



ANALYSIS THE IMPLEMENTATION OF ASSURE MODEL IN ENHANCING THE EFFECTIVENESS OF ISLAMIC RELIGIOUS EDUCATION LEARNING

Muhamad Ibnu Malik¹, Mulyawan Safwandy Nugraha², Tarsono³

¹²³Universitas Islam Negeri Sunan Gunung Djati Bandung

¹muhammadibnu248@gmail.com, ²mulyawan@uinsgd.ac.id,

³tarsono@uinsgd.ac.id

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Abstract

The application of the ASSURE model can be a support for improving the quality of Islamic religious education learning that is effective, efficient and helps students' learning motivation. The aim of this research is to determine the application of the ASSURE model in increasing the effectiveness of Islamic religious education learning at SMP IT Anni'mah Bandung Regency. The research method used is a qualitative method with a descriptive approach. The type of research that is applied is a case study. Data collection was carried out by triangulation, namely observation, interviews and documentation. Data analysis is carried out by data reduction, data presentation and data verification. The research findings show that the effectiveness of Islamic religious education learning is carried out by applying media and technology through the ASSURE model in PAI learning by identifying general student characteristics which are presented in psychologist tests. Develop learning objectives with the relevance of the subject matter and implications for student personality. Choosing a learning method, media namely PowerPoint and technology using cellphones as access to presenting material and involving students actively in the learning process. Measuring students' abilities through learning evaluations carried out by written tests, interviews and munaqosyah. The supporting factors obtained include active and confident students in developing knowledge, making it easier for students to understand lesson material, adapting learning methods and media, making it easier for teachers to assess students' understanding and abilities on the basis of provided learning applications and the use of technology in the teaching and learning process. Inhibiting factors include students being late for class which disrupts learning effectiveness, and students' lack of motivation in learning.

Keywords: ASSURE Model, Learning effectiveness, Islamic religious education

Introduction

Education serves as a vessel to nurture learners to develop better character, enhance their intellectual and spiritual aspects within their personalities. Another

explanation states that education is a part of the process of cultivating learners with commendable qualities, honesty, sincerity, a sense of compassion, tolerance, accountability, and the ability to make positive contributions to society and the environment (Hasanah et al., 2023). Islamic religious education is one of the many subjects that plays a crucial role in shaping the character, morals, and spiritual values of Muslim individuals. Islamic religious education in Islam not only means learning to understand the teachings of the religion but also teaches how to apply the knowledge learned in daily life (Sahlan, 2011).

Islamic religious education, as a deliberate effort by educators, aims to equip learners with knowledge, understanding, and the application of Islamic principles through various appropriate sources, lessons, or exercises that have been arranged in advance with planning to achieve learning goals (Elihami & Syahid, 2018). The growth of learners with good intellectual and character development will be trained in the process of Islamic religious education learning because Islamic religious education serves as the foundation for the direction of the true values that lead to desired activities, namely character education (Kulsum & Muhid, 2022). The process of Islamic religious education learning must be carefully considered and implemented by applying strategies or learning models to enhance the effectiveness of learners' education. Challenges in teaching Islamic religious education include students' lack of interest, monotonous teaching methods, and insufficient student engagement in the learning process.

Learning for every individual should be continuous and implemented with novelty to support the effectiveness of the conveyed learning. Effective learning will certainly influence the understanding and response of learners to the material presented by the teacher. Therefore, efforts to apply models or strategies in the learning process become a supporting part to assist in the understanding of the material conveyed to learners. The effectiveness and efficiency of learning not only depend on learning plans and models but also on the most crucial aspect, which is the teacher's ability to identify opportunities in the application of learning models and how to utilize them (Budiman, 2016).

Effective learning should provide convenience for learners to understand the taught materials, make learning enjoyable, and provide motivation for learning enthusiasm (Muhaimin, 2002). Learning effectiveness is achieved based on planning by applying various learning models used as sources in the learning process for learners. The concept of learning effectiveness involves a process to make students who initially do not understand become understandable, and those who do not comprehend become comprehensible (Bararah, 2017).

Learning design plays a crucial role in improving the effectiveness of student learning so that learning activities become structured, systematic, and achieve the intended learning objectives by applying specific models. The expected achievement will be obtained on the basis of a solid learning planning foundation resulting from the identification of students' needs and the application of learning models that present the compilation of complete needs.

The effectiveness of Islamic religious education learning can be achieved through the design of a learning plan that includes the identification of each individual student, starting from learning characteristics, needs, and learning comprehension abilities. The learning design requires a combination of the students' needs with the competencies that must be mastered when they have completed the learning activities (Fatimah, 2023). The planning of the learning process will not provide learning effectiveness if it does not pay attention to the procedures for the development of the learning process. In improving the effectiveness of learning, especially in Islamic religious education, applying a learning model is essential. There are many learning models that educators can use to meet and enhance effective learning.

The ASSURE model is one of the models that can be used for the learning planning process to improve effective learning. The ASSURE model also offers an approach with a systematic and structured framework in planning, implementing, and evaluating learning (Reyes & Oreste, 2017). This model integrates the steps of analyzing students, setting goals, selecting strategies, media, and evaluation, providing a solid framework to improve the effectiveness of Islamic religious education learning. The ASSURE model aims to produce effective and efficient learning, especially in learning activities that utilize media and technology (Iskandar & Farida, 2020). In the context of Islamic religious education, the use of technology and media can provide variation, spark student interest in learning, and provide facilities to facilitate a better understanding of the concepts of the religious material being taught.

The implementation of the ASSURE model supports the improvement of the quality of Islamic religious education, making it effective and efficient, while also enhancing students' learning motivation. The ASSURE Learning Design Model is a formalization of teaching and learning activities that focus on the classroom space, bridging students, content, and media. Moreover, this model is practical and easy to apply, allowing for the occurrence of effective, efficient, and engaging learning activities (Munandar, 2020). In a continuously changing era, Islamic religious education teaching methods must remain relevant and effective to help students overcome everyday challenges. The effectiveness of the learning process can be

measured by the quality and attractiveness of learning, whether it can motivate students to continue learning, both in terms of content and topics.

The ASSURE model can be a solution to enhance the relevance of learning and prepare students to apply religious values in a modern context (Bulkia, 2023). In the context of Islamic religious education, the ASSURE model has a positive impact on shaping the delivery of relevant material in learning. This is because the process in this model not only focuses on the content delivered but also starts from identifying students' learning characteristics, setting goals, determining models or media, and evaluating, all of which are carried out in the ASSURE model process. However, it is acknowledged that the implementation of the ASSURE model may not proceed perfectly and may encounter some unforeseen disturbances or problems.

Based on observations conducted at one of the integrated Islamic schools, namely SMP IT Anni'mah in Bandung Regency, the ASSURE model has been implemented in Islamic religious education. Several challenges and obstacles were identified, ranging from the educational needs of students to the evolving times, which served as the reasons for the issues to be addressed and adapted by the school management and teachers. Therefore, the school adopted the ASSURE model, which teachers are required to implement in the learning process, both in Islamic religious education and other subjects, with the aim of creating and enhancing the effectiveness of learning. This is because the model encompasses steps that can assist educators in planning, identifying students, determining learning objectives, selecting methods, materials, and media, as well as evaluation (Baharun, 2016).

As explained in the results of the classroom action research conducted, it was found that the implementation of the ASSURE model can improve the effectiveness of learning and the learning outcomes of students. This statement is supported by the results of the grades obtained by students in each cycle. In Cycle I, students obtained an average score of 68.1, while in Cycle II, the average score increased to 75 for each student (Saputra et al., 2021). Therefore, there is a high possibility that students become actively involved and can easily understand the learning material through the implementation of the ASSURE model in teaching.

The description of problems and the results of the observations conducted have piqued the researcher's interest in further examining the application of the ASSURE model in enhancing the effectiveness of Islamic religious education learning at SMP IT Anni'mah in Bandung Regency. The problem formulation in this research is divided into three points: First, how is the learning activity of Islamic religious education at SMP IT Anni'mah in Bandung Regency? Second, how is the application of the ASSURE model in improving the learning activity of Islamic religious education at SMP IT Anni'mah in Bandung Regency? Third, what are the supporting

and inhibiting factors in the application of the ASSURE model in enhancing the learning activity of Islamic religious education at SMP IT Anni'mah in Bandung Regency? The purpose of this research is to determine the application of the ASSURE model in improving the effectiveness of Islamic religious education learning at SMP IT Anni'mah in Bandung Regency.

Method

The research method used by the researcher is a qualitative method with a descriptive approach. Qualitative research is a type of research based on post-positivism or interpretative philosophy used to study the natural conditions of an object with the researcher as the main instrument (Sugiyono, 2019). The applied research type is a case study, often referred to as field study, as a way to discover and understand various facts in the field related to the research title. This research was conducted at SMP IT Anni'mah in Bandung Regency to intensively study how the ASSURE model is implemented in the effectiveness of Islamic religious education learning. Data collection in this research was gathered using triangulation, which includes direct observation by the researcher in the school environment, semi-structured interviews with Islamic religious education (PAI) teachers, curriculum department staff, and some students, as well as documentation. The data analysis in this research is both inductive and qualitative, conducted by examining all the data collected from various research findings related to the implementation of the ASSURE model in the effectiveness of Islamic religious education learning, data reduction, data presentation, and data verification. At this stage, the obtained data is processed according to the researcher's thought pattern.

Result and Discussion

1. The Learning Activities of Islamic Religious Education at SMP IT Anni'mah

The learning of Islamic religious education is one of the aspects that must be considered in the process of delivering material and applying the understanding acquired by each student. This subject plays a central role in the intellectual and character development of students, providing them with a foundation for their future lives. Therefore, it needs to be conveyed or taught effectively, with students actively involved in the learning process to practice conveying their understanding of the material presented in Islamic religious education.

The Islamic religious education at SMP IT Anni'mah school is carried out through various planning efforts to create a relevant, effective, and efficient learning process. The school and PAI (Islamic religious education) subject

teachers share their experiences clearly, from the delivery of theory to the implementation of practical exercises.

Many strategies are employed during the implementation of Islamic religious education, all tailored to identify the various learning characteristics of students and other needs that support those characteristics. Student learning media and their purposes are presented in a relevant manner, aligning with the needs and content taught by teachers to students. The lesson material is delivered with maximum planning efforts by teachers to ensure it is understood by every student. Evaluation of Islamic religious education learning activities is also conducted through various methods, including written tests, interviews, munaqosyah, and several other assessments carried out by the school.

Learning activities for Islamic Religious Education in this school are taught by implementing lecture methods, question and answer sessions, and discussion methods as strategies to enhance learning effectiveness and train students to actively participate in the class. In the teaching process, teachers utilize a learning media tool, with PowerPoint commonly used as an auxiliary tool to facilitate the understanding of the taught material. The recommended approach for presenting lesson materials in this school is to use PowerPoint as a mandatory medium. This ensures that all needs are met and facilitates students in studying the subjects under consideration.

The school places a strong emphasis on the effectiveness of learning through each subject teacher. All teachers are required to apply models that help students understand the taught material, recognizing that each student has a different learning style. Therefore, educators must understand the learning characteristics of each individual student to address and relate to the differences in each student's character. The survey results indicate that student understanding varies, especially in Islamic Religious Education, where a monotonous lecture method is predominantly used. Students may face difficulties in comprehending teacher explanations, especially when dealing with complex topics such as fiqh or lengthy subjects like the history of Islamic culture, etc (Aida et al., 2020).

Other learning activities conducted in accordance with the students' experience indicate that this school utilizes technology in the process of teaching Islamic religious education. Each student learns using a mobile phone to access the learning materials presented by the teacher in an application. All the materials to be taught by the teacher are organized in the form of media and sent to the school-provided application. The use of this technology provides convenience for students in accessing the materials taught by the teacher. All

materials are presented in the application with various media, including audio, visual, and audio-visual elements, aimed at adapting to the understanding of each student's character. The use of technology in the learning process during this era of development is essential to assist in the learning needs of students and not fall behind in the developed lessons.

The role of the school or teacher must be adaptable to the changing conditions of the education world in each era, as changes and developments will continue to occur. This is where the innovation and creativity of a teacher and the involved elements must meet all the needs required by each student. According to the findings of research conducted, it is discovered that in this era of modernization, the role of technology is highly important and needed because with technology, we can perform various activities more easily, especially in the field of education (Salsabila et al., 2022). The learning process will be further assisted by the utilization of technology in a teaching and learning process. The access to various references, whether theoretical or others, becomes easier with the implementation of technology. It is a joy for the students of SMP IT Anni'mah to have a learning application provided and to be allowed to use technology, namely mobile phones, as a means to access and view the materials to be studied.

The application used in Islamic religious education not only serves as a platform for teachers to present materials to their students but also functions as a tool for accessing the evaluation of Islamic religious education itself, intended for both teachers and the parents of each student. The activities in Islamic religious education are monitored by the school management team and the parents, accessed through the learning application. Students are consistently monitored by their respective teachers and their parents. These various implementations are undertaken to support the needs of students and the effectiveness of Islamic religious education as well as other subjects. Thus, the importance of using information technology in improving the quality of Islamic religious education is emphasized (Syahrijar et al., 2023). The needs of each educational period must be met to support all interests in enhancing the learning process. The improvement in the quality of students is based on the fulfillment of their needs and motivation in the learning process. The implementation of these strategies at SMP IT Anni'mah has yielded positive results for educators in maintaining discipline and relevance in delivering Islamic religious education materials. For students, it has expanded their learning insights and motivated them through the use of technology in the learning design.

2. The Implementation of the ASSURE Model in the Effectiveness of Islamic Religious Education Learning

The ASSURE learning model is a method that can be used to create effective learning. This model is quite familiar in the education environment, and many educational institutions apply it, even if the related elements or teams from the school are not familiar with the model used in their learning process. Many schools implement this model, although only the stages of the process are carried out, without a deeper understanding that the established program stages have their own model, namely the ASSURE model. This learning model is an acronym for the important components or steps in the learning process: Analyzer learner characteristic, State performance objectives, Select methods, media, and materials, Utilize materials, media, teknologi, Requires learner participation, Evaluation and revision (Rasidi, 2019). The ASSURE model is implemented at SMP IT Anni'mah School in Bandung Regency, especially in the Islamic religious education subject and other subjects taught at the school. Teachers ensure the relevance of material delivery by reviewing several identifications as outlined in the components of the ASSURE learning model. The ASSURE learning model serves as a guide and plan that helps in planning, identifying objectives, setting goals, and selecting and evaluating methods and materials (Hidayati, 2021).

The stages of implementing the ASSURE model by SMP IT Anni'mah School in Bandung Regency are carried out by adapting the steps of the components found in the ASSURE model itself, which are as follows:

a. Analyzer learner characteristic

The process of developing lesson plans at SMP IT Anni'mah involves identifying students starting from their general characteristics, abilities, learning styles, and motivation in learning. This information is gathered through psychological tests to determine the identification results based on various test questions and IQ determination. Before the learning process begins, each student undergoes identification through psychological tests, written tests, and interviews conducted by the school's team. The placement of each student is determined based on the test results, and student placement is done with a mixed system of various abilities according to the results obtained in the identification process of characteristics, abilities, and others. For educators, knowing the characteristics of students is crucial as a reference in developing teaching strategies. Teaching strategies are developed by teachers and implemented through student learning methods to achieve learning goals effectively and efficiently (Septianti & Afiani, 2020). The implementation of the student identification stage facilitates teachers in

developing an effective Islamic religious education program because this simple learning model can be used to create successful, effective, efficient, and engaging learning experiences.

b. State performance objectives

The implementation activities of this learning model are not only completed with the analysis of each student's character and the placement of classes that have been done in this school. The character of each student has been obtained through the efforts of tests conducted, so there is also the development of learning objectives for the Islamic religious education material that will be delivered in each of its subjects. The development of learning objectives in Islamic religious education is crucial because these objectives provide a clear direction and guidance for the learning process. The learning objectives in this school are arranged with the relevance of the lesson materials that will be delivered in each meeting; each material has learning objectives formed with the achievement of knowledge, and there are also objectives that must be achieved in the form of implications in the students' daily personalities. A teacher also conveys information about the learning objectives that must be achieved by each student from the material that will be taught and the achievements that must be obtained after the Islamic religious education material is delivered. The learning objectives of Islamic religious education are marked by the integration of the world in this life and the hereafter, so it needs to be distinguished from other subjects when planning Islamic religious education lesson plans (Hidayat & Syafe'i, 2018). Ideally, Islamic religious education should be designed very effectively because it teaches knowledge that is not only relevant to worldly life but also to the hereafter as its benchmark. These objectives are part of the effectiveness of Islamic religious education, therefore, attention must be paid to the development of these learning objectives in the classroom learning process.

c. Select methods, technology, media, and materials

The effectiveness of Islamic religious education learning is carried out through various efforts involving stages that support the learning process. The selection of methods, technology, media, and learning materials is a component of the efforts undertaken by this school after the development of learning objectives, as part of the stages that must be followed in the ASSURE model, namely (Select methods, media, and materials). Educators are encouraged by the school to plan lessons by applying methods that engage students actively in the learning process. The use of approaches and learning models should make students active to foster changes in students during

learning activities (Abdullah, 2017). A teacher involves students in learning, not only delivering content through lecture methods but also through question-and-answer sessions and discussions to train students' self-confidence and presentation skills related to the material presented in Islamic religious education lessons in front of their peers.

Another effort made by teachers to create effectiveness in the Islamic religious education learning process is the application of learning media, as has been done in the classroom teaching process using PowerPoint for presenting material in interactive presentation slides that can be displayed more effectively. In the implementation process, students tend to be enthusiastic about the learning process, and the use of PowerPoint creates a pleasant learning atmosphere. The explanation of key points is supported by concrete images, making it easier for students to understand the learning material, making it more acceptable, and possibly increasing students' interest in learning (Khaerunnisa et al., 2018). In addition to the use of learning media, a teacher also utilizes technology, namely mobile phones, as recommended by the school to access learning materials that will be presented through applications, as all materials and information to be taught by educators are presented in that learning application.

d. Requires learner participation and Utilize materials, media, teknologi

Media and technology are essential components in the world of Islamic education to enhance the quality and effectiveness of learning. Islamic religious education materials should be delivered with innovation and creativity by utilizing media and technology. This school chooses and utilizes media and technology in the teaching and learning process, impacting the effectiveness of students' learning. The applied media in the form of a PowerPoint presentation is beneficial for students, incorporating interesting concepts and creativity to foster learning motivation. Engaging images and supporting videos are included to complement the presented learning materials. As for the benefits of technology used by the school in the implementation of education, it contributes to the effectiveness of Islamic religious education. The use of mobile phones, for instance, is employed to access learning materials for students, and the evaluation process for each Islamic religious education lesson has been facilitated. Numerous other benefits arise from the implementation of media and technology at SMP IT Anni'mah Bandung Regency. These efforts are also undertaken to train and involve students in every step of the learning process, encouraging their

participation by providing responses and objections to various materials presented through the media and applications

e. Evaluation and revision

The effectiveness of learning from various stages of efforts is determined through the evaluation process, which is also part of the implementation of the ASSURE model in Islamic religious education known as the ASSURE model with Evaluation and Revision. In this stage, the school evaluates Islamic religious education by conducting question and answer tests after delivering the learning material, also known as formative tests. Summative tests are conducted each semester, consisting of written tests, interviews, and munaqosyah. Teachers present written test evaluations and are required to analyze the difficulty levels of questions, such as High-Order Thinking Skills (HOTS) and Low-Order Thinking Skills (LOTS). This process is carried out to assess the comprehension abilities of each student based on the various levels of understanding they possess. Appropriate test analysis in the assessment of Islamic religious education learning includes difficulty levels or difficulty indices, uniqueness, distraction analysis, consistency analysis of test items, and the effectiveness of choice features (Arfah, 2021). Interviews and munaqosyah serve as benchmarks for assessing students' understanding based on their learning experiences in Islamic religious education. Each question is answered orally during these assessments. All activities and efforts implemented by the school and teachers contribute to the effectiveness of Islamic religious education. The stages of the program from the applied model in this school facilitate the development of well-planned, effective, and efficient learning processes.

3. Supporting and Inhibiting Factors in the Implementation of the ASSURE Model in the Effectiveness of Islamic Religious Education Learning

The implementation of the ASSURE learning model in schools involves various factors affecting both students and teachers, encompassing both inhibiting and supporting factors. In the process of applying the ASSURE model at SMP IT Anni'mah Bandung Regency, several positive factors or supporting elements have been identified. These include facilitating students' understanding of the presented learning materials, adjusting teaching methods and media based on the identification of students' characteristics, aiding teachers in assessing students' comprehension and abilities based on the delivered materials, training students to be active and confident in the classroom, and fostering broad

knowledge development through the provision of learning applications and the use of technology in the teaching and learning process.

However, there are also inhibiting factors or negative aspects discovered in the application of the ASSURE model. These include students arriving late to class, which hinders the realization of the learning process to its full potential. Additionally, some students lack enthusiasm in the teaching and learning activities, and there are instances of a lack of motivation to learn. While the ASSURE model positively influences the learning process, the implementation often encounters a mix of supporting and inhibiting factors. These findings apply to every student and the surrounding environment in the ongoing efforts to enhance the effectiveness of Islamic religious education learning.

Conclusion

Islamic religious education is a process that requires attention in delivering materials and applying the understanding gained by each student. Islamic religious education (PAI) learning activities are designed to enhance effectiveness by implementing active learning methods such as lectures, question and answer sessions, and discussions. The learning activities utilize instructional media such as PowerPoint and technology, specifically mobile phones, as tools to access the presented learning materials in an application provided by the school. The implementation of the ASSURE model in PAI learning involves the organization of the learning process through the identification of student characteristics, presented in several test questions, and the determination of IQ. Learning objectives are formulated with the relevance of lesson materials to knowledge achievements, and some objectives are framed as implications for students' personalities. The selection of methods involves the use of PowerPoint and technology in the form of mobile phones. Both are beneficial for accessing material presentations and learning sources, as well as engaging students actively in the classroom. Learning evaluation is conducted through written tests, interviews, and munaqosyah. Positive factors or supporting elements obtained include active and confident students in the classroom, the development of students' knowledge, ease of understanding the presented material, and facilitation for teachers in assessing students' comprehension and abilities. Inhibiting factors from the implementation of the ASSURE model include students arriving late to class and a lack of motivation among students in learning activities, resulting in less-than-optimal realization of the material.

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