

Implementation of Interactive Digital Learning Media Using H5P to Improve Learning Material Comprehension of Grade 2 Students at MI Nurud Dzolam Alassumur Kraksaan

Moch. Najib Hasbullah Muchlis¹, Ainur Rofiq Sofa²

^{1,2}Pascasarjana Universitas Islam Zainul Hasan Genggong, Probolinggo, Indonesia

Email : adark94@gmail.com¹, bungaaklirik@gmail.com²

 <https://doi.org/10.61987/jpai.v4i4.0000>

ABSTRACT

Keywords:

Interactive digital learning media, H5P, Learning comprehension, Madrasah Ibtidaiyah

**Corresponding Author*
Moch. Najib Hasbullah Muchlis

The integration of interactive digital learning media is increasingly essential to support meaningful learning at the elementary education level. This study aims to examine the implementation of H5P-based interactive digital learning media in improving students' comprehension of learning materials in Grade II at MI Nurud Dzolam Alassumur Kraksaan. This research employed a qualitative descriptive approach to provide an in-depth understanding of the learning process, teacher practices, and students' comprehension experiences within a natural classroom setting. Data were collected through classroom observations, in-depth interviews, and documentation, involving the school principal, the vice principal for curriculum affairs, the Islamic Education (PAI) teacher, and Grade II students. The collected data were analyzed using thematic analysis, and the findings were interpreted using Dual Coding theory to explain how the integration of visual, verbal, and interactive elements through H5P supports students' cognitive processing and learning comprehension. The findings indicate that the implementation of H5P-based interactive learning media was carried out in a structured and engaging manner. H5P features such as interactive videos, quizzes, and drag-and-drop activities enabled students to actively interact with learning content, maintain focus, and understand learning materials more easily. Although challenges related to content preparation, technological limitations, and classroom management were identified, these did not reduce the overall effectiveness of H5P implementation. This study concludes that H5P-based interactive digital learning media effectively enhance students' comprehension of learning materials and support meaningful learning at the Madrasah Ibtidaiyah level, particularly for lower-grade students.

Article History:

Submitted: 02-10-2025, Revised :02-11-2025, Accepted: 31-12-2025

Please cite this article in APA style as:

Muchlis, M. N. H., & Sofa, A. R. (2025). Implementation of interactive digital learning media using H5P to improve learning material comprehension of grade 2 students at MI Nurud Dzolam Alassumur Kraksaan. DAAR EL-MAKRIFAH: Journal of Islamic Religious Education, 1(2), 63-73. <https://jurnalstebibama.ac.id/index.php/jpai/>

INTRODUCTION

The rapid development of educational practices in the twenty-first century has encouraged teachers to adopt innovative learning strategies that emphasize student-centered learning, active participation, and meaningful engagement. Learning media play a crucial role in facilitating effective instruction, particularly at the elementary school level, where students are in the concrete operational stage of cognitive development (Habibah et al., 2024). At this stage, students tend to understand learning materials more effectively when they are presented through visual, interactive, and technology-supported formats rather than through abstract verbal explanations alone (Saifullah & others, 2025).

In the context of Islamic elementary education, *Madrasah Ibtidaiyah* plays a fundamental role in developing students' academic competencies alongside religious and moral values (Harifah & Sofa, 2025). However, learning activities in madrasah classrooms often encounter challenges related to students' limited concentration and difficulties in understanding learning materials when instruction relies heavily on conventional teacher-centered approaches (Ramadani & Sofa, 2025). Such conditions may hinder students' ability to comprehend concepts deeply, especially at the lower grade level. Therefore, the integration of interactive digital learning media becomes essential to support students' material comprehension in a more meaningful and engaging way (Romli & Sofa, 2025).

One of the major challenges faced by elementary school teachers is ensuring that students not only participate in learning activities but also truly understand the learning material. Learning comprehension is a key indicator of successful instruction, as it reflects students' ability to process information, connect concepts, and apply knowledge meaningfully (Sholeha & Sofa, 2025). Without interactive and supportive learning media, students may struggle to grasp abstract concepts and retain information effectively. Consequently, teachers require learning media that are visually engaging, interactive, and capable of providing immediate feedback to support students' understanding (Helmi & Sofa, 2025).

Several previous studies have demonstrated the effectiveness of interactive digital learning media in improving students' comprehension of learning materials (Nadia & Sofa, 2025). found that the use of H5P-based interactive content, such as quizzes and interactive videos, significantly enhanced elementary students' understanding by encouraging active cognitive engagement (Zakiyullah & Sofa, 2024). Reported that HTML5-based learning media supported students' conceptual understanding through interactive tasks and instant feedback mechanisms. In addition, a study by Sofa and Lestari (2024) revealed that interactive digital media were effective in improving learning comprehension and focus among *Madrasah Ibtidaiyah* students.

Among various interactive digital learning tools, H5P (HTML5 Package) has emerged as a flexible and effective medium for creating interactive learning content (Hasanah & Sofa, 2025). H5P enables teachers to design interactive

videos, drag-and-drop activities, presentations, and formative assessments that actively involve students in the learning process. These interactive features support students in understanding learning materials by allowing them to interact directly with content, receive immediate feedback, and learn at their own pace (Agustini & Sofa, 2025). Moreover, H5P aligns with multimedia learning principles, which emphasize the integration of visual, textual, and interactive elements to enhance learning comprehension (Shalawati & Sofa, 2025).

Despite the growing use of interactive digital learning media, research specifically focusing on the implementation of H5P to improve learning material comprehension at the *Madrasah Ibtidaiyah* level, particularly for lower-grade students, remains limited (Sita & Sofa, 2025). Most existing studies tend to focus on general elementary education or higher grade levels, leaving a research gap regarding how H5P-based interactive media can support material comprehension among Grade II students in Islamic elementary school contexts.

Based on these considerations, this study examines the implementation of interactive digital learning media using H5P to improve students' comprehension of learning materials in Grade II at MI Nurud Dzolam Alassumur Kraksaan (Yunus et al., 2025). This research aims to analyze the implementation process of H5P-based learning media, identify challenges faced by teachers in its application, and explore its impact on students' understanding of learning materials. The findings of this study are expected to contribute to the development of effective digital learning media for *Madrasah Ibtidaiyah*, supporting meaningful learning and improved material comprehension among elementary students.

METHOD

This study employs a qualitative method with a descriptive approach, aiming to provide an in-depth depiction of the implementation of H5P-based interactive digital learning media in improving students' comprehension of learning materials at MI Nurud Dzolam Alassumur Kraksaan. The qualitative descriptive approach was selected to gain a comprehensive understanding of classroom learning practices, teacher-student interactions, and students' learning experiences related to material comprehension within a natural learning setting.

The research was conducted at MI Nurud Dzolam Alassumur, located in Alassumur Village, Kraksaan District, Probolinggo Regency, East Java Province, Indonesia. The research site was purposively selected because the school has begun integrating interactive digital learning media, particularly H5P, into classroom instruction at the elementary level. This characteristic makes the school a relevant and appropriate setting for examining the use of H5P-based interactive media to support students' understanding of learning materials in madrasah education (Parawansah & Sofa, 2025).

Data were collected using three main techniques: classroom observation, in-depth interviews, and documentation. Classroom observations were

conducted to examine the teaching and learning process, the implementation of H5P-based interactive learning media during instruction, and students' responses related to material comprehension, such as their ability to answer questions, complete interactive tasks, and explain learning content. In-depth interviews were carried out with classroom teachers and selected participants to obtain deeper insights into instructional strategies, challenges faced in using H5P, and the perceived impact of interactive digital media on students' understanding of learning materials. Documentation was used to support the data, including lesson plans, H5P learning content, screenshots of interactive activities, and photographs of classroom learning processes (Nurhamsalim & Sofa, 2025) The collected data were analyzed using thematic analysis based on the model proposed by Braun and Clarke. This analytical process involved several stages, including data familiarization, initial coding, theme identification, theme review, theme definition, and interpretation. To ensure the validity and credibility of the data, triangulation of data sources and techniques was applied by cross-checking findings obtained from observations, interviews, and documentation. The overall process of data collection and analysis is illustrated in the following diagram (Ilahi & Sofa, 2025)

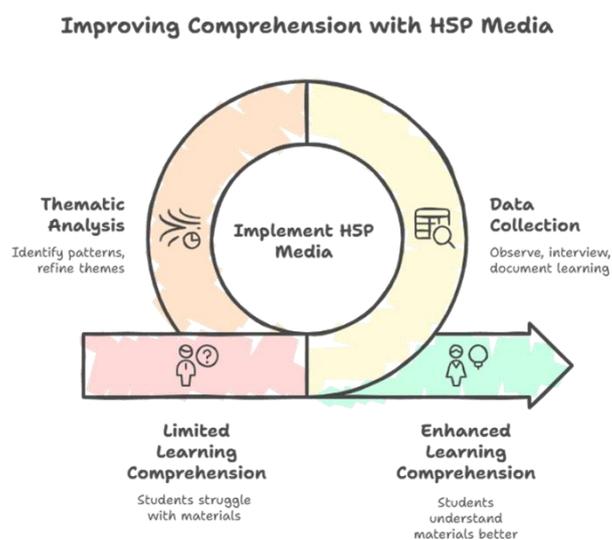


Figure 1: Flow of Data Collection Techniques

The diagram illustrates the data collection techniques employed in this study, which consist of observation, interviews, and documentation. Observation was conducted to directly examine how learning activities were implemented using H5P-based interactive digital media in the classroom. This included observing how the teacher presented learning materials, integrated interactive elements such as quizzes, videos, and tasks, and facilitated students' understanding during the learning process.

Interviews were conducted with classroom teachers, the school principal, and several students to obtain in-depth information regarding their experiences in using H5P, the challenges encountered during implementation, and the

influence of the media on students' comprehension of learning materials. Documentation was utilized to collect supporting data in the form of photographs of learning activities, samples of H5P content, and records related to instructional planning (Firdausiyah & Sofa, 2025).

Data analysis was carried out thematically using Braun and Clarke's Thematic Analysis model. The analysis process began with data familiarization, which involved reading and comprehensively understanding all observation notes, interview transcripts, and documentation. Subsequently, initial coding was conducted to identify relevant data segments related to the research focus, such as the implementation process of H5P-based learning media, challenges faced by teachers and students, and its impact on students' comprehension of learning materials. These codes were then organized into broader themes representing patterns of meaning within the data (Muhammad & Sofa, 2025).

The identified themes were reviewed to ensure their consistency with the field data and refined to accurately reflect the research findings. Each theme was clearly defined and named according to its core meaning. The final stage involved compiling a thematic report in the form of a descriptive narrative based on the established themes.

Through the application of this method, the study is expected to provide a comprehensive and factual depiction of the implementation of H5P-based interactive digital learning media in improving students' comprehension of learning materials in Grade II at MI Nurud Dzolam Alassumur Kraksaan. In addition, the study aims to identify challenges encountered during implementation and analyze the role of interactive digital media in supporting meaningful learning and material comprehension in the madrasah classroom

RESULT AND DISCUSSION

Result

This section presents the research findings regarding the implementation of interactive digital learning media using H5P to improve students' comprehension of learning materials at MI Nurud Dzolam Alassumur Kraksaan. The data were obtained through classroom observations, in-depth interviews, and documentation involving the school principal, the vice principal for curriculum affairs, the Islamic Education (PAI) teacher, and a Grade II student. All findings were analyzed using a descriptive qualitative approach and enriched with Dual Coding theory to explain how interactive visual and verbal media support students' cognitive processing and material comprehension. The discussion focuses on three main aspects: the implementation of H5P-based interactive learning media, challenges encountered during implementation, and the impact of H5P on students' comprehension of learning materials.

Implementation of H5P-Based Interactive Digital Learning Media

Based on classroom observations, the use of H5P-based interactive digital learning media at MI Nurud Dzolam Alassumur Kraksaan was implemented in a structured and engaging manner. The PAI teacher prepared learning content

using H5P features such as interactive videos, multiple-choice questions, drag-and-drop activities, and short quizzes designed to reinforce students' understanding of the learning material.

During the learning process, the teacher displayed the H5P content using a projector and guided students step by step through the activities. Students were asked to observe visual elements, respond to questions displayed on the screen, and complete interactive tasks directly related to the lesson content. Observation results showed that students were more focused, actively followed the learning flow, and were able to answer comprehension-based questions more confidently. This learning condition is illustrated in Figure 1.



Figure 2: Learning Activities to Understand Lesson Content through H5P-based Interactive Digital Learning Media

The PAI teacher explained during the interview: *"When I use H5P, students understand the lesson more easily because they can see pictures, answer questions directly, and get feedback."* The school principal, Suryani, S.Pd, emphasized that interactive digital media such as H5P are effective in supporting elementary students' understanding. She stated: *"For lower-grade students, visual and interactive media are very helpful. H5P makes students more focused and helps them understand the material better."*

Similarly, the vice principal for curriculum affairs, Ika Setyaningsih, noted that H5P creates a more meaningful learning atmosphere: *"Learning becomes more interactive. Students do not only listen but also think and respond to the material."* A Grade II student also expressed positive responses, stating that learning with pictures and interactive questions made the lesson easier to understand and more enjoyable.

These findings align with Dual Coding theory, which suggests that learning is more effective when information is processed through both visual and verbal channels. In this study, H5P functions as a visual and interactive medium, while the teacher's explanations provide verbal reinforcement, enabling students to comprehend learning materials more effectively.

Challenges in the Implementation of H5P-Based Learning Media

Despite its positive implementation, several challenges were identified in the use of H5P-based learning media. From the teacher's perspective, one major challenge was the time and skill required to design interactive H5P content. The

teacher explained that preparing suitable interactive activities for Grade II students requires careful planning to ensure the content matches students' cognitive levels.

Technical limitations also became a challenge. According to the vice principal for curriculum affairs, limited access to stable internet connections and digital devices occasionally disrupted the learning process. In some cases, technical issues slowed down the implementation of interactive activities. Another challenge observed was classroom management. Students' high enthusiasm during interactive activities sometimes resulted in excessive excitement and noise. Although this reflected strong engagement, it required the teacher to manage classroom conditions carefully to maintain effective learning.

From the perspective of Dual Coding theory, these challenges indicate that the effectiveness of interactive digital media depends not only on visual elements but also on the teacher's ability to provide clear guidance and verbal explanations. Without proper instructional support, interactive media may not optimally enhance students' comprehension.

Impact of H5P-Based Interactive Media on Students' Learning Comprehension

The findings indicate that the implementation of H5P-based interactive digital learning media had a positive impact on students' comprehension of learning materials. Observations showed that students were better able to answer comprehension questions, recall lesson content, and explain concepts in their own words after engaging with H5P activities.

The PAI teacher stated: *"Students understand the material faster when using H5P. They can answer questions more confidently."* The school principal also noted improvements in students' understanding: *"Students seem to remember the material better because they learn through pictures, videos, and interaction."* Students themselves reported that interactive tasks helped them remember the lesson more easily, indicating improved comprehension and retention.

These findings support Dual Coding theory, which explains that visual stimuli enhance cognitive processing and memory retention. The integration of visual elements, interactive tasks, and verbal explanations through H5P provides multiple pathways for information processing, resulting in deeper understanding of learning materials.

Discussion

The findings of this study indicate that the implementation of H5P-based interactive digital learning media has a meaningful and positive impact on improving students' comprehension of learning materials at MI Nurud Dzolam Alassumur Kraksaan, particularly among Grade II students. The use of interactive videos, quizzes, and drag-and-drop activities enabled students to engage actively with learning content, maintain focus, and demonstrate a clearer understanding of lesson materials. These results suggest that interactive digital media can effectively support comprehension by transforming learning from a passive reception of information into an active cognitive process.

This finding is consistent with previous research emphasizing the role of interactive digital media in enhancing students' learning comprehension. Alfiyanto et al (2024) reported that interactive digital learning tools encourage deeper cognitive engagement by allowing students to process information through direct interaction and immediate feedback. Similarly, Himmah et al (2024), and Mahmud et al (2022) found that HTML5-based learning media significantly improved students' conceptual understanding because interactive tasks required learners to think, respond, and reflect on learning content. These studies support the present findings by confirming that interactive media are particularly effective at the elementary level, where students require concrete and visually supported learning experiences.

The effectiveness of H5P-based learning media in this study can be theoretically explained through Dual Coding Theory, which posits that learning is enhanced when information is processed simultaneously through visual and verbal channels. In this study, H5P functioned as a medium that integrates visual elements, textual explanations, and interactive tasks, while the teacher's guidance provided verbal reinforcement. This integration aligns with the findings of Yunus et al (2025), who demonstrated that multimedia-based instruction improves students' comprehension and memory retention by activating multiple cognitive pathways. Thus, H5P supports meaningful learning by strengthening students' ability to understand and recall learning materials.

Despite the positive outcomes, this study also identified several challenges related to the implementation of H5P-based learning media, including the time required to design interactive content, technological limitations, and classroom management issues due to students' high enthusiasm. These findings are in line with Mulyadi et al (2023) and Faishol et al (2025), who noted that teachers often face difficulties in preparing digital learning media and managing technical constraints in classroom settings. Some previous studies have suggested that without sufficient teacher readiness and institutional support, the effectiveness of digital learning tools may be reduced. However, such challenges do not necessarily contradict the effectiveness of H5P but instead highlight contextual factors that influence its optimal implementation.

Overall, this study confirms that H5P is not merely a digital instructional tool but an effective interactive learning medium that supports meaningful learning and improves students' comprehension of learning materials at the Madrasah Ibtidaiyah level. When supported by adequate teacher preparation, technological infrastructure, and effective classroom management, H5P-based learning media can significantly enhance students' understanding, particularly for lower-grade learners who benefit most from visual and interactive instructional approaches. These findings contribute to the limited body of research on H5P implementation in Islamic elementary education and provide empirical support for the integration of interactive digital media to improve learning comprehension.

CONCLUSION

This study concludes that the implementation of H5P-based interactive digital learning media effectively supports the improvement of students' comprehension of learning materials in Grade II at MI Nurud Dzolam Alassumur Kraksaan. The qualitative findings indicate that H5P creates an interactive learning environment that enables students to engage actively with learning content through visual elements, interactive tasks, and immediate feedback.

The use of H5P-based learning media helps students understand learning materials more easily by combining visual and verbal information, as explained by Dual Coding theory. Interactive videos, quizzes, and activities allow students to process information through multiple cognitive channels, leading to better comprehension and retention of lesson content.

Although challenges were identified, including the time required to prepare interactive content, limited technological facilities, and classroom management during highly interactive activities, these challenges did not reduce the overall effectiveness of H5P implementation. Instead, they highlight the importance of teacher readiness, institutional support, and adequate infrastructure to optimize the use of interactive digital learning media.

Overall, this study demonstrates that H5P is not merely a digital learning tool but an effective instructional medium that enhances meaningful learning and improves material comprehension among elementary-level madrasah students. The findings are expected to contribute to the development of innovative digital learning practices in *Madrasah Ibtidaiyah* and encourage teachers to integrate interactive digital media to support students' understanding of learning materials.

REFERENCES

- Agustini, A., & Sofa, A. R. (2025). Mencintai Karena Allah: Konsep dan Aplikasinya dalam Kehidupan Sosial Berdasarkan Al-Qur'an dan Hadits serta Implikasinya di Kampus Universitas Islam Zainul Hasan Genggong Probolinggo. *Jurnal Manajemen Dan Pendidikan Agama Islam*, 3(1), 35–41.
- Alfiyanto, A., Hidayati, F., & Ghazali, M. (2024). Integration of Adaptive Learning Technology in the Context of Islamic Education in Indonesia. *ISCIS2024: INTERNATIONAL SEMINAR AND CONFERENCE ON ISLAMIC STUDIES*.
<https://jurnal.uinsu.ac.id/index.php/ISCIS/article/view/21907>
- Faishol, R., Wong-A-Foe, D., Abdullah, A., Nurhakim, N., Habibi, R., Hajar, S., Nasrodin, N., Fauzi, A., & Sofa, A. R. (2025). Teacher Obstacles in Thematic Learning Implementation Based on the 2013 Curriculum. *INCARE, International Journal of Educational Resources*, 6(2), 179–195.
- Firdausiyah, J., & Sofa, A. R. (2025). Relevansi Al-Qur'an dan Hadits Dalam Pembentukan Nilai Sosial, Etika Politik, dan Pengambilan Keputusan di Era Kontemporer: Kajian Terhadap Pengaruhnya Dalam Kehidupan Sosial, Kebijakan Publik, Demokrasi, Kepemimpinan, Hukum, Ekonomi,

- Pendidikan, dan Tekn. *Jurnal Budi Pekerti Agama Islam*, 3(1), 102–131.
- Habibah, W., Sofa, A. R., Aziz, A., Bukhori, I., & Islam, M. H. (2024). Integrasi Nilai-Nilai Al-Qur'an dan Hadits dalam Pendidikan untuk Membangun Tanggung Jawab Konservasi Alam di Madrasah Ibtidaiyah Ihyaul Islam Pakuniran. *Jurnal Budi Pekerti Agama Islam*, 3(1), 36–52. <https://doi.org/10.61132/jbpai.v3i1.854>
- Harifah, N., & Sofa, A. R. (2025). Penguatan Tradisi Keislaman di Ma'had Putri Nurul Hasan MAN 2 Probolinggo: Implementasi Pengajian Kitab, Amalan Harian, dan Ritual Kolektif dalam Pembentukan Karakter Santri. *Akhlak: Jurnal Pendidikan Agama Islam Dan Filsafat*, 2(1), 218–239.
- Hasanah, U., & Sofa, A. R. (2025). Strategi, Implementasi, dan Peran Pengasuh dalam Pengembangan Pendidikan Agama di Pondok Pesantren Zainul Hasan Genggong Probolinggo. *Jurnal Manajemen Dan Pendidikan Agama Islam*, 3(1), 152–172.
- Helmi, M., & Sofa, A. R. (2025). Melahirkan Generasi Berkarakter Unggul melalui Transformasi Sosial yang Berbasis Pendidikan, Nilai, dan Kolaborasi Masyarakat di MTs Miftahul Khoir Alastengah Besuk. *Reflection: Islamic Education Journal*, 2(1), 186–199.
- Himmah, E. F., Astutik, S., & Aristya, P. D. (2024). Development of HTML5-Based Mobile Learning Media to Enhance Critical Thinking Skills of Elementary School Students in IPAS Learning. *Jurnal Paedagogy*, 11(4). <https://doi.org/https://doi.org/10.33394/jp.v11i4.13065>
- Ilahi, D. S. K., & Sofa, A. R. (2025). Digitalisasi Konsep Mawaddah Wa Rahmah dalam Al-Qur'an dan Hadist: Strategi Psikologi Keluarga untuk Membangun Keharmonisan Rumah Tangga di Desa Bucor Wetan Probolinggo. *Jurnal Budi Pekerti Agama Islam*, 3(1), 180–200.
- Mahmud, M. M., Freeman, B., & Abu Bakar, M. S. (2022). Technology in education: efficacies and outcomes of different delivery methods. *Interactive Technology and Smart Education*, 19(1), 20–38. <https://doi.org/10.1108/ITSE-01-2021-0021>
- Muhammad, B., & Sofa, A. R. (2025). Implementasi Islam dan Hak Asasi Manusia dalam Perspektif Al-Qur'an dan Hadits: Studi di SMA Syekh Abdul Qodir Al Jailani Rangkang Probolinggo. *Jurnal Budi Pekerti Agama Islam*, 3(1), 76–91.
- Mulyadi, Ridwan, Chandra Murdiono Lisabe, Lasino, & Afif Alfiyanto. (2023). Perceptions of Students Using E-Learning Application in Learning Science. *Jurnal Penelitian Pendidikan IPA*. <https://doi.org/10.29303/jppipa.v9i6.3849>
- Nadia, R. Y., & Sofa, A. R. (2025). Keutamaan Ilmu dan Klasifikasi Pendidikan Menurut Al-Ghazali dan Ibnu Qayyim: Perspektif Al-Qur'an dan Hadits. *Jurnal Budi Pekerti Agama Islam*, 3(1), 291–300.
- Nurhamsalim, M., & Sofa, A. R. (2025). Implementasi Nilai-Nilai Al-Qur'an Dan Hadits Dalam Kehidupan Sehari-Hari Di SMK Negeri 1 Probolinggo: Studi Tentang Pengembangan Karakter Islami Siswa. *Reflection: Islamic Education Journal*, 2(1), 127–143.

- Parawansah, S. H., & Sofa, A. R. (2025). Pendekatan Komprehensif Berbasis Al-Qur'an dan Hadits dalam Pengembangan Pendidikan Islam: Integrasi Nilai, Metode, Evaluasi, Sosio-Kultural, dan Kompetensi Pendidik. *Karakter: Jurnal Riset Ilmu Pendidikan Islam*, 2(1), 187-205.
- Ramadani, S., & Sofa, A. R. (2025). Kejujuran dalam Perspektif Pendidikan Islam: Nilai Fundamental, Strategi Implementasi, dan Dampaknya terhadap Pembentukan Karakter Santri di Pesantren. *Jurnal Manajemen Dan Pendidikan Agama Islam*, 3(1), 193-210.
- Romli, M., & Sofa, A. R. (2025). Integrasi Al-Qur'an dan Al-Hadits Dalam Pengembangan Pendidikan Islam di Madrasah Tsanawiyah Thoiyyib Hasyim Jorong Leces Probolinggo: Tantangan dan Peluang Dalam Menyongsong Era Digital dan Globalisasi. *Al-Tarbiyah: Jurnal Ilmu Pendidikan Islam*, 3(1), 127-139.
- Saifullah, S., & others. (2025). Membangun Karakter Santri Melalui Pendekatan Spiritual Berbasis Al-Quran dan Hadits: Studi Empiris di Lingkungan Pesantren Raudlatul Hasaniyah Mojolegi Gading Probolinggo. *Jurnal Budi Pekerti Agama Islam*, 3(1), 158-179.
- Shalawati, S., & Sofa, A. R. (2025). Revitalisasi Nilai Al-Qur'an dan Hadits dalam Pembentukan Etos Kerja, Profesionalisme, Spiritualitas, Inovasi, Keseimbangan Sosial, dan Keberlanjutan Muslim Modern. *Jurnal Budi Pekerti Agama Islam*, 3(1), 201-214.
- Sholeha, S., & Sofa, A. R. (2025). Konsep Etika Keutamaan dalam Tasawuf Abdul Qadir Al-Jailani dan Pengaruhnya terhadap Terbentuknya Akhlak Manusia. *Jurnal Manajemen Dan Pendidikan Agama Islam*, 3(1), 176-186.
- Sita, D. Z., & Sofa, A. R. (2025). Pembelajaran Kitab Mubadi'Fiqh sebagai Upaya Penguatan Pemahaman Fiqih dan Mufrodat Bahasa Arab Santri di Ma'had Walisongo 1 Maron, Probolinggo. *Karakter: Jurnal Riset Ilmu Pendidikan Islam*, 2(4), 67-80.
- Yunus, M., Sofa, A. R., & Firdausiyah, J. (2025). Pengembangan Penilaian Pembelajaran Pendidikan Agama Islam Berbasis Duolingo: Tantangan dan Motivasi di Madrasah Aliyah Zainul Hasan 2 Mojolegi Gading Probolinggo. *Indonesian Research Journal on Education*, 5(4), 408-414.
- Zakiyullah, A., & Sofa, A. R. (2024). Implementasi Konsep Pendidikan Agama Islam dalam Mengatasi Bullying: Studi Kasus di Pesantren Zainul Hasan Genggong. *Jurnal Budi Pekerti Agama Islam*, 3(1), 301-316. <https://doi.org/10.61132/jbpai.v3i1.908>