

# Using articulate storyline to enhance student learning engagement in Islamic education

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## Abstract

*This classroom action research aimed to examine the effectiveness of Articulate Storyline–based learning media in enhancing students' learning activeness in Islamic Education at a vocational high school. The study was conducted in class XI TKJ 1 of SMKN 1 Dlanggu, involving 27 students. The research employed the Kemmis and McTaggart classroom action research model, consisting of planning, action, observation, and reflection, and was implemented in one cycle as the success indicators were achieved. Data were collected through observation sheets of students' learning activeness and student response questionnaires. The data were analyzed using descriptive qualitative analysis supported by simple quantitative percentages. The results showed a significant improvement in students' learning activeness, indicated by high percentages across observed aspects, including attention to learning activities, participation in interactive quizzes, responsiveness to teacher questions, and learning enthusiasm. Questionnaire results also revealed that more than 90% of students responded positively to the use of Articulate Storyline, stating that the media made learning more engaging and easier to understand. These findings indicate that Articulate Storyline is effective in fostering active learning in Islamic Education and can serve as an innovative digital learning alternative for vocational high schools.*

**Keywords:** *Enthusiasm For Learning; Articulate Storyline; Learning Activeness; Islamic Education; Classroom Action Research*

## Abstrak

Penelitian tindakan kelas ini bertujuan untuk mengetahui efektivitas penggunaan media pembelajaran berbasis Articulate Storyline dalam meningkatkan keaktifan belajar siswa pada mata pelajaran Pendidikan Agama Islam di sekolah menengah kejuruan. Penelitian dilaksanakan di kelas XI TKJ 1 SMKN 1 Dlanggu dengan jumlah subjek sebanyak 27 siswa. Metode penelitian yang digunakan adalah Penelitian Tindakan Kelas model Kemmis dan McTaggart yang meliputi tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi, serta dilaksanakan dalam satu siklus karena indikator keberhasilan telah tercapai. Pengumpulan data dilakukan melalui lembar observasi keaktifan belajar siswa dan angket respon siswa. Analisis data dilakukan secara deskriptif kualitatif yang didukung oleh data kuantitatif berupa persentase. Hasil penelitian menunjukkan bahwa penerapan media Articulate Storyline mampu meningkatkan keaktifan belajar

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siswa, yang ditunjukkan melalui meningkatnya perhatian, partisipasi dalam kuis interaktif, respon terhadap pertanyaan guru, serta antusiasme belajar. Respon siswa terhadap penggunaan media juga menunjukkan kategori sangat positif. Dengan demikian, penggunaan Articulate Storyline terbukti efektif dalam meningkatkan keaktifan belajar Pendidikan Agama Islam dan dapat dijadikan alternatif inovasi pembelajaran berbasis teknologi di SMK.

**Kata kunci:** Antusiasme Belajar; Articulate Storyline; Keaktifan Belajar; Pendidikan Agama Islam; Penelitian Tindakan Kelas

## **Introduction**

Islamic Religious Education (IRE) plays a vital role in shaping students' character, ethics, and spiritual awareness. However, in practice, particularly in vocational schools, PAI lessons are often unpopular because they are perceived as having no direct connection to the vocational competencies that are the primary focus of learning at vocational high schools (SMK). This situation is clearly evident in Class XI TKJ (Computer and Network Engineering) 1 at SMKN 1 Dlanggu, where the majority of students exhibit low levels of learning engagement. They tended to be passive, reluctant to answer questions, unengaged in discussions, and easily distracted by their mobile devices. This phenomenon suggests that the current teaching model has not been able to address the learning characteristics of the digital generation, which requires a more visual, interactive, and adaptive approach to technological advancements.

Advances in educational technology have led to the emergence of a variety of digital media that can enhance student interaction and engagement. Research conducted over the past decade indicates that interactive learning media have a significant impact on increasing student engagement. Ichsan et al., (2024) reported that the use of digital media in Islamic Education (PAI) instruction can increase student engagement and provide opportunities for students to learn more independently and actively (Ichsan et al., 2024). Furthermore, another studies confirm that interactive multimedia can enhance both students' engagement and learning outcomes in Islamic Education classes because it provides visual stimuli and immediate feedback that are more engaging than conventional lectures (Handayani et al., 2022). Similarly, another findings found that the use of interactive multimedia significantly influenced students' interest in Islamic Education and encouraged more active participation in class (Aulia & Toriqularif, 2025).

As time goes on, the use of technology in education has become an integral part of learning process. Technology is utilized to its fullest potential as a learning aid, particularly through the development of interactive learning media that require devices for their implementation. Smartphones are the most relevant

devices to use as learning support tools because they are practical, flexible, and accessible anytime and anywhere. This aligns with the increasing rate of smartphone usage in Indonesia that the number of smartphone users has reached 150 million, making Indonesia the country with the fourth-largest number of smartphone users in the world (Jubaerudin & Santika, 2021).

In addition, Nahar and Hafidz (2025) shows that interactive learning tools such as animated quizzes and educational videos help students understand abstract Islamic Education (PAI) material, while also improving their concentration and attention (Nahar & Hafidz, 2025). Meanwhile, other studies confirm that interactive learning strategies can increase students' interest in learning and make the learning process more meaningful through visual experiences and technology-based activities (Abdul Hakim, 2025). These studies show that interactive digital media offer significant opportunities to enhance student engagement, particularly in subjects considered theoretical, such as Islamic Education.

However, the abovementioned studies still focus on interactive multimedia in general, rather than on specific platforms capable of delivering systematic and interactive learning in a single, comprehensive package. One such platform is Articulate Storyline. This tool enables teachers to design digital learning experiences that incorporate animations, navigation buttons, simulations, automated quizzes, and educational games within a single engaging interface. Articulate Storyline also offers a more personalized learning experience by allowing students to independently control their learning progression. However, research specifically examining the use of Articulate Storyline to enhance students' engagement in Islamic Education, particularly within the context of vocational high schools, remains very limited.

Furthermore, previous studies have only examined interactive multimedia in general within the context of Islamic Education (PAI) or tested Articulate Storyline in science-related subjects such as Natural Sciences. For instance, Ardiawan et al. (2024) developed interactive learning media using Articulate Storyline to improve student outcomes in PAI at the elementary school level. However, none has explicitly investigated how Articulate Storyline can be systematically employed to foster active learning in PAI through Classroom Action Research (CAR) at vocational high schools. The absence of research positioning Articulate Storyline as the primary intervention variable in the context of PAI at vocational high schools underscores the importance of this study (Ardiawan et al., 2024).

In addition to foster students' engagement, the use of Articulate Storyline in the context of Islamic Education (PAI) is also important because it could provide

a learning experience that put students as active participants rather than passive recipients of information. The interactive nature of Storyline also allows students to control the learning flow, select course materials, and answer reflective quizzes, thereby making the learning process more personalized and stimulating curiosity. This type of learning is essential in vocational high schools, where students are accustomed to practical and visual activities. Hence, media innovation through Storyline has the potential to bridge the need for relevant PAI learning with a technology-based approach aligning to students' preference.

The urgency of this research is further highlighted by the fact that Islamic Education teachers in many vocational high schools still rely on traditional lecture-based methods, which hinder the creation of an active and dialogic learning environment (Widiawati & Nafiyah, 2025). Recent studies confirm that interactive learning not only captures students' attention but also fosters the confidence to express opinions and ask questions (Mahmudi, 2024). In particular, the use of Articulate Storyline has been shown to enhance engagement and motivation in Islamic Education contexts (Romadlon & Farisi, 2024). Thus, the implementation of Articulate Storyline in instruction is not only relevant but also a pedagogical necessity to address the challenge of low student engagement in the classroom.

From these gaps, the novelty of this study becomes clear. First, this study specifically focuses on the use of Articulate Storyline to enhance student engagement in Islamic Education (PAI), rather than merely improving learning outcomes. Second, the study was carried out in a vocational high school (SMK) setting, which differs pedagogically and in terms of learning characteristics from general high schools. Third, this study employs a classroom action approach, which facilitates empirical observation and continuous improvement. Fourth, the Storyline-based instructional design was developed to meet the needs of vocational high school students who are accustomed to technology and interactive visuals.

This study aims to examine the use of Articulate Storyline-based learning media to improve students' learning engagement in Islamic Education among vocational high school students in Class XI TKJ 1 at SMKN 1 Dlanggu. Additionally, this study is to identify changes in students' learning behaviors following the implementation of this media during the action cycle. It is expected that this study will not only result in student engagement improvement in the classroom but also provide also a model for digital learning practices that can be replicated in other vocational schools. More broadly, this study is expected to serve as a reference for curriculum development, teacher training, and further research on the use of interactive technology in religious education.

## **Research Methods**

This study employs a Classroom Action Research (CAR) approach based on the Kemmis and McTaggart model, which consists of four stages: planning, implementation, observation, and reflection. This model was chosen because it enables teachers to systematically improve instruction based on real-world problems encountered in the classroom (Arikunto et al., 2015).

The action research model developed by Kemmis and McTaggart (2014) is a direct extension of Kurt Lewin's spiral model. While Lewin emphasized a simple four-stage cycle of planning, acting, observing, and reflecting, Kemmis and McTaggart added collaborative and participatory dimensions. Therefore, they underlined that action research is not merely an individual activity but involves a community of practitioners (Kemmis et al., 2014). In addition, Kamarudin and Noor (2024) explain that the action research approach views teachers not merely as implementers but also as active collaborators involved in the process of planning, implementing, and reflecting on actions (Kamarudin & Noor, 2024).

The study was conducted at SMK Negeri 1 Dlanggu in Class XI TKJ 1 with a total of 27 students as participants. The study was conducted in the Islamic Religious Education (PAI) course, specifically on the topic of menstruation, during the odd semester of the 2025/2026 academic year. The instructional media used in the intervention was Articulate Storyline, combined with a brief lecture as an introduction to the material. This media was selected to enhance student engagement through interactive technology-based learning.

The planning phase included the development of lesson plans (RPP), the creation of learning materials using Articulate Storyline, the design of interactive quizzes, and the development of research instruments such as student engagement observation sheets, student response questionnaires, documentation, and field notes. This phase is structured in accordance with the characteristics of action research, which emphasizes action planning based on classroom learning needs (Arikunto et al., 2015)

The implementation phase involved delivering Islamic Education lessons using Articulate Storyline. Students followed the learning sequence independently on their own devices with the teacher serving as a facilitator. The observation phase was conducted concurrently with the implementation of the intervention to observe students' level of engagement during the learning process. The aspects observed included students' attention and focus, responses to the teacher's instructions, participation in asking and answering questions, ability to operate the learning media, and enthusiasm for learning. Observation

techniques were used to obtain empirical data regarding students' learning activities (Sari et al., 2024).

In addition to observations, research data was also collected through student response questionnaires distributed online after the learning activities were completed. The reflection phase involved analyzing the results of the observations and questionnaires to assess the effectiveness of the interventions implemented. This study was conducted in a single cycle, as the success indicator of student engagement was achieved in the first cycle, making further interventions unnecessary (Arikunto et al., 2015).

Data analysis was conducted using a qualitative descriptive approach supported by simple quantitative data. Quantitative data were analyzed using percentage formulas to determine the level of student engagement, while qualitative data were analyzed descriptively to describe changes in students' behavior and responses during the learning process. This approach was used to obtain a comprehensive picture of the impact of using Articulate Storyline on student engagement (Sari et al., 2024).

## **Result and Discussion**

### **A. Result**

This classroom action research was carried out in a single cycle process with one intervention implementation. Based on observations made during the implementation of the activity, the students demonstrated a high level of engagement in learning. Most students paid attention to the teacher's explanations. They were also able to follow the instructions for using the use of Articulate Storyline app effectively. When they were instructed to read the materials in the application, they were able to understand the content and answer the teacher's questions based on what they had learned.

Students' engagement was also evident in their participation in the interactive quizzes available in the app. Students looked enthusiastic about answering each question and responded quickly as they moved from one section to another sections of activities. Throughout the learning process, most students did not exhibit passive behavior or engage in activities unrelated to the lesson, resulting in a relatively conducive classroom atmosphere.

The level of student engagement in a quantitative form is presented in Table 1. The table shows the percentage of engagement based on several observation criteria, including attention to the lesson, engagement with reading materials, responses to the teacher's questions, participation in interactive quizzes, and student enthusiasm for learning.

**Table 1.** Percentage of Student Engagement in Learning Using Articulate Storyline

Aspects of Active Learning	Percentage (%)
Paying attention to and listening to the material	85,2
Reading material in the app	81,5
Responding to the teacher's question	77,8
Take the interactive quiz	83,3
Showing enthusiasm for learning	88,9

The data in Table 1 show that all aspects of student engagement are categorized in a high category. The aspect of enthusiasm for learning received the highest percentage at 88.9%, while the aspect of responding to the teacher's questions received the lowest percentage at 77.8%, though it is classified within the active category.

In addition to observational data, research findings were also obtained through student response questionnaires administered after the lessons. Analysis of the questionnaires revealed that the majority of students responded positively to the use of Articulate Storyline in Islamic Education lessons. The distribution of student responses regarding the use of this software is presented in Table 2.

**Table 2.** Distribution of Survey Responses on Student Learning Engagement

Response Category	Number of Students	Percentage (%)
Strongly Agree	16	59,3
Agree	9	33,3
Disagree	2	7,4
Total	27	100

Source: Survey results

The data in Table 2 show that 92.6% of students agreed or strongly agreed that the use of Articulate Storyline made them more active in their Islamic Education classes. Meanwhile, only a small percentage of students disagreed. These results indicate that the use of interactive learning media received a positive response from students and led to increased engagement during the learning process. Overall, the results of the study shows that the use of Articulate Storyline-based learning media in the Islamic Religious Education course for the 11th-grade TKJ 1 class at SMKN 1 Dlanggu was able to enhance student engagement in a single learning cycle.

## B. Discussion

The findings show an improvement in student engagement following the implementation of Articulate Storyline-based learning media. Observational data report that the aspect of learning enthusiasm achieved the highest percentage at 88.9%, while the aspect of responding to the teacher's questions

stood at 77.8% but remained in the active category. These figures indicate that students are not only more focused on the material but are also more engaged in learning activities, whether through independent reading or participating in interactive quizzes.

Conceptually, the improvement in student engagement can be explained through constructivist theory, which emphasizes the active role of students in constructing knowledge (McLeod, 2025; Priyamvada, 2018). Articulate Storyline provides navigation features, quizzes, and simulations that allow students to control the flow of their learning. Thus, students are no longer merely passive recipients of information but the primary agents in the learning process. This aligns with findings that Storyline-based interactive media enhances engagement and motivation in diverse educational contexts (Azzahra & Nurharini, 2024; Purwanto et al., 2025).

Compared with other studies, these findings show strong consistency. Ningsih & Munawir (2025) found that technology-based interactive media enhances student engagement and understanding in Islamic Education. These findings align with the results of this study, in which students demonstrated increased focus and enthusiasm (Ningsih & Munawir, 2024). Similarly, Sari, et al. (2024) emphasize that integrating teacher explanations with interactive media enhances students' interest and active participation. The combination of brief lectures with self-directed exploration using Storyline in this study demonstrates the effectiveness of this strategy (Sari et al., 2024). In addition, Nursamsi, et al. (2024) demonstrate that the targeted use of digital technology can increase students' interest and engagement in learning, reinforcing the evidence that interactive media can transform learning behavior from passive to active (Nursamsi et al., 2024). Meanwhile, Noviani & Jasiah (2025) emphasize that interactive media provide students with opportunities for independent learning and immediate feedback, in line with the characteristics of 21st-century learning (Noviani & Jasiah, 2025).

However, this study also revealed variations in the results. The aspect of responding to the teacher's questions received the lowest percentage (77.8%), indicating that while interactive media foster enthusiasm and engagement, students' ability to interact verbally with the teacher remains relatively lower compared to other aspects. This is understandable because students feel more comfortable interacting with digital media than through direct communication. These findings open up a space for critical discussion: while interactive media is indeed effective at increasing student engagement, it does not fully replace the teacher's role in fostering two-way communication. In other words, digital media

must remain integrated with pedagogical strategies that encourage students to ask questions and express their opinions.

The positive feedback from students obtained through the questionnaire also corroborates the findings of the observations. Most students responded that learning with Articulate Storyline was more engaging and helped them easily understand the material. The integration of interactive digital media such as Articulate Storyline has proven effective in creating a learning environment that is more engaging, interactive, and participatory, and is well-suited to the characteristics of students in the digital age (Rahmi et al., 2025). This media offers a learning experience that differs from conventional instruction because students can learn at their own pace and review the material as needed. This demonstrates that interactive media plays a significant role in boosting students' motivation and interest in Islamic Education learning process.

Overall, the results of this study reinforce the existing literature while making a new contribution to the field of vocational education. Most previous studies have focused on general education schools or science subjects, whereas this study demonstrates the effectiveness of Storyline in Islamic Education at vocational high schools. Thus, this study not only supports existing theories and prior research but also fills a research gap with new empirical evidence. Articulate Storyline has proven capable of enhancing student engagement, reinforcing the argument that technology-based interactive media is a pedagogical necessity in the digital age.

## **Conclusion**

This classroom action research aims to determine the effectiveness of using Articulate Storyline-based learning media in enhancing student engagement in Islamic Religious Education classes in Grade 11 TKJ 1 at SMKN 1 Dlanggu. Based on the results of the study, it can be concluded that the implementation of Articulate Storyline in Islamic Religious Education instruction has a positive impact on student engagement throughout the learning process. Student engagement increased with the use of learning media that presented material in a visual, structured, and interactive manner. Students demonstrated greater involvement in learning, such as paying attention to the teacher's explanations, reading the material independently through the application, and responding to questions based on information obtained from the media. This indicates that Articulate Storyline is capable of creating a learning environment that encourages students to engage actively, both cognitively and behaviorally. The conclusion of this study also confirms that the use of digital learning media appropriate to the characteristics of vocational high school students can enhance

the effectiveness of Islamic Religious Education. Articulate Storyline allows students to learn flexibly using their own devices, so that learning is no longer entirely dependent on conventional lecture methods. This medium helps students better understand the material because information is presented gradually and can be easily revisited according to each student's learning needs. Furthermore, this study shows that the integration of interactive learning media with lecture methods can work harmoniously. Teachers continue to serve as learning facilitators who provide introductions, guidance, and reinforcement of the material, while the media functions as a supporting tool that encourages student engagement and independent learning. Thus, the use of Articulate Storyline does not replace the teacher's role but rather strengthens the student-centered learning process. Overall, this study concludes that the use of Articulate Storyline is effective in enhancing student engagement in Islamic Religious Education in Class XI TKJ 1 at SMKN 1 Dlanggu. This conclusion aligns with the research objectives and offers practical contributions to the development of technology-based Islamic Religious Education (IRE) instruction, particularly within the context of vocational high schools. Articulate Storyline can serve as a relevant innovative learning alternative that aligns with technological advancements and the learning needs of today's students.

## Suggestions

This study is expected to serve as a reference for Islamic Religious Education teachers in developing more interactive learning through the use of digital media, particularly Articulate Storyline, as well as to provide schools with insights for supporting technology-based learning innovations. Future researchers are advised to conduct classroom action research involving two or more cycles so that improvements in teaching practices and increases in student engagement can be observed more comprehensively and sustainably.

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