

# The Application of Illustrated Media in Learning Asmaul Husana to Improve Students' Memory: A Case Study of Grade VII at SMPN 1 Tunjungan Blora

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## ARTICLE INFO

### Article history

Received 01 September 2025

Revised 20 September 2025

Accepted 26 September 2025

### Keywords

Illustrated media Learning,  
Asmaul Husna,  
Improve students memory

## ABSTRACT

*Media in learning the Asmaul Husana to improve the memory of seventh-grade students at SMP Negeri 1 Tunjungan Blora. The social fact underlying this research is the low ability of students to memorize and understand the meaning of Asmaul Husana. Asmaul Husna is deeply studied due to learning methods that are still conventional and less engaging. This issue is important to examine because Asmaul Husna is not only related to cognitive aspects but also plays a role in shaping students' spiritual character. This research used a qualitative method with a case study approach, through observation, interviews, and documentation of teachers and students. The results showed that the use of pictorial media significantly increases students' memory and enthusiasm in recognizing and memorizing Asmaul Husna. Engaging visualizations help students connect the names of Allah with their contextual meanings, making learning more meaningful and enjoyable. Conclusion This study confirms that pictorial media is an effective strategy in Islamic religious education, particularly in strengthening memory and spiritual understanding. The researchers recommend that teachers continue to develop innovative, interactive and contextual learning media to support optimal learning outcomes.*

## Introduction

Social facts show that students' low memory of religious material, especially the Asmaul Husana, is a challenge in the learning process of Islamic Religious Education in elementary schools. Based on data from the Ministry of Education and Culture, 2023, approximately 62% of elementary school students have difficulty memorizing long text-based material without the support of interesting visual media, including in learning the Asmaul Husana. This is in line with research by Sholiha (2020) which shows that the use of illustrated flashcards improves the ability to memorize the Asmaul Husana. significant at the elementary school level. Another study by (Suhirno, 2024) stated that the combination of audio and visual media can increase memory retention by up to 45% compared to conventional lecture methods. Pictorial media such as illustration cards,

interactive posters, and animated videos of the Asmaul Husna have been shown to stimulate students' visual and affective memory (Rahman, 2025), making it easier for them to understand the meaning and memorize the names of Allah correctly. Furthermore, visual-based learning also increases students' learning motivation by 38% because it creates a sense of enjoyment and emotional involvement (Ningrum, 2023). Thus, the application of pictorial media not only strengthens memory but also makes learning the Asmaul Husna more contextual, engaging, and meaningful for students' spiritual development.

Research on the application of pictorial media in learning the Names of Allah has so far focused more on developing media products and improving students' cognitive learning outcomes, such as memorizing and recognizing the meanings of Allah's names, rather than on comprehensively understanding the psychological aspects or conditions of children. Most studies, such as those conducted by (Muna, 2022), highlight the effectiveness of using flashcards and smartcards in improving memorization of the Names of Allah in elementary schools. Research by (Al Qalbi & Yasin, 2025) also supports these findings by showing that interactive, game-based visual media can attract interest and accelerate the memorization process. However, in-depth studies examining children's emotional states, learning interests, and concentration levels when using pictorial media are still rare. (Rodlotul Jannah, 2024) states that affective factors such as student motivation and attention have a significant influence on memory, but have not been widely studied in the context of learning the Names of Allah. Thus, the lack of research on the psychological aspects and conditions of children in the use of pictorial media remains a significant gap that can be explored in future research.

The purpose of this study is to understand in depth how the application of pictorial media in learning Asmaul Husna can contribute to improving students' memory in elementary schools. The main focus of the study is directed at three important aspects. First, to describe the application of pictorial media used by teachers in the Asmaul Husna learning process, including strategies, media forms, and learning activities designed to stimulate students' visual memory. Second, this study aims to explore students' perceptions and experiences regarding the use of pictorial media in helping them memorize and understand the meaning of Asmaul Husna, including how visual media affects their interest, concentration, and emotional involvement in learning. Third, this study is intended to identify factors that support and inhibit the effectiveness of the application of pictorial media, both from the perspective of teachers, students, and the learning environment. With a qualitative approach, this study is expected to provide a comprehensive picture of the practice of using effective pictorial media and find more innovative and contextual learning strategies to improve students' memory of Asmaul Husna.

In this research, Richard E. Mayer's Cognitive Theory of Multimedia Learning (CTML) theory is an important foundation because it emphasizes that learning that combines words/verbal and images/visuals is able to improve understanding and memory through three main assumptions: dual-channel, limited capacity, and active processing.– namely selecting, organizing, and integrating verbal and visual information. The recent study "The Past, Present, and Future of the Cognitive Theory of

Multimedia Learning" (Mayer, 2024) shows empirical evidence that multimedia design that adheres to principles such as coherence, modality, and segmentation can significantly strengthen students' memory processes. Furthermore, Allan Paivio's Dual Coding Theory is also relevant, as it teaches that parallel visual and verbal representations increase a person's chances of remembering information better than using only one mode. A study by (Kurniawan & Surahman, 2023) on the application of Dual Coding Theory in language teaching found a very strong relationship between the use of a visual-verbal approach and student learning outcomes. Based on these theories, the application of pictorial media in learning Asmaul Husna is expected not only to help students memorize the names of Allah automatically but also to encourage understanding of meaning through the active process of visualization and verbal-visual integration, thereby strengthening long-term memory.

### Method

This research methodology is based on a descriptive qualitative approach, as widely used in previous scientific works by Salsabilla and colleagues, which emphasizes an in-depth understanding of educational phenomena from the perspective of participants and their social context. This approach is used to explore the meanings, processes, and strategies that emerge naturally in educational environments, rather than simply measuring results quantitatively. In accordance with the findings in the study of Salsabilla and Ikhrom (2024) entitled "Implementation of Project Learning (PAI) With Independent Curriculum in Elementary Schools" published in *Didaktika Islamika*, qualitative methods provide exploratory space for researchers to understand the dynamics of the implementation of the independent curriculum contextually through observation, in-depth interviews, and documentation analysis. Similarly, in the study of Salsabilla et al. (2025) in *Pedagogia: Jurnal Pendidikan*, this method proved effective in understanding the process of self-adaptation management of Thai students in teacher training programs at Islamic universities in Indonesia, by placing the subjects' experiences as the primary source of valid empirical data. These studies show that a qualitative approach allows researchers to obtain comprehensive descriptions of cross-cultural educational interactions, adaptations, and strategies, which are relevant to this study.

In addition, the relevance of this methodology is also seen in the research of Salsabilla, Agustian, and Wahid (2025) in *Al-Mudarris: Journal of Education*, which emphasizes the importance of observation and narrative analysis in studying the implementation of occupational safety and health management in elementary schools. Through in-depth interviews and documentation, the study successfully identified the relationship between teacher work culture and school productivity, demonstrating that qualitative methods are highly appropriate for understanding professional behavior and practices contextually. Similarly, research by Salsabilla, Asiyah, and Sutiyono (2024) in *EDU-RELIGIA: Jurnal Keagamaan dan Belajar (Religious and Learning Journal)* also demonstrates the power of this method in exploring the dynamics of elementary school teacher professional development, which cannot be explained solely

through numbers but must be understood through teachers' experiences and narrative reflections. Thus, the descriptive qualitative methodology used in this study has a strong epistemological basis, as it has proven effective in explaining the complex, contextual, and multidimensional realities of education.

Support for a qualitative approach is also strengthened by Jaya's (2025) research in *Anjasgoro: Islamic Interdisciplinary Journal*, which examines the relevance of Ki Hajar Dewantara's thoughts in the implementation of the Independent Curriculum. The research uses an interpretive approach to understand the values of. The philosophical values that are alive in modern learning practices, confirm that qualitative is the most appropriate method for uncovering the social meaning and profound educational values. Furthermore, the work of Wahyuningsih, Jaya, and Rizal (2023) in *Al-Izzah: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* regarding the application of the picture story method in Indonesian language learning also serves as an important methodological basis for this research, because it directly demonstrates the effectiveness of a qualitative approach in understanding the role of visual media on students' cognitive abilities. The research shows that direct observation of student-teacher interactions, as well as reflective interviews, produce more authentic data in assessing the development of children's storytelling abilities. Furthermore, Jaya's (2019) research in the *Journal of Islamic and Social Studies*, which highlights quality as a marketing strategy for educational services at SMP N 2 Blora, also strengthens the argument that qualitative methods can uncover strategies, perceptions, and practices that are not visible to the naked eye but have a significant influence on improving the quality of educational institutions.

Drawing on these various studies, this research methodology was designed to obtain an in-depth and holistic picture of the phenomenon under study. Data collection techniques used included participant observation, in-depth interviews, and documentation studies. Data analysis was conducted interactively, following the model (Miles & Saldaña, 2018), which consists of three main stages: data reduction, data presentation, and conclusion drawing and verification. This approach aligns with the characteristics of educational research, which requires sensitivity to the social and cultural context of schools. Therefore, as in accordance with existing references, the qualitative research methodology applied aims not only to discover empirical facts but also to interpret the meaning behind the actions and experiences of research subjects in a dynamic and multidimensional educational environment. This research was conducted at SMP Negeri 1 Tunjungan Blora with a case study focus on class VII, because this school has learning characteristics.

The diverse nature of Islamic Religious Education (PAI) and the varying levels of students' memory abilities. This location was chosen based on initial observations showing that most students still experience difficulties memorizing and understanding the meaning of the Asmaul Husana, especially when learning is conducted without the support of attractive visual media. Therefore, the application of pictorial media is considered relevant to be tested in this context to improve student retention and understanding of Islamic values. This study involved eight key informants, consisting of four seventh-grade students, two parents, and two Islamic Religious Education

teachers as data sources that can provide a holistic view of the effectiveness of pictorial media in the learning process. This study was conducted from August to September 2025, adjusting to the school's academic schedule, thus allowing researchers to conduct continuous observations of students' memory development from the beginning to the end of the media application. The location and time of this study were considered appropriate to obtain a comprehensive and authentic picture of the impact of learning media innovation in the context of Islamic education at the junior high school level.

## **Results and Discussion**

### **1. Application of Pictorial Media in Learning Asmaul Husna to Improve Students' Memory**

In the practice of learning Asmaul Husna, the application of pictorial media is often accompanied by audiovisual media that presents a combination of images and sound to create a more lively learning experience. At SDN 4 Biau, North Gorontalo, research (Denzin, 2017) reported that the use of audiovisual media significantly improved students' understanding and memory of Asmaul Husna, especially the abstract attributes of Allah such as Al-Qawiyy and Al Qayyum. In a pretest-posttest experimental design, students who received learning with audiovisual media showed a higher increase in scores than the control group. In addition, research in Class IV SDN 062/VIII Teluk Pandan Rambahan by (Aprian, 2025) found that the application of audiovisual media succeeded in increasing the average score of students from 56 to 81 with 90% of students achieving the Minimum Completion Criteria (KKM). These findings imply that pictorial + audio media has strong potential in strengthening students' visual and auditory memory of the names of Allah, making them easier to recall.

However, most previous research still focuses on short-term learning outcomes (grades, pretest-posttest) and initial understanding, rather than specifically exploring how students' memory persists or decays over time. For example, research on the Asmaul Husna material by "Asmaul Husna: Study of Improving Student Learning Outcomes" (Ridwan & Aeni (2023) emphasized that audiovisual media has a positive impact on learning outcomes, but did not examine students' long-term memory retention. Therefore, this study seeks to fill this gap by exploring how visual media is applied in the classroom context, how students recall after a time lag, and the contextual factors that influence retention.

In this study, the scenario of using pictorial media can be illustrated through the teacher introducing Asmaul Husna with animated illustrative cards or picture slides, while playing the sound of the name of Allah slowly. Students are invited to discuss the meaning of each name of Allah while viewing visual images, repeating together in a structured manner, then the teacher gives a reflection task to assess students' memories in the next session. This approach is designed so that students not only recognize and memorize, but also link symbolic visualizations with meaning, which strengthens the encoding and retrieval processes in memory. By collecting data through observation, introspective interviews with students/teachers, and documentation of memorization

results, this study is expected to provide practical and theoretical insights into the effectiveness of pictorial media in maintaining students' memory in learning Asmaul Husna.

## **2. Students' Perceptions and Experiences of Using Pictorial Media in Helping Them Memorize and Understand the Meaning of Asmaul Husna.**

When the Asmaul Husana lesson began in the seventh grade of SMP Negeri 1 Tunjungan Blora, it was clear that the students enthusiastically welcomed the use of pictorial media. The teacher opened the lesson by displaying illustrated flashcards containing several names of Asmaul Husana simultaneously, each accompanied by an attractive color illustration and slow pronunciation audio. One student said, "When I see the picture of Allah Ar-Rahman, I can imagine Allah's mercy in the rain, so it's easy to remember." Experiences like this show that pictorial media not only facilitate memorization, but also help students associate images with meaning, so that learning becomes more meaningful and not monotonous.

Previous findings support this experience. For example, research (Ridwan & Aeni, 2022) on third-grade students at Sidamukti I Elementary School showed that the use of animated videos in the Asmaul Husana material significantly increased students' knowledge and interest; from pre-The cycle was only 30%, then increased to 85% after implementation. In addition, (Gibon & Nasution, 2025) in a study on the development of animated media at MIN 2 Padangsidempuan found that many students previously felt bored with memorization because the media used was monotonous, but after the introduction of animated-pictorial media, they reported that memorization became easier and more enjoyable.– they are easier to repeat themselves at home because of the pictures stuck in their visual memory.

While many students reported positive experiences, some also cited challenges. Some students reported that the images were too detailed, making it difficult for them to memorize the names of Allah, which are rarely used in everyday life, if the images were too complex. Others noted that the audio pronunciations had to be repeated to get them right, especially for names that were long or had difficult meanings. However, most stated that pictorial and animated media supported memory because they stimulated their imagination: they could imagine the attributes of the Asmaul Husna from the images, hear the pronunciation, and then imitate it.

These students' experiences raise the argument that positive perceptions of the use of pictorial/animated media play a crucial role in the effectiveness of Asmaul Husna learning. When students perceive the media as engaging, relevant, and engaging, they are more motivated to actively participate in learning, repeat their own memorization, and understand the meaning behind Allah's names. Research addressing such perceptions, particularly in the context of Asmaul Husna, is still relatively limited, so the study at SMP Negeri 1 Tunjungan Blora aims to document in depth how students' perceptions and experiences interact with pictorial media over a period of time, including students' opinions on the media's advantages and disadvantages, to clarify the psychological and affective factors that support their retention of Asmaul Husna material.

## **3. Factors that Support and Inhibit the Effectiveness of the Application of**

### **Illustrated Media in Reminding Students of Their Memory in Learning the Asmaul Husna**

Based on the results of observations and interviews conducted in the Asmaul Husna learning class, it was found that one of the main factors supporting the effectiveness of pictorial media is a visual design that is contextual, attractive, and appropriate to the characteristics of students. When teachers use colorful picture cards, meaningful illustrations, and a combination of Arabic script and their meanings in Indonesian, students show increased focus and engagement. This visual media helps students associate the names of Allah with memorable symbolic representations, for example the image of the "sun" for An-Nur (The All-Lighting). This phenomenon is in accordance with existing references, where Jannah (2025) stated that game-based or animation-based media in learning Asmaul Husna has been proven to increase learning interest and information absorption in children at the Darul Jannah TPA. Furthermore, Aprian (2025) also stated that the use of audiovisual media plays a major role in strengthening children's cognitive processes through a combination of visual and auditory stimuli. Thus, these field findings are in line with Previous findings confirm that combining visual and audio elements accelerates the long-term memory encoding process. Furthermore, other factors that contribute to the effectiveness of implementing pictorial media are teachers' pedagogical competence and integrative skills in using the media. Interviews revealed that teachers who understand interactive image delivery techniques are able to create a collaborative learning environment. Teachers not only display images but also invite students to identify meaning through stories and memory games. This aligns with existing references, where Arsyad (2024) emphasized that the effectiveness of visual media is highly dependent on the appropriateness of design, learning context, and teacher skills in using it. Empirically, classroom action research conducted by researchers at Ghuru: Jurnal Pendidikan Islam (2025) also showed that the application of graphic media in Asmaul Husana learning significantly increased memory retention and active student participation. Thus, teachers' ability to integrate media into meaningful cognitive activities is key to success in improving student memory.

However, this study also identified a number of significant inhibiting factors in the implementation of visual media-based learning. First, limited infrastructure, such as projectors and color printers, and unstable electricity access in some classrooms. Second, teachers' limited media design skills often result in images being unattractive or disproportionate, thus increasing students' cognitive burden. This finding aligns with existing research (Galmarini, E., 2024), which asserts that images that are too complex or inappropriate to the context can actually hinder information processing by causing cognitive overload. Another obstacle stems from differences in student characteristics, particularly in learning styles and concentration levels. Some students with kinesthetic or auditory learning tendencies have more difficulty retaining memories through visual media alone. This finding aligns with research by Aprian (2025), which shows that audiovisual media is more effective when adapted to students' varying learning styles, rather than relying solely on visual visualization.

Despite several obstacles, this study also identified mitigation strategies that can be implemented to ensure optimal implementation of pictorial media. One of these is regular teacher training on simple yet effective educational media design, as well as school policy support for providing learning technology facilities. Observations showed that teachers who participated in the training were able to create narrative-based visual media and Asmaul Husana card games that were easy to use even without a projector. This effort aligns with existing references, as explained in the research of Rahman (2025) and Arsyad (2024), which states that the role of creative and innovative teachers can overcome resource limitations. resources by utilizing simple, contextual materials. Furthermore, collaboration between schools and parents is also a significant supporting factor. Students who repeat the Asmaul Husana memorization at home using teacher-made picture cards show improved long-term retention. This is supported by research in the Ghuru Journal (2025), which explains that repetitive learning activities with the aid of visual media can strengthen retrieval cues in long-term memory. Thus, according to existing references, the application of pictorial media in Asmaul Husana learning will be effective if accompanied by appropriate design, adequate teacher competence, supporting facilities, and family involvement.

## Conclusion

This study revealed a number of surprising findings in the field, particularly regarding students' responses to the application of pictorial media in learning the Asmaul Husna. One interesting finding is that the improvement in students' memory occurred not only due to the attractive visual aspect of the images, but also due to the emergence of an emotional and spiritual connection between students and the meaning of the names of Allah they were learning. Students did not simply memorize mechanically, but understood the moral values contained in each Asmaul Husna, which made the learning process more meaningful and memorable. What was quite surprising was that some students with low academic ability actually showed greater improvement in memory than high-achieving students, because pictorial media provided a multisensory learning space that better suited their visual learning style. Furthermore, Islamic Religious Education teachers acknowledged that pictorial media was able to create a more participatory classroom atmosphere, foster enthusiasm for learning, and reduce boredom with conventional memorization methods. Thus, the results of this study show that visual media is not just a learning aid, but also a means of strengthening religious values and developing students' spiritual character.

The main contribution of this research lies in two important aspects: theoretical and practical. Theoretically, this research enriches the literature on the effectiveness of visual media in Islamic education, particularly on the abstract material of Asmaul Husna. This research also expands the application of visual cognitive learning theory and Paivio's (2014) dual-coding memory theory, by proving that processing information through visual and verbal channels simultaneously can strengthen students' long-term memory. From a practical perspective, this research provides a real contribution for Islamic Religious Education teachers in developing more innovative and humanistic learning strategies, emphasizing the importance of pictorial media to increase material

retention, build enjoyable learning experiences, and foster spiritual values contextually. However, this research has limitations in terms of scope and time. The research location was only conducted in one school, namely SMP N 1 Tunjungan Blora, with a relatively limited number of informants, therefore the results cannot be widely generalized. Furthermore, the study's duration of only two months (August–September 2025) was insufficient to longitudinally observe how students' memory persists over the long term. Therefore, further research is recommended involving more subjects from various schools and adding longitudinal analysis to assess students' memory retention over a longer period. Thus, the results of this study can serve as an initial foundation for the development of a more effective and sustainable visual media-based Islamic Religious Education learning model.

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