

Development of Learning Media for Creed and Morals Based On the Prezi Application

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ABSTRACT

This research is motivated by the low learning outcomes of Akidah Akhlak. Among the causal factors are that learning is still conventional, there is no Prezi learning media used, the media used is less relevant, students feel that learning is less interesting, so they feel bored, fall asleep, and look for other activities, and students are less able to improve critical thinking themselves. This study aims to determine the validity, practicality, and effectiveness of the Akidah Akhlak learning media. This research is a Research and Development (R&D) with a 4-D model, namely: defining, planning (design), developing (develop), and disseminating (Dissemination). However, due to limited research capabilities and time, in this study, the researcher only reached the third stage (3-D), namely: defining stage (define), planning stage (design), and development stage (develop). Based on the validation results, material experts got very valid criteria with a percentage of (98.3%). Language experts got valid criteria with a percentage of 85%. And media experts got valid criteria with a percentage of 86.3%. And the practicality results of the three teachers showed a percentage of 95.55% with a very practical category. And for the practicality results of students in small-scale trials, they got a percentage of 95.32% with a very practical category, and in large-scale product tests on students, 96.95% were obtained with a very practical category. The learning outcomes of students in the experimental class were tested with questions (pretest and posttest) analyzed with the N-Gain test, getting a result of 0.78 and included in the high criteria. The learning outcomes of students in the control class were tested with questions (pretest and posttest) analyzed with the N-Gain test, getting a result of 0.3

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1. Introduction

The development of learning media is an important thing to do by Islamic education teachers in the world of education, because it is the key to success in building a quality learning process. The literature building shows that learning media is the main key for teachers in increasing students' enthusiasm for learning as well as the success of achievement (Rosiyanti et al., 2020). Learning Media plays an important role in the progress and development of the country, which cannot be separated. Because it is very closely related to the creation of quality human resources, the process of education and development cannot be separated (Wibawa & Agustina, 2019).

Learning media has the function of being a carrier of information, information provided by the teacher as the source which is given to the recipient (student), while media is an intermediary or tool to help students in receiving and rejecting information to achieve learning objectives through the process of learning models or methods given to students (Fadjarajani et al., 2020).

Furthermore (Daniyati et al., 2023) states that learning media is a tool used to convey the content of learning materials that can stimulate students to follow the learning process. Azar, (2011) expressing learning media is anything from humans, objects, or the surrounding environment that can be used to convey or channel messages in learning so that it can stimulate students' attention, minds, thoughts and feelings in learning activities. Fadilah, (2019) argues that Learning Media can be defined as a physical or non-physical aid that is intentionally used as an intermediary between educators and students in understanding learning materials to be more effective and efficient. So as to attract students' interest in learning further.

According to Hanannika & Sukartono, (2022) Learning Media is also anything that can be used to deliver or convey messages, in the form of a number of knowledge, skills, and attitudes to students so that they can capture, understand and have a meaningful message that can be conveyed. In addition, learning media is a tool that is very helpful in the learning process, in relation to clarifying and understanding the concepts being studied by students. The level of effectiveness of media use is very dependent on the teacher's ability to use and facilitate the media itself.

Hamalik as quoted by Nurfadhilah stated that the use of media in the learning process can generate new motivation and interest, generate motivation and stimulation of learning activities, and even bring psychological influence to students. The use of learning media at the learning orientation stage will greatly help the effectiveness of the learning process and the delivery of messages and lesson content at that time isi pelajaran pada saat itu (Nurfadhillah, 2021)

Learning media is a means of channeling or conveying learning messages. Learning media has a very important role in the teaching and learning process. In addition to attracting students' attention, learning media can also convey the message that you want to convey in each subject. In implementing learning in schools, teachers can create an interesting learning atmosphere by utilizing creative, innovative and varied learning media, so that learning can take place by optimizing the process and oriented towards learning achievement.

Using Learning Media in the subject of Aqidah Akhlak can represent what educators are less able to say through certain words or sentences. Even the abstractness of the material can be concretized with the presence of media. Thus, students find it easier to understand the material. So the use of media in the teaching

and learning process is highly recommended to improve the quality of teaching. There are many types of media that can be used by teachers in the teaching and learning process, an educator must choose and determine what media is appropriate to the subject matter.

Learning Aqidah Akhlak plays an important role in shaping students' behavior. Because with the learning of Aqidah Akhlak, students are directed towards achieving happiness in the afterlife, not only for achieving happiness in the world. Students will be directed to achieve a balance between the relationship between humans and their environment in social life, a balance between physical and spiritual progress, and the relationship between humans and God (*hablum min Allah wa hablum min an-nas*). In addition, it is hoped that with the learning of Aqidah Akhlak, students will have a high degree beyond other creatures (Fauzia, 2020).

In studying and understanding the subject of Akidah Akhlak, the researcher tried to develop a Prezi-based learning media. In this prezi, it will make it easier for students to understand the material, present the material in its entirety on one screen so that they do not forget the previous material which is expected to be able to develop learning outcomes and critical thinking of students from those who cannot understand the problem, provide conclusions, provide reasons, and find answers related to learning. Prezi is a software for internet-based presentations. In addition to presentations, Prezi software can also be used as a tool to explore and share ideas on a virtual canvas (Mulyadi et al., 2023).

Prezi is an application used to create virtual presentations based on the internet. Prezi is also a tool for exploring various ideas on a virtual canvas. Prezi excels because this program uses the Zooming User Interface (ZUI), which allows Prezi users to zoom in and out of their presentation display (Iman, 2019). According to Argarini & Sulistyorini, (2018) Prezi can be used not only as a presentation medium but also as a tool for exploring various ideas on a virtual canvas. The existence of a virtual canvas allows users to not need to switch slides, users only need to work with one large canvas that can be inserted with images, videos, texts and others because users can create slides on each sentence with dynamic and varied motion animations.

Another study was conducted by Nasution & Siregar, (2019), about the development of Prezi-based learning media in 2019. This Prezi-based learning media was first checked for validity and then tried in a discussion in the study room. Validation was carried out by experts in language education, elementary education, and mathematics. Students were interviewed, practicality questionnaires were completed by them, and lectures were observed to see how they were used in class. By observing student activities and learning outcomes, the efficacy of the learning media was investigated. Descriptive analysis was carried out on all collected data. Data analysis revealed the following: 1) The construct and content of Prezi-based learning media are valid; 2) Prezi-based learning media can also be considered common sense in conversation; 3) Student activities and learning outcomes increase by using Prezi-based learning media. So that when the media is used, the classroom atmosphere feels more lively and enjoyable so that students feel that this learning is without burden even though it is still in the context of learning.

Based on an interview with one of the teachers of the subject of faith and ethics at MTsN 4 Padang City named Mrs. Devi Yenni, S.Pd.I, it can be concluded as follows: (1) the lack of students' ability to think critically in the teaching and learning process in the classroom such as students do not take the initiative to ask questions, students

are unable to express their opinions independently, do not understand or do not understand the material at all, (2) students' character is lacking in the learning process and considers it easy so that in their daily lives they do not really understand the teachings of Islam, (3) time in the teaching and learning process is lacking so that the material is not conveyed to students, (4) students only focus on the teacher's explanation so that they are lazy to think critically and find problems in the learning material. The implications of several of these problems can be seen in the students' Mid-Semester Exam (PTS) scores which have not met the Minimum Completion Criteria (KKM).

Based on the above phenomenon, the author is interested in conducting development research that produces a product in the form of learning media using Prezi in the subject of Aqidah Akhlak on the grounds that Prezi media can make it easier for students to understand the subject matter.

2. Literature Review

Instructional Media

Media in the perspective of education is a very strategic instrument in determining the success of the teaching and learning process. Because its existence can directly provide its own dynamics to students. Media, the plural form of intermediary (medium), is a means of communication. Derived from the Latin medium "between", this term refers to anything that carries information between a source and a recipient. (Listiyani, 2015). The six basic categories of media are text, audio, visual, video, manipulative and people.

Media is one of the factors that support the success of the learning process in schools because its function can help the process of delivering information from teachers to students or vice versa. The purpose of the media is to facilitate communication in conveying the message to be conveyed. Media is one of the communication tools in conveying messages that are very useful if implemented into the learning process, the media used in the learning process is called learning media.

Based on the research results Arsyad, (2011) Television, films, photographs, audio recordings, projected images, printed materials and the like are communication media. If the media carries messages or information that has instructional purposes or contains learning objectives, then the media is called learning media.

Harsiwi & Arini, (2020) states that learning media is one of the very important components of learning as a bridge in delivering material. The use of media in learning can provide positive impacts and extraordinary benefits in facilitating the student learning process. In addition, learning media is a very necessary basis that is complementary and is an integral part for the success of the learning process that can improve students' critical thinking skills

Based on the general definition of media, a separate definition of learning media can be built. Learning media can be said to be anything that can be used to convey or channel material from teachers in a planned manner so that students can learn effectively and efficiently. In this case, everything that is used must be something that can be used to stimulate students' thoughts, feelings, attention and abilities or process skills so that it can encourage the learning process.

The types of learning media available today are very diverse, influenced by their nature and characteristics. Therefore, media can be classified in various ways to meet the learning needs in the classroom. Teachers' accurate, careful, and comprehensive understanding of the classification and selection of media types is a determining factor in the accuracy of the delivery of learning content from the source to the students as the recipients of the message. According to Susanti & Zulfiana, (2018) the types of learning media commonly used include: audio media, visual media, and moving audio-visual media.

Audio media is media that contains messages in auditory form (only audible) that can stimulate students' thoughts, feelings, attention, and willingness to learn the content of the topic presented. Some types of audio media used in learning include: audio cassettes, audio broadcasts, compact discs (CDs), MP3 (MPEG Audio Layer 3), WAV (Waveform Audio Format), internet radio, and language laboratories.

Visual media can be divided into two types: non-projected visual media and still projection media. Non-projected visual media are simple media that do not require a projector and screen to project software. Examples of this type include: still images or static pictures; graphic media such as graphs, sketches, diagrams, posters, charts, flannel boards, and bulletin boards; printed materials such as textbooks, modules, teaching materials, or manuals; and practical and applied media, which encompass all three of the aforementioned media, including flipcharts, flashcards, flannelgraphs, and bulletin boards.

Still projection media is a visual medium that projects messages through a device capable of projecting various messages in the form of text, images, numbers, or even graphics. This medium is similar to graphic media in that it presents visual stimuli, and graphic materials are widely used in still projection media.

Moving audiovisual media is a medium whose messages can be perceived by both the sense of hearing and the sense of sight, and the images produced are moving images. The use of moving audiovisual media can make teaching more meaningful and memorable. The stable combination of multimedia elements such as audio, visuals, movement, color, and three-dimensional effects gives moving audiovisual media its own appeal, which is expected to enhance students' thinking skills, impressions, and interest in learning, motivate students to learn, and clarify the material being presented so that learning objectives can be achieved. Examples of moving audio-visual media include: films, television, videos (VCD, DVD, VTR), computers, and similar devices.

Based on the general definition of media, a separate definition of educational media can be constructed. Educational media can be defined as anything that can be used to convey or deliver material from teachers in a planned manner so that students can learn effectively and efficiently. In this case, everything used must be able to stimulate students' minds, feelings, attention, and abilities or skills so that it can encourage the learning process.

From the above explanation, according to the researcher, media is a tool that can stimulate and encourage students in the learning process. Current technology media, in particular, plays a very important role, such as the Prezi application, which is one of the presentation media of today, where through this media, students can be more motivated to learn by using technology in line with the current millennial era and

understanding the material to be conveyed by the teacher can improve the quality of teaching in the modern world of education.

Prezi Application

The development of interactive learning media as a tool to aid students' understanding of concepts is urgently needed, especially in this technological age. One of the media used is Prezi. Prezi is a software used to create presentations (Huda et al., 2021). According to Iman, (2019) states that Prezi is a software used to create presentations. So far it has not been discussed in the literature and is available for free use. In addition to presentations, Prezi can also be used as a tool to explore and share ideas on a virtual canvas. Prezi excels because this application uses: Zooming User Interface (ZUI), which allows Prezi users to zoom in and out of the presentation media display.

Prezi is used as a tool to create presentations in the form of presentation slides, namely structured presentations as an example of linear presentations, or presentations in the form of mind maps as an example of non-linear presentations. In Prezi, text, images, videos and background are placed on a virtual presentation canvas and grouped in the slide frames that have been provided. Prezi was originally developed by a Hungarian architect named Adam Somlai-Fischer as an architectural visualization tool. The mission conveyed by Prezi is to make various ideas more interesting, and Prezi was deliberately created to be a tool for developing and sharing ideas in a visual form that is narrative in nature (Mulyadi et al., 2023).

An application called Prezi is used to improve the teaching and learning process in learning. Given that currently utilizing various technological advances to arouse students' interest in obtaining a comprehensive understanding of learning, the learning process must be considered, especially learning media. As a result, guidelines for the use of learning media must be considered. According to Huda et al., (2021) stating that Prezi is very different from other presentation tools both technically and aesthetically, we need to make sure that we use it in a very different way compared to how we design power point presentations with other tools in new and interesting ways.

From the above explanation, the researcher wants to develop from visual media to audio-visual media, which combines visuals such as images, charts, graphs, and so on, as well as audio in the form of music and sounds that can be seen and heard. This media helps teachers facilitate and vary the learning process in virtual form so that educational communication and interaction can take place. It makes it easier for students to understand the subject matter of Aqidah Akhlak.

3. Method

Research methods This is research and development or commonly called R&D (Research & Development). Research & Development Sugiyono, (2013) states "research and development methods are research methods used to produce certain products and test the effectiveness of the product". So it can be concluded that development research is a research conducted by a researcher to create a product that can be used by parties who need it, especially in the field of education and is also carried out to test the effectiveness of the product that has been developed.

The development model used in this study is Research and Development (R&D) with a 4-D development model. This model consists of 4 stages of development, namely: the definition stage, the planning stage (design), the development stage (develop), and the dissemination stage (disseminate). However, due to limited research capabilities and time, in this study the researcher only reached the third stage (3-D), namely: the definition stage (define), the planning stage (design), and the development stage (develop).

4. Results and Discussion

Based on the results of the research that has been carried out, a number of data were obtained that reflect the level of validity, practicality, and effectiveness of the learning media developed. The following findings are the results of the media development process:

Product validity



Figure 1. Initial Product View Figure



Figure 2. Product Material View



Figure 3. Product Material Display Figure



Figure 4. Product Evaluation Display



Figure 5 Product features

After the product development is successfully carried out, the product that has been developed is then subjected to validation or feasibility testing by involving expert validation of three validators. The expert validators are divided into three categories, namely Material Expert Validators, Language Experts and Media Experts.

Regarding the responses from material experts, language experts and design experts on the Akidah Akhlak learning media based on the Prezi application on the material of Al-Qur'an Reading and Praying Etiquette for class VII.1 MTsN 4 Padang City. Validation was carried out in order to obtain the suitability of the media for use in research activities. In addition to assessing the media, material, language and design experts also provided comments and suggestions for improving the media. The results of the assessment and expert suggestions were used as a basis for revising the media before being tested in the field. The assessment includes the appearance of the material, language and media. The analysis data of the validity results can be seen on the page, which is briefly displayed in table 1 below:

Tabel 1. Validity Analysis Results by Validator

No	Assessment Aspect	Total Score	Maximum Skor	Presentation	Category
1.	Material	59	60	98,3%	Very Valid
2.	Language	51	60	85%	Valid
3.	Media	38	44	86,3 %	Valid
Average Validity				90,24%	Very Valid

Based on the table, it can be seen that the general media validation presentation is 90.24% with a very valid category. From the aspects assessed, the percentage obtained is, in the material aspect 98.3%, the language aspect 85%, and the design aspect 90.9%. From the three aspects, it can be seen that the highest percentage is in the material aspect with a percentage of 98.3%. This shows that the Akidah Akhlak learning media based on the Prezi application on the material of Al-Qur'an Reading and Praying Etiquette for class VII.1 MTsN 4 Padang City that was developed is very valid.

In line with the research by Fitriyah et al., (2021) revealed that the media was "suitable" for use, based on validation from content experts (86.6%), media experts (81.4%), and learning design experts (85%), so that Prezi learning media could be developed. This is also supported by research conducted by Solehudin et al., (2020), which states that the research results show a score of 82.89% from content experts, 79.42% from media experts, and 76.39% from language experts. During the testing phase, a limited trial showed a score of 81.61%. Thus, interactive Prezi learning media as PAI teaching media is suitable for fostering students' curiosity. To assess the validity of the Prezi media, Umam, (2024) found that the Prezi media in his research yielded highly valid results with a percentage of 88.4%.

It can be concluded that the validation of Prezi-based media in various studies shows that this media not only meets the criteria for content, media, and design but also supports learning outcomes such as improving students' critical thinking skills.

Practicality

Practicality is carried out with the aim of knowing the level of practicality that the Akidah Akhlak learning media based on the Prezi application on the material of the Etiquette of Reading the Qur'an and Praying for class VII MTsN 4 Padang City. The media that has been validated is then tested on 3 teachers and 2 classes, namely students of class VII.2 MTsN 4 Padang City as a small scale and students of class VII.1

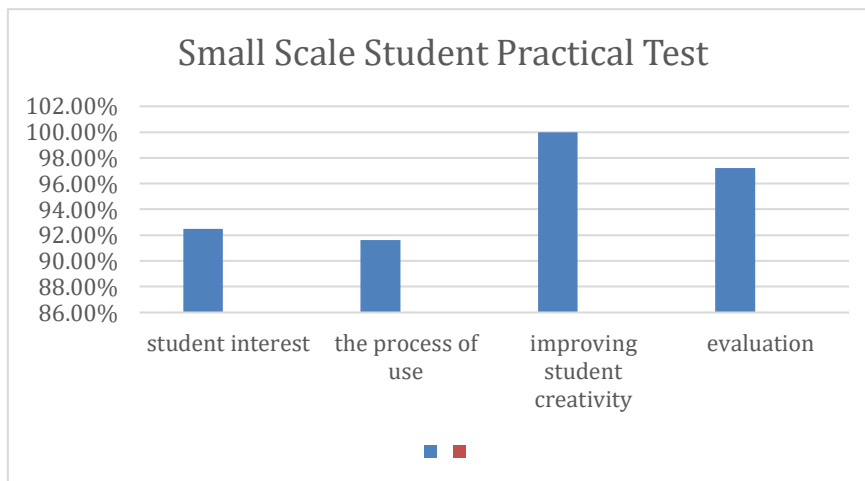
MTsN 4 Padang City as a large scale, after being tested, teachers and students filled out a questionnaire on the practicality of the Akidah Akhlak learning media based on the Prezi application on the material of the Etiquette of Reading the Qur'an and Praying. The analysis of the teacher and student response questionnaires can be seen as follows:

a. Small Scale Student Practicalities

The results of the practical analysis of media by students on a small scale can be seen in Table 2:

Tabel 2. Results of media practicality by small-scale students

NO	Assesment Aspects	Practically Percentage	Criteria
1.	Student Interest	92,5%	Very Practical
2.	The Process of using it	91,6%	Very Practical
3.	Increasing student creativity	100%	Very Practical
4.	Evaluation	97,2%	Very Practical
	Average	95, 32%	Very Practical

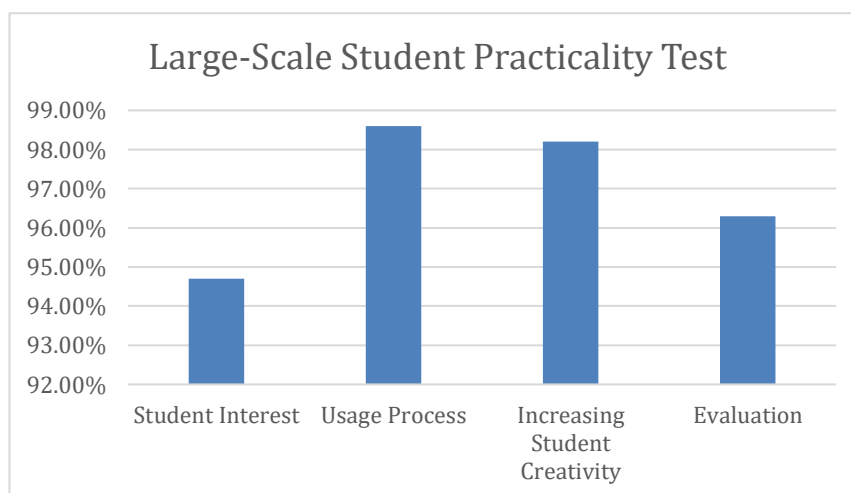


Based on the table and diagram above, the results of the small-scale practicality test on the media based on the prezi application obtained an average of 92.5% in the aspect of student interest which is categorized as very practical. Then in the aspect of the usage process, a percentage of 91.6% was obtained which is categorized as very practical, then in the aspect of increasing student creativity, a percentage of 100% was obtained which is categorized as very practical and finally in the evaluation aspect, a percentage of 97.2% was obtained which is categorized as very practical. In all aspects, a percentage of 95.32% was obtained which is categorized as very practical.

b. Large Scale Student Practicalities

The results of the practical analysis of media by students on a small scale can be seen in Table 3, namely:

No	Aspek Penilaian	Persentase Praktikalitas	Category
1.	Student Interest	94,7%	Very Practical
2.	The Process of using it	98,6%	Very Practical
3.	Increasing student creativity	98,2%	Very Practical
4.	Evaluation	96,3%	Very Practical
Average		96,95%	Very Practical



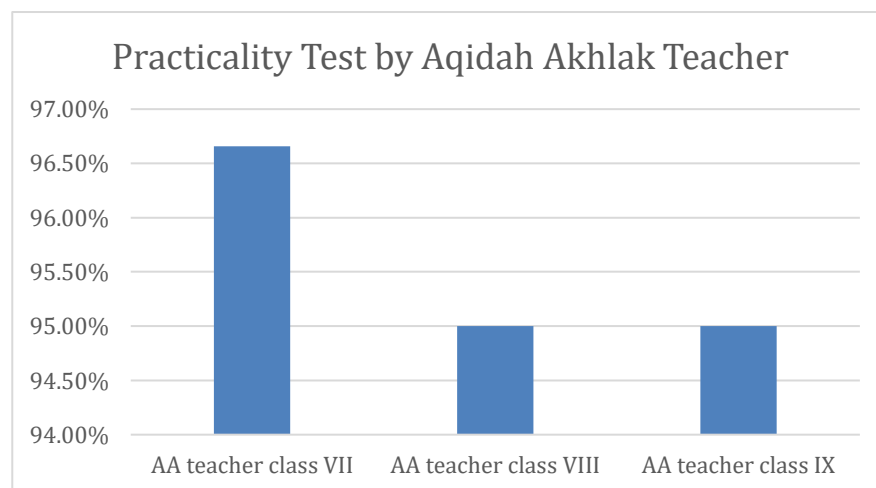
Based on the table and diagram above, the results of the large-scale practicality test of the prezi application-based media obtained an average of 94.7% in the aspect of student interest which is categorized as very practical. Then in the aspect of the usage process, a percentage of 98.6% was obtained which is categorized as very practical, then in the aspect of increasing student creativity, a percentage of 98.2% was obtained which is categorized as very practical and finally in the evaluation aspect, a percentage of 96.3% was obtained which is categorized as very practical. In all aspects, a percentage of 96.95% was obtained which is categorized as very practical.

c. Practicality By Teacher

The results of the media practicality analysis by the Akidah Akhlak teacher can be seen in Table 4. As follows:

Table 4. Results of the analysis of the media practicality test
by the Akidah Akhlak teacher

No	Practicality Test	Practicality Percentage	Category
1	Class VII Akidah Akhlak Teacher	96,66%	Very Practical
2	Class VIII Akidah Akhlak Teacher	95%	Very Practical
3	Class IX Akidah Akhlak Teacher	95%	Very Practical
Jumlah		95,55%	Very Practical



Based on the results of the practicality test conducted on three Akidah Akhlak subject teachers from grades VII, VIII, and IX, the results showed that the media or devices tested showed. The Akidah Akhlak teacher of grade VII gave a practicality assessment of 96.66%, while the grade VIII and IX teachers each gave an assessment of 95%. Thus, the average percentage of practicality from the three teachers was 95.55%, which is included in the very practical category. These results indicate that the media or devices are considered easy to use, in accordance with learning needs, and support the learning process effectively by teachers.

In addition to being assessed by teachers, the practicality of the media was also assessed by students on a small scale of 95.32% with the category of very practical. And on a large scale, 96.95% of students rated it as very practical. After this step, the media was tested to see whether the developed media was effective or not.

In line with the research conducted by Taufiq Alfitra (2021), the results of the practicality test through a response questionnaire were categorized as practical with a 64% assessment percentage in the practical category. Furthermore, Umam, (2024). The research results indicate that the integrated learning tools for Islamic Education (PAI) developed using the Borg and Gall R&D model at SMPIT Luqmanul Hakim and Tahfidzul Qur'an Baitusshalihin have a very high level of practicality, amounting to 83.1%.

This, the learning media developed not only meets the feasibility criteria but also has a high level of practicality according to the perspectives of teachers and students. The percentages achieved, both by teachers and students on a small and

large scale, consistently show that the media is very easy to use, in line with learning needs, and able to improve the effectiveness of the learning process, especially in the subject of Akidah Akhlak in improving students' critical thinking skills.

Effectiveness

The effectiveness of the developed media can be seen through the test results given to students. The effectiveness of the media is carried out on a small scale and a large scale by giving pretest and posttest questions to students.

This is proven by the results of the student test in the experimental class dominated by Based on the N-Gain table and graph from the experimental class, it can be seen that the overall average obtained is 0.7 which is categorized as high, with a high category of 58%, a medium category of 39% and a less than 3% category. While the control class is dominated by high criteria of 0%, a medium category of 48% and a less than 52% category.

The explanation of each N-Gain can be concluded that the average N-Gain in the experimental class is better than the average N-gain in the Control class. And the experimental class is dominated by the high criteria of 58%, the medium category is 39% and the low category is 3% with a pretest average of 59.67 which then increases to 90.2.

While in the control class dominated by high criteria 0%, medium category 48% and less category 52%. With an average of 43.87 and posttest 65.16. So it can be concluded that by using the Akidah Akhlak learning media product based on the Prezi Application can improve students' critical thinking skills.

Study Ramadhani & Aristiawan, (2023) revealed that the results of the effectiveness analysis showed that this product was effective in improving students' presentation skills. In line with research conducted by Yulestari, (2023) The development of online prezi-based audio-visual learning media shows that the results of this product analysis are very effective in developing online-based learning media.

It can be concluded that effectiveness is seen from the level of success in achieving the quality, usefulness, and benefits of the developed learning media in the learning process, so that the developed media is declared effective after the media is used by students.

5. Conclusion

Based on the research that has been conducted, the developed learning media has been produced, bBased on the results of the validation of material experts, they got very valid criteria with a percentage of (98.3%). Language experts got valid criteria with a percentage of 85%. And media experts got valid criteria with a percentage of 86.3%. And the results of the practicality of the three teachers showed a percentage of 95.55% with a very practical category. And for the practicality results of students in small-scale trials, they got a percentage of 95.32% with a very practical category and in large-scale product tests on students, 96.95% were obtained with a very practical category. The learning outcomes of students in the experimental class were tested with questions (pretest and posttest) analyzed with the N-Gain test, getting results of 0.78 and included in the high criteria. The learning outcomes of students in

the control class were tested with questions (pretest and posttest) analyzed with the N-Gain test, getting results of 0.3

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