

Interactive Infographics in Religious Education: A Needs Assessment for Junior High School Students

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ABSTRACT

Religious education plays a crucial role in shaping students' moral character. However, traditional teaching methods often fail to engage students effectively. This study investigates the potential of interactive infographic-based learning media in enhancing students' understanding of religious concepts and fostering respect for parents and teachers. This qualitative-descriptive study was conducted at SMP IT Darussalam Lahat with 35 students, 4 teachers, and 6 parents. Data were collected through 12 semi-structured interviews, classroom observations over three months, and documentation analysis. Thematic coding was employed to analyze media effectiveness, student engagement, and character development. Findings indicate a strong need for interactive and visually engaging media in religious education. Respondents emphasized that infographic-based learning materials enhanced student comprehension and engagement. Teachers and parents observed improvements in students' attitudes, particularly in showing respect towards parents and teachers. The results highlight the effectiveness of interactive infographics in making religious education more accessible and engaging. By integrating visual and interactive elements, students develop a deeper understanding and stronger connection to religious values. This study suggests that incorporating such media can significantly enhance moral education outcomes. Interactive infographic-based media effectively supports religious character development by improving comprehension and engagement. The study provides insights for future research and the broader application of digital media in religious education.

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1. INTRODUCTION

In religious education, it is important to develop students' religious characters so that they can become religious individuals and have strong moral values. Character In developing students' religious character, interesting and innovative learning media can be one of the effective solutions (Minarti et al.,

2023). In addition, religious education also needs learning media that can motivate students to learn and understand religious concepts better. The sources mentioned above indicate that interesting and innovative learning media is very important in increasing students' interest and understanding related to religious education (Prayoga, 2024).

Learning is an effort to make students become religious individuals. Learning is an effort to make students learn or an activity to teach students about matters related to religion to develop their religious character. The learning process is successful if students can change and increase their awareness of learning and provide direct benefits for the students themselves. According to Permendiknas Number 16 of 2007, to achieve learning goals, educators must be able to utilize the right media according to the needs of students and subjects. The use of appropriate learning media can increase the effectiveness of the teaching and learning process and help students understand the material better. The right media can also make learning more interesting and interactive, so that students are more motivated to learn. Therefore, it is important for educators to have a deep understanding of the different types of learning media and how to use them in an educational context (Alfina et al., 2023).

Learning Media is a tool or means used in teaching and learning activities to convey learning materials so that knowledge, mastery of skills, and the formation of attitudes and beliefs in society can be achieved. Media is a means used to convey messages from the source of the message to the recipient of the message. This tool functions as an intermediary that presents the material that you want to convey, so that the information can be clearly received by the recipient. The use of the right media is essential to ensure that the message is conveyed effectively and efficiently. In the context of education, media can take various forms, such as text, images, videos, or audio, all of which are designed to help the learning process. This media not only helps in the delivery of information but can also improve students' understanding and retention of material. The selection of media that suits the needs and characteristics of the message recipient is the key in achieving the desired communication goals (Mundzir et al., 2023).

However, in practice, many educators still tend to use the same types of media that lack interactivity. A lack of innovation in choosing and utilizing various learning media leads to a monotonous learning environment that fails to engage students effectively. This underlines the need for educators to update and diversify the learning media they use to create a dynamic and engaging classroom experience (Jaleniauskiene & Kasperuniene, 2023). In addition, many educators still make mistakes in choosing learning media that are in accordance with the material and characteristics of students. Improper media selection can cause learning to be less effective and students cannot receive the material properly. As a result, students feel bored and less interested in participating in lessons, which ultimately hinders the learning process itself. This shows that a deep understanding of the characteristics of learning media and the ability to choose the right media is very important. Educators need to be more creative and innovative in creating and using learning media that can provide a more memorable and effective learning experience for students (Fatonah et al., 2024).

Based on the results of observations conducted in January 2024 at SMP IT Darussalam Lahat, especially in the subject of Islamic Religious Education for grade VIII, it was found that educators still rarely use media. When media is used, it is usually only in the form of audio which mostly contains sound and minimal images. Educators are more dominant in learning activities, which causes the learning process to be less developed and less interactive. Therefore, based on the problems described above, innovation is needed in history learning media so that learning activities are not only dominated by educators, but also make students more enthusiastic, active, and interactive during the learning process. These innovations must be effective and efficient, given the limited learning time. One of the innovations that can be developed to overcome this problem is the use of interactive infographic media (Younas et al., 2020).

In religious education, it is crucial to develop students' religious character, fostering individuals with strong moral values and a deep sense of spirituality. However, traditional learning media often lack engagement and fail to effectively capture students' attention, leading to a monotonous learning

experience that may not support the full development of their religious character. The gap this research seeks to address is the lack of engaging, interactive media that can make religious education more effective and meaningful for students. This study intends to analyze the specific needs of junior high school students in religious education and explore how interactive infographic media could address these needs by providing a dynamic, visually engaging, and easy-to-understand learning format. Such media can stimulate students' interest, encourage active participation, and present complex religious concepts in a simplified, structured manner. This research contributes to the field by offering insights into the development of religious character through educational media, aligning with the curriculum and the psychological characteristics of junior high school students, who benefit from visual and interactive forms of learning. The rationale for using infographic media lies in its proven effectiveness for educational purposes, as it combines text, images, and design elements to make information easily digestible. For religious education specifically, infographics can break down complex ideas, foster a positive learning environment, and make lessons more memorable. This study provides a foundation for future development of learning tools that can enhance students' understanding and help cultivate strong moral and religious values.

Infographic media is recognized as an effective tool for conveying data clearly and engagingly, particularly in educational contexts. According to Abu Bakar et al. (2023), infographics combine visual elements such as images, graphics, and text to present complex information in a digestible form. Infographics allow for concise and structured data presentation, enabling quick comprehension. In education, the effectiveness of infographics is supported by visual cognition theory, which suggests that students can understand and retain information better through a combination of visuals and text compared to text alone. In character education, infographics have the potential to support learning that emphasizes moral and religious values. Studies by Khosiah & Ameh (2024) highlight that interactive learning media can foster deeper student engagement, creating opportunities for students to reflect on and internalize the values being taught. Religious education, especially in Islamic Religious Education (PAI), requires approaches that bridge students' understanding of abstract values through concrete visual representations. Moreover, research in religious education demonstrates that interactive, visual-based learning methods can increase students' motivation to learn (Dipa et al., 2022). Interactive media designed with a scientific-based ethnopedagogical approach can enhance student engagement in learning while introducing local cultural values, making it a relevant tool for modern-era education (Raharjo, Safitri, & Harlin, 2024).

Students involved in interactive learning are generally more active and exhibit a deeper understanding of the material. Thus, interactive infographics not only help students grasp complex religious concepts but also assist educators in creating a meaningful and engaging learning environment. By integrating visual cognition theory, character education principles, and empirical evidence from previous research, this study seeks to address the gap in religious education media. The primary focus of this research is to analyze the need for interactive infographics in PAI to develop more effective and relevant learning media. This analysis is expected to contribute significantly to the development of educational media that supports the religious character formation of students in a more in-depth and applicable manner.

2. METHODS

The research method employed in this study is a qualitative descriptive approach, chosen specifically for its suitability in holistically exploring educational needs. Unlike other qualitative methods, such as phenomenology, which focuses on individual lived experiences, or case studies, which examine specific instances in detail, a descriptive approach is best suited for this study because it aims to provide an overview of the needs for interactive infographic media in religious character education for junior high school students. This method allows for a broader understanding of participants' perspectives and experiences, making it ideal for identifying general requirements in the

educational context (Sugiyono, 2019). Data were collected from grade VIII students, Islamic Religious Education (PAI) teachers, and parents. Participants were selected through purposive sampling to ensure the inclusion of individuals directly engaged in the religious education process. The sample included 35 students, 4 teachers, and 6 parents, providing a comprehensive view of the school community's perspectives on the research topic. Data collection involved observation and interview techniques. Observations were conducted over a three-month period, totaling 12 sessions, and were semi-structured to focus on aspects such as teaching methods, the foundational character of students, media types used during lessons, and the classroom environment. This approach enabled the researchers to capture detailed insights into the current state of religious character education and assess the potential impact of enhanced media. For interviews, a semi-structured format was also used to maintain consistent themes while allowing participants the flexibility to elaborate further. Sample questions included, "How do you perceive the current media used in religious education?" and "In what ways do you think interactive infographic media could support students' religious character development?" These interviews covered topics related to students' educational needs, the effectiveness of existing media, and suggestions for improvement, offering in-depth insights into how interactive infographics might address existing gaps in religious education.

The data were analyzed using a qualitative descriptive analysis method, with systematic steps to ensure comprehensive interpretation. Interview transcripts and observation notes were coded to identify recurring ideas and keywords related to religious character education, media use, and student engagement. Codes such as "media effectiveness," "student engagement," and "character development" were organized into categories that highlighted key aspects of the study. By examining data patterns, themes emerged, providing insights into participants' needs for interactive infographic media. This analysis revealed key findings, such as the importance of enhanced engagement, visual support for abstract concepts, and the overall effectiveness of interactive media in religious education. In conclusion, the findings indicated that interactive infographic media can significantly improve engagement, efficiency, and effectiveness in religious education. The study underscores how such media can facilitate the learning process, support students' character development, and assist teachers in overcoming the limitations of current educational media resources.

3. FINDINGS AND DISCUSSION

3.1 Findings

The results indicate a significant need for educational media to support the application of religious values at SMP IT Darussalam Lahat. Most respondents expressed an awareness of the importance of learning media that can help them understand and apply religious values in their daily lives (Zainudin et al., 2024). This is reflected in the following graph, which shows survey results on the need for media in the application of religious values.

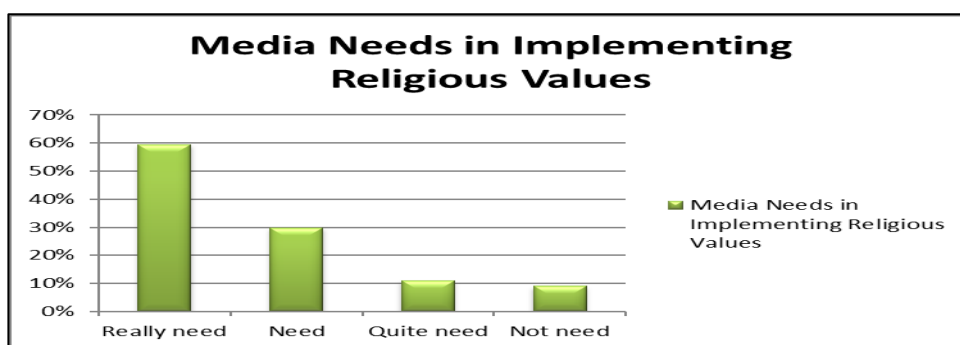


Figure 1. Media Needs in the Application of Religious Values

From this survey, most respondents expressed a strong need for effective and engaging learning media to facilitate the understanding of religious values. Interactive media, such as infographics, can enhance the learning experience by providing visual support that makes absorbing material easier (Indina & Maryanti, 2021). Therefore, the need for learning media that is in accordance with the context of religious learning is very important. In addition, the need for this media can also be interpreted as the desire of students to have interesting learning aids. By using a variety of media, students not only learn theoretically, but can also see the real application of religious values in daily life and can significantly improve learning outcomes (Hasmidyani & Budiman, 2023). This can help them internalize these values better.

However, despite the significant need for interactive media, challenges remain in its implementation. Many educators may not be fully familiar with interactive learning media, so training and support are important to help teachers integrate these tools effectively into their lessons. The following graph illustrates the obstacles currently faced in using interactive media. This underscores the urgent need to develop and implement learning media that can support the teaching of religious values in schools, not only to enhance students' knowledge but also to foster stronger character and morals among the younger generation. Moreover, providing clear and structured information is crucial for improving students' comprehension of learning materials. Respondents indicated an urgent need for information presented systematically to facilitate a better understanding of taught concepts. A consistent flow of information enables students to follow the learning process more easily, which is especially relevant in religious education, where well-organized materials allow students to connect new information with existing knowledge. The following graphs present data that support these findings.

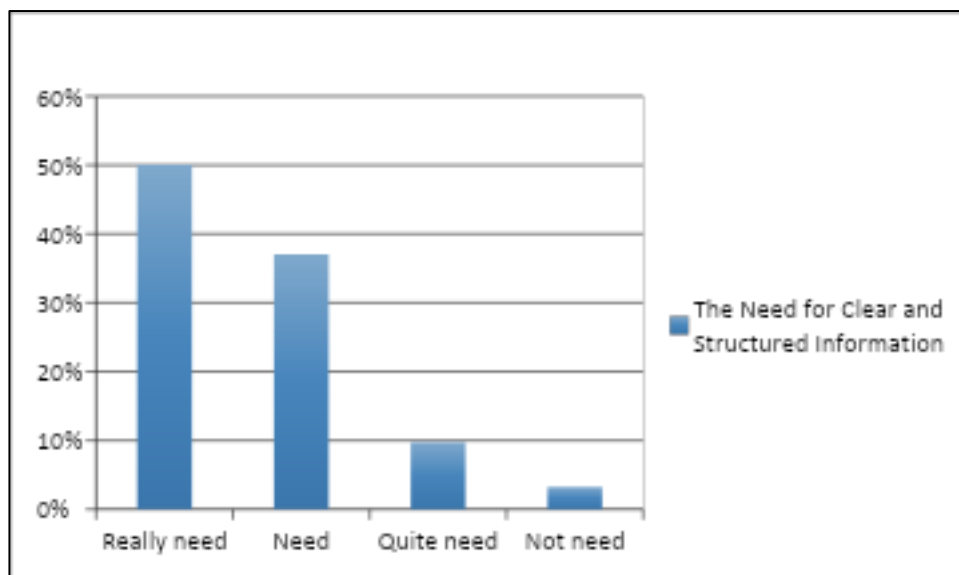


Figure 2. The Need for Clear and Structured Information

Source: Managed by Researchers from 2024 Observation Results

The second graph shows data on students' needs for information presented in a clear and structured manner. From the survey results, many respondents considered that the delivery of structured information is very important for their learning process. This shows that students want a systematic way of delivering material so that they can more easily understand the concepts being taught. Therefore, developing learning media suited to the context of religious education is essential.

This shows that students want a systematic way of delivering material so that they can more easily understand the concepts being taught. Conveying information in a structured manner can help students in organizing their knowledge. When information is organized in a logical way, students can relate new information to existing knowledge. This can improve information retention and facilitate the learning process. In addition, the delivery of clear information also contributes to the reduction of student confusion.

In the context of religious education, where many concepts can be complex, having clear guidelines can make students feel more confident in learning. It can also reduce the likelihood of frustration that can arise when students feel unable to keep up with the material presented. However, the challenge in this case is that not all educators have the same skills in structuring learning materials. Therefore, it is important for schools to provide training to teachers so that they can present information in a more structured and engaging way. This can also involve the use of technology, such as online learning platforms that allow for the delivery of material in an interactive manner. As stated in the article by Safitri et al. (2022), training in designing TPACK-oriented learning is essential for enhancing teachers' ability to integrate technology, pedagogy, and content effectively, ensuring that the learning process becomes more engaging and structured for students. Thus, this graph emphasizes the importance of structured information delivery in education. This will not only improve students' understanding but will also make their learning experience more enjoyable and productive (Supahar et al., 2024).

There is a high need for a variety of learning media references at SMP IT Darussalam Lahat. Most respondents feel that they urgently need access to various media sources that can enrich their learning experience. The availability of diverse references not only provides students with a broader perspective on the material being taught, but also helps them find the way of learning that best suits their individual style. The importance of this media reference also reflects the desire of students to be more actively involved in the learning process. Respondents also indicated specific preferences for features within learning media. Students desire visually engaging content, while teachers prefer structured media that aids students in organizing information. The following graph displays the preferences of students and teachers regarding types of learning media.

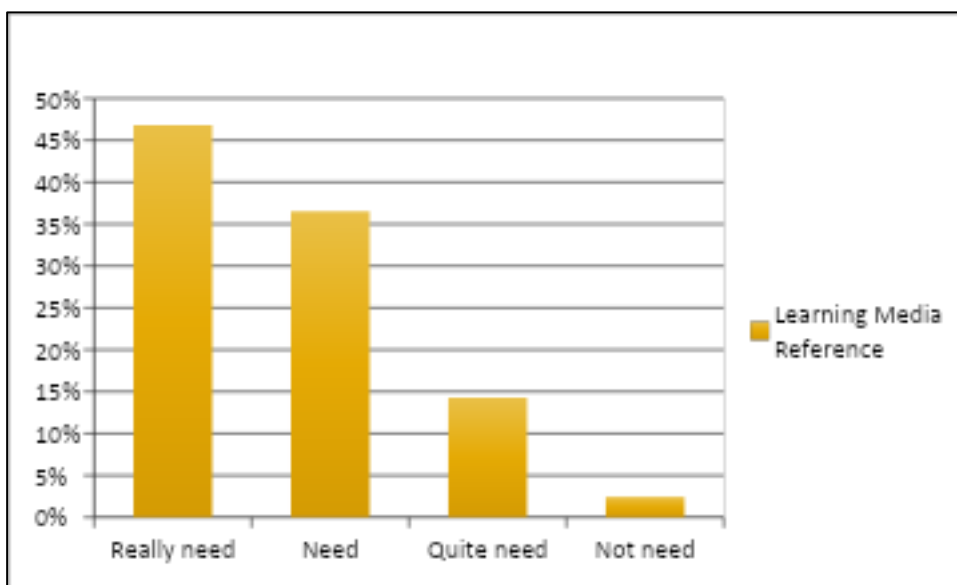


Figure 3. Learning Media Reference

Source: Managed by Researchers from 2024 Observation Results

The graph above shows the importance of various learning media references at SMP IT Darussalam Lahat. The study shows that media aligned with students' learning styles can increase their engagement in the learning process and encourage active participation in discussions and topic The survey results

show that almost half of the respondents feel that they really need learning media references. This shows that students and educators are realizing that variations in media can enrich the learning experience. Varied media references can provide a broader perspective regarding the material being taught. When students have access to different types of media, such as books, videos, and infographics, they can gain a more comprehensive understanding of the topics covered. It can also help them find the way of learning that best suits their respective learning styles. The use of diverse media references can also encourage students to be more active in learning. Students who are exposed to a variety of learning resources tend to be more involved in topic discussions and exploration. This not only improves their understanding but also encourages them to develop critical and analytical thinking. However, the challenge faced is how to present these media references in an attractive and accessible way. Educators need to have skills in selecting and curating materials that suit the needs of students. This may require in-depth research and an understanding of the various existing sources. Overall, this graph shows that the need for diverse media references is essential to improve the quality of learning. By providing access to various types of media, schools can create a more dynamic learning environment and support the development of students' religious character (Idris et al., 2021).

Students at SMP IT Darussalam Lahat have significant specific needs in learning. Most respondents feel that there is a great need for learning media that can be adapted to their characteristics and learning context. Interactive infographic media is particularly suited to religious education because it has the unique ability to simplify complex concepts in an engaging and memorable format. Unlike traditional, text-heavy methods, interactive infographics provide effective visual support that helps students understand abstract concepts more easily. In the context of character education, infographics assist students in relating religious concepts to everyday life, which is crucial in forming a strong religious character. The study also found a need for varied learning media references at SMP IT Darussalam Lahat.

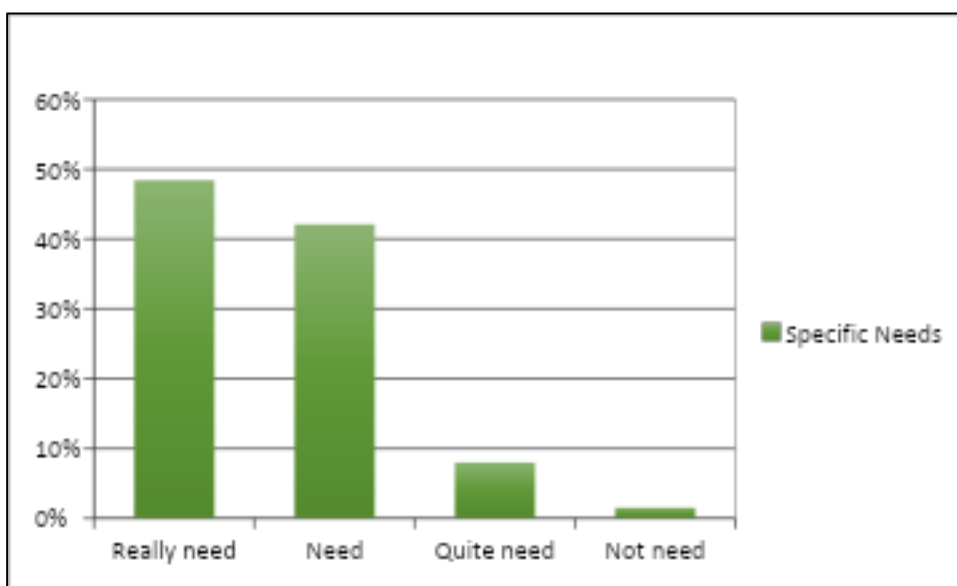


Figure 4. Specific Needs

Source: Managed by Researchers from 2024 Observation Results

The fourth graph displays data on the specific needs of students in learning at SMP IT Darussalam Lahat. From the survey results, most respondents feel that they really need learning media that can meet their specific needs. Access to a variety of sources allows students to adapt their learning styles, enhancing comprehension and promoting the development of critical and analytical thinking skills. This shows that there is an awareness of the importance of adapting media to the context and characteristics of students. These specific needs cover a wide range of aspects, from learning styles to students' cultural

contexts. Every student has a different way of understanding information, so it is important for educators to provide media that can be adapted to these various needs. For example, a more visual student may require media such as videos and infographics, while other students may prefer to read text or listen to oral explanations (Soeteja et al., 2024). The importance of media adjustment is also seen in how students interact with the material. Media tailored to students' specific needs can increase their engagement in learning. Students who feel that the material taught is relevant to their lives tend to be more motivated to learn and engage in classroom activities. However, the challenge in meeting these specific needs is the limited resources and ability of teachers to create varied media. Teachers need training and support so that they can develop media that can meet these needs. Schools also need to consider investing in technology and necessary resources. Overall, this graph emphasizes that meeting specific needs in learning is essential. By understanding and accommodating these needs, schools can create a more relevant and memorable learning experience for students, which can ultimately enhance their religious character (Jahan et al., 2021).

3.2 Discussion

This discussion aligns with the research objective of analyzing the need to develop media with religious character in Islamic Religious Education (PAI) lessons at SMP IT Darussalam Lahat. The results from the needs analysis indicate that students strongly support the development and creation of learning media. This finding directly addresses the research question regarding the necessity of interactive media in religious education. The analysis of student responses highlights a significant need to enhance the use of media in PAI, with a critical first step being the improvement of teachers' skills in developing Interactive Infographic-based media (Ismail & Astutik, 2024).

3.2.1 Use of Media in PAI Learning

Observational results reveal that the current media used in Islamic Religious Education is very limited, predominantly monotonous, and lacks interactivity. The main type of media employed is audio, which results in a teaching approach that heavily favors educators and leads to low student participation. Unlike the traditional audio-only approach, interactive infographic media offers dynamic visuals that engage students and allow for a deeper understanding of religious values (Mindu et al., 2020). This comparison underscores the urgent necessity to develop and implement more engaging media that not only enhances students' knowledge but also fosters stronger character and morals among the younger generation.

3.2.2 The Need for Interactive Media

Interviews with grade VIII students, PAI teachers, and parents revealed a strong demand for more interesting, visual, and interactive learning media. Students expressed that learning about Islam becomes significantly more engaging when supported by visual aids such as images, animations, and infographics. This aligns with previous research indicating that interactive media positively impacts student engagement (Nasaruddin et al., 2023). Acknowledging the limitations of this study, it is essential to consider potential challenges in interpreting responses, such as cultural factors and specific characteristics of the school environment, which may affect how students and teachers perceive and utilize media.

3.2.3 Feasibility of Interactive Infographic Media

The feasibility test conducted by experts confirmed that the developed interactive infographic media met the necessary standards for educational use. Media experts assessed the infographic's design as attractive and responsive to student needs, reinforcing the importance of collaboration with specialists in ensuring quality educational resources. These findings suggest that implementing

interactive infographics can significantly improve student engagement and comprehension, as supported by existing literature on effective educational media (Sidiq et al., 2023).

3.2.4 Positive Impact of Interactive Infographic Media

The results indicate that the application of interactive infographic media has a positive impact on students' religious character, particularly in fostering respect for parents and teachers. However, it would be beneficial to specify how this impact was observed. For instance, did students demonstrate observable changes in behavior, or was this assessed through self-reported attitudes? Further exploration of how interactive infographics influence specific aspects of religious character, such as respect, empathy, and discipline, could make the findings more concrete and meaningful.

3.2.4 Limitations and Implications

Recognizing the limitations of this study, including the qualitative approach and the limited sample size, is crucial as it affects the generalizability of the findings. Additionally, challenges in interpreting students' and teachers' responses due to cultural and linguistic factors could influence the results. In conclusion, the findings emphasize the importance of developing diverse learning media to enhance the quality of education. For educators, curriculum developers, and policymakers, it is essential to act based on these results, such as integrating training for teachers on infographic media and collaborating with media experts to develop relevant content. By addressing these areas, schools can create a more dynamic learning environment that supports the development of students' religious character and enhances their overall educational experience.

4. CONCLUSION

The results of the study indicate a significant need for effective learning media, particularly interactive infographics, to enhance the religious character of students at SMP IT Darussalam Lahat. Respondents expressed a strong awareness of the importance of diverse and engaging media in the religious learning process. By utilizing interactive and visually stimulating infographics, students can better understand the religious values being taught, which positively impacts their character development. The study highlights that providing clear and structured information, alongside varied media references, is essential in creating an effective learning environment tailored to the needs of junior high school students. Therefore, it is crucial for educators to continue innovating and adapting these media resources to foster engagement and motivation. Recommendations for educators and policymakers include providing training on the development and application of interactive infographic media in religious education, integrating such media into the curriculum, and investing in necessary technological resources. Furthermore, future research should investigate the specific impacts of interactive infographics on students' religious character development and explore their effectiveness in various cultural and educational contexts. By addressing these areas, the findings can significantly contribute to the enhancement of religious education and the overall character development of students.

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