0,48
R12	13	84	0,82
R13	15	62	0,55
R14	55	81	0,58
R15	22	94	0,92
R16	8	73	0,71
R17	29	93	0,90
R18	22	95	0,94
R19	12	82	0,80
R20	23	64	0,53
R21	10	73	0,70
R22	29	81	0,73
R23	54	87	0,72
R24	28	98	0,97
Average Score	**26,75**	**81,13**	**0,73**

The field trial involved 16 teachers (R 9–24), with the results presented in Table 15. According to Table 15, the average pre-test score of 26.75 increased to 81.13 in the post-test. The N-Gain analysis yielded an average score of 0.73, which falls into the 'high'

category. These results indicate an improvement in teachers' competence following the use of the 'Creative and Intelligent Indonesian Phonics E-Module: Proficient Level', particularly in conceptual understanding, the development of learning strategies, and practical skills in implementing CBIFonik.

To test the significance of this improvement, a normality test was conducted using the Shapiro-Wilk test. The test results showed a significance value of 0.026, which is smaller than α = 0.05; therefore, the data on the difference between pre-test and post-test scores are not normally distributed. Consequently, the analysis continued using the Wilcoxon Signed-Rank Test. The test results are presented in Table 16.

Table 16. Results of the Wilcoxon Signed-Rank Test

Comparison	Z	Sig.(2-tailed)	Decision
Pre-test vs. *Post-test*	-3,517	0,000	H_0 rejected

Based on Table 16, a Z-value of −3.517 was obtained, with an Asymp. Sig. (2-tailed) value of 0.000. As the significance value is less than α = 0.05, H_0 is rejected. Next, an effect size test was carried out using the following calculation:

$$r = \frac{3,517}{4} = 0,88$$

The results of the analysis show that the use of the CBIFonik Creative E-Module (Skilled Level) led to an improvement in teachers' competence, with an effect size of 0.88, which falls within the 'large' category. Consequently, there was a significant difference between the pre-test and post-test scores. The N-Gain result of 0.73, which falls within the high category, accompanied by a statistically significant and large difference, indicates that the Creative E-Module can enhance teachers' competence in implementing the CBIFonik Proficient Level to teach reading skills.

B. Discussion

This study developed the CBIFonik Creative E-Module (Proficient Level) as a self-directed training resource for teachers at SDIT Bening in Bogor City. The development aimed to strengthen teachers' competencies in improving pupils' reading skills through the implementation of the CBIFonik Proficient Level programme. Expert validation results indicate that the Creative CBIFonik E-Module (Proficient Level) received an average score of 4.40 from subject matter and language experts, 4.95 from media experts, and 4.84 from instructional design experts, as well as a user response score of 4.19 on a scale of 5. These findings indicate that the creative e-module is suitable for use as a self-directed training medium to enhance teachers' ability to teach reading to pupils.

Although the use of e-modules has been widely developed as a medium to support self-directed learning, research specifically examining the integration of e-modules with the CBIFonik 'Skilled' level model and the development of teachers' creativity in reading instruction training remains limited. Several studies have examined the use of e-modules to support self-directed learning and enhance teachers' pedagogical competence (Agitaliza & Trihantoyo, 2024), e-modules to strengthen critical and creative thinking skills among primary school pupils (Askiyah & Untari, 2026), or research employing an integrated approach combining PjBL and e-modules that contributes to the enhancement of creative thinking skills. However, these studies have not specifically integrated e-modules, the CBIFonik 'Proficient' level, and creativity into a single training medium aimed at enhancing teachers' competence in teaching reading to pupils.

Therefore, this study is designed to address this gap through the development of the Creative CBIFonik 'Proficient' Level E-Module as a self-directed training medium for teachers. The e-module developed aims not only to improve teachers' skills in teaching reading but also to stimulate their creativity in designing, developing and adapting learning activities in line with pupils' characteristics. As a digital medium, the creative e-module offers teachers the flexibility to undertake training independently, unconstrained by time or place, enabling them to learn according to their own needs and available opportunities. Based on previous research, it has been found that the effectiveness of e-module-based learning is influenced by various factors, such as the design of the e-module, interactivity, and technological readiness (Handoyo et al., 2025). In this study, creative e-modules were specifically developed based on teachers' needs in implementing the CBIFonik Proficient Level and were equipped with audio, video, implementation guides, and Creative Teacher Activities. Thus, the product is not merely a transformation of printed modules into digital form, but rather an integration of features and activities that directly support teachers' training needs.

The main advantage of the creative e-module lies in the integration of Teacher Creative Activities, which were not present in previous CBIFonik modules. These activities are designed based on indicators of creativity, namely completeness, fluency, flexibility, originality and elaboration (Dewi, et al., 2019). Through these activities, teachers not only learn the steps for implementing the CBIFonik Proficient Level but are also encouraged to devise alternative learning strategies, develop ideas and adapt activities to the characteristics and needs of pupils in learning to read. These findings are consistent with those of (Gunawan et al., 2025), which indicate that e-modules combined with project-based activities can support the development of creative thinking skills. Consequently, creativity in this study is not treated as a separate, standalone skill, but is integrated into the training process so that teachers are able to adapt CBIFonik in accordance with the circumstances and characteristics of their pupils. Teachers play a

role in providing new, creative, contextual and meaningful learning experiences for pupils (Thoifuri, 2025).

The effectiveness of the Creative E-Module was demonstrated through a field trial involving 16 teachers. The average pre-test score increased from 26.75 to 81.13 in the post-test, with an average N-Gain of 0.73, which falls into the high category. The Shapiro-Wilk test indicated that the data on the difference between pre-test and post-test scores were not normally distributed ($p = 0.026$). Consequently, a Wilcoxon Signed-Rank test was conducted. The results of the test showed a significant difference between the pre-test and post-test scores ($Z = -3.517$; $p < 0.001$), and an effect size test was carried out, yielding a result of 0.88, which falls within the 'large' category. These findings indicate that the Creative E-Module is effective as a teacher training medium and can enhance teachers' competence in teaching reading by implementing the CBIFonik Proficient Level programme. Thus, creative e-modules can serve as an alternative form of digital training media that supports self-directed learning and assists teachers in developing and adapting CBIFonik learning strategies in line with pupils' characteristics and needs. It is hoped that strengthening teachers' competencies and creativity will support more targeted and adaptive reading instruction, whilst remaining consistent with the characteristics of Islamic education at SDIT Bening, which integrates general knowledge with Islamic values.

IV. Conclusion

This study aims to develop the 'Creative CBIFonik Proficient Level E-Module' as a self-directed training resource for teachers to improve pupils' reading skills; this represents an innovative and relevant solution to address literacy challenges and the limitations of existing training resources, integrating the e-module, the CBIFonik Proficient Level model, and creativity to enhance teachers' competencies. Using the Dick and Carey model, the creative e-module successfully presents the CBIFonik Proficient Level material and creative indicators in a systematic manner, featuring audiovisual guides, implementation instructions, and Creative Teacher Activities to support self-directed training. The novelty of this creative e-module not only enhances teachers' skills in teaching pupils to read but also fosters creativity in both teachers and pupils. This creative e-module gives teachers the flexibility to undertake self-directed training without being constrained by time or place.

The results of the expert validation showed that the CBIFonik Creative E-Module (Skilled Level) received an average score of 4.40 from subject-matter and language experts, 4.95 from media experts, and 4.84 from instructional design experts, as well as a user response score of 4.19 on a scale of 5. The results of the user response validity test exceeded the r-table value of 0.497, whilst the reliability test yielded a value of 0.966; consequently, the user response instrument was deemed reliable. The results of the

feasibility test indicated that the CBIFonik Creative E-Module at the proficient level is suitable for use as a self-directed training medium.

The effectiveness test, involving 16 teachers, showed an average score increase from 26.75 in the pre-test to 81.13 in the post-test, with an average N-Gain of 0.73, which falls into the high category. The Wilcoxon Signed-Rank test also revealed a significant difference between the pre-test and post-test scores ($Z = -3.517$; $p < 0.001$), whilst the effect size test yielded a result of 0.88, which falls within the 'large' category. These results indicate that the Creative E-Module is effective in enhancing teachers' competence in implementing the CBIFonik 'Skilled' Level. The implications of this research suggest that Creative E-Modules can be utilised as an alternative self-directed training resource for teachers to enhance their skills in teaching pupils to read creatively. In the context of Integrated Islamic Primary Schools, the use of creative e-modules can also support the strengthening of literacy through the teaching of the Indonesian language in line with the characteristics of Islamic education.

V. **Bibliography**

Agitaliza, N., & Trihantoyo, S. (2024). Pengembangan E-Modul Pelatihan Kompetensi Pedagogik Guru Sma Laboratorium Percontohan UPI di Era Digital. 12.

Askiyah, H., & Untari, E. (2026). Pengembangan E-Modul Materi Siklus Air Untuk Menguatkan Kemampuan Berpikir Kritis dan Kreatif Siswa Kelas V SD. Wahana Sekolah Dasar, 34 No. 1. https://journal-fip.um.ac.id/index.php/wsd/

Azri, & Raniyah, Q. (2024). Peran Teknologi dan Pelatihan Guru dalam Meningkatkan Kualitas Pendidikan. Pediaqu : Jurnal Pendidikan Sosial dan Humaniora, 3. https://publisherqu.com/index.php/pediaqu/article/view/1397/1264

Dewi, H. I., Zulfitria, Z., & R., A. A. (2019). Penerapan Metode Berpikir Kreatif "Happy" Untuk Mendisain Karya Visual Art Arsitektur. Jurnal Instruksional. https://doi.org/10.24853/instruksional.1.1.1-8

Dick, W., Carey, L., & Carey, J. O. (2015). The systematic design of instruction (Eighth edition). Pearson.

Gunawan, G., Kosim, K., Nisrina, N., Busyairi, A., Harjono, A., & Herayanti, L. (2025). Fostering Creative Thinking in Pre-Service Physics Teachers: A Project-Based Learning Model with E-Modules. Educational Process International Journal, 19(1). https://doi.org/10.22521/edupij.2025.19.532

Handoyo, S. S., Yasinta, R. B., Wukir, D. A., Husnaini, & Rizqiani, N. (2025). The Effectiveness of Learning Management Application In Foundation Engineering Based On E-Modules In The Building Engineering Education Program, State University of Jakarta. Jurnal PenSil, 14(1), 76–88. https://doi.org/10.21009/jpensil.v14i1.50374

Iskandar, D., Zuwerni, Z., & Sofyan, S. (2022). Pengembangan E-Modul Pelatihan Aplikasi Google Workspace for Education untuk Penguatan Kompetensi Literasi Digital Guru MTS. Jurnal Manajemen Pendidikan Dan Ilmu Sosial, 3(2), 1005–1018. https://doi.org/10.38035/jmpis.v3i2.1268

Izzah, K. (2025). Implementation of Teacher Competency Standards at Integrated Islamic Elementary Schools. Journal of Advanced Research and Studies in Educational Management (JARSEM), 1(2), 90–96. https://doi.org/10.64990/8ngbef80

Jusnita, S., & Yanuarti, E. (2024). Kreativitas Guru Pendidikan Agama Islam dalam Menumbuhkan Minat Belajar PAI di SD Negeri 01 Bermani Ilir Kabupaten Kepahiang: Kreativitas Guru PAI SD Negeri 01 Bermani Ilir. Jurnal Literasiologi, 12 Nomor 2, 35. https://doi.org/https://doi.org/10.47783/literasiologi.v9i4

Kementerian Agama Republik Indonesia. (2019). Al-Qur'an dan terjemahannya. Lajnah Pentashihan Mushaf Al-Qur'an.

Kementerian Pendidikan Dasar dan Menengah. (2026). Tes Kemampuan Akademik—Tahun 2026. Pusat Asesmen Pendidikan. https://tka.kemendikdasmen.go.id/hasiltka/

Mayer, R. E., & Fiorella, L. (2021). Introduction to Multimedia Learning. In R. E. Mayer & L. Fiorella (Eds.), The Cambridge Handbook of Multimedia Learning (3rd ed., pp. 3–16). Cambridge University Press. https://doi.org/10.1017/9781108894333.003

Najuah, Lukitoyo, P. S., & Wirianti, W. (2020). Modul Elektronik: Prosedur Penyusunan dan Aplikasinya. Yayasan Kita Menulis.

Nata, A. (2022). Fungsi-fungsi Al-Qur'an dalam pengembangan ilmu, kebudayaan dan peradaban. Ta'dibuna: Jurnal Pendidikan Islam, 11(3), 352–378. https://doi.org/10.32832/tadibuna.v11i3.7609

OECD. (2023). PISA 2022 Results (Volume I): The State of Learning and Equity in Education. OECD Publishing. https://doi.org/10.1787/53f23881-en

Prawiradilaga, D. S., & Chaeruman, U. A. (2018). Modul Hypercontent: Teknologi Kinerja. Prenadamedia Group.

Purwandari, S., Triana, P. M., Husna, A. N., & Mayawati, A. I. (2020). Pengembangan Instrumen Keterlibatan Orangtua Dalam Menumbuhkan Minat Baca. Edukasi: Jurnal Penelitian dan Artikel Pendidikan, 12(2), 119–136. https://doi.org/10.31603/edukasi.v12i2.4391

Putri, D. A., Ratnasari, L., Salsabila, S. N., & Aprilya, S. (2026). Pentingnya Peran Bahasa Indonesia Sebagai Alat Pembelajaran Di Semua Mata Pelajaran. Jurnal Penelitian Nusantara, 2 No. 1. https://doi.org/https://doi.org/10.59435/menulis.v2i1.988

Rabbani, F., Fizkra, A., Hariadi, R., & Seldi. (2026). Analisis Tafsir Tentang Perintah Membaca Dalam Qs. Al-'Alaq Ayat 1 dan Relevansinya Terhadap Pendidikan Islam. MUSHAF JOURNAL: Jurnal Ilmu Al Quran dan Hadis, Vol. 5 No. 3 (2026), 422–433.

Sugiyono. (2026). Metode Penelitian Kuntitatif, Kualitatif, dan R&D. Alfabeta.

Suradika, A., Samudra, A. A., & Dewi, H. I. (2025). Landasan Pendidikan Modern. Penerbit Samudra Biru.

Syafi'i, A. (2019). Creative Learning: Strategi Pengembangan Kreativitas Anak Berbakat. Akademia Pustaka.

Thoifuri, T. (2025). Islamic Education Innovation as a Strategic Foundation in the Development of Initiator Teacher Competency: The research is to explore Islamic educational innovation as a strategic foundation in developing the competency of initiating teachers. Ta'dibuna: Jurnal Pendidikan Islam, 14(6), 655–674. https://doi.org/10.32832/tadibuna.v14i6.21682

Wahjusaputri, S., & Zulviana, D. (2024). Metode Phonics: Panduan Belajar Bahasa Inggris

bagi Anak Usia Dini. Bintang Semesta Media.

Yanuarti, R., Utari, I., & Harianti, D. (2022). Evaluasi Pemanfaatan E-Modul Sebagai Bahan Belajar Mandiri dalam Program Peningkatan Kompetensi Guru. Jurnal Teknodik, 101–114. https://doi.org/10.32550/teknodik.vi.972.