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Instilling Honesty through Animated Videos of Prophet Stories in Islamic Religious Education Learning

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ABSTRACT

This study aims to analyze the implementation of animated videos of the Prophet's stories as a learning medium in Islamic Religious Education (PAI) to foster honesty among seventh-grade students at SMP Negeri 12 Tanjung Jabung Barat. The study is based on the need to strengthen character education through innovative, interactive, and contextual learning media in junior high school settings. A qualitative descriptive approach was employed. Data were collected through participatory observation, in-depth interviews, and documentation, and analyzed using the Miles and Huberman interactive model, which includes data reduction, data display, and conclusion drawing. The findings reveal that the animated videos were systematically integrated into the introduction, core, and closing stages of the learning process. The learning process encouraged students' active participation through storytelling, group discussions, reflection activities, and the contextual application of moral values. Students demonstrated a better understanding of honesty and responded positively to animated videos, indicating greater engagement and interest during classroom activities. The learning activities also provided students with opportunities to reflect on and apply honesty in their daily lives. Overall, the findings indicate that animated videos of the Prophet's stories can support students' engagement and the gradual internalization of values of honesty while enriching the learning experience in Islamic Religious Education. These findings highlight the potential of animated storytelling as a meaningful medium for integrating character education into classroom practice.

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1. INTRODUCTION

Character education has become a fundamental component of 21st-century education, emphasizing not only students' cognitive achievement but also the development of moral values, integrity, and responsible behavior. Among various character values,

honesty is considered one of the essential foundations for building trust, accountability, and ethical conduct in both academic and social settings [1]. Nevertheless, academic dishonesty remains a persistent challenge in schools. Recent studies report increasing cases of cheating, plagiarism, and assignment manipulation, and a decline in ethical awareness among secondary school students [2], [3]. The rapid development of digital technology has further complicated this issue by providing easier access to information and artificial intelligence tools that may facilitate dishonest academic practices while reducing students' sensitivity toward academic integrity [4]. These challenges indicate the need for learning approaches that foster moral values through meaningful, engaging experiences rather than relying solely on conventional instruction.

Within the Indonesian educational context, Islamic Religious Education (PAI) plays a strategic role in developing students' character by integrating Islamic values into classroom learning. Honesty (*šidq*) is one of the core values emphasized in PAI because it reflects personal integrity and accountability in everyday life. The present study adopts Social Learning Theory as its theoretical foundation, which explains that individuals acquire behaviors through observation, imitation, and interaction with exemplary models. In Islamic education, the stories of the Prophets serve as authentic moral exemplars, offering meaningful lessons for students. Through these narratives, students are expected not only to understand religious teachings but also to internalize moral values by reflecting on the exemplary behaviors demonstrated by the Prophets [5], [6].

The advancement of educational technology has encouraged the integration of animated video into classroom instruction. As a learning medium, animated video combines visual, audio, and narrative elements that can increase students' attention, motivation, and conceptual understanding. Previous studies have reported that animated videos positively enhance learning engagement and support the delivery of Islamic Religious Education materials in a more engaging, contextually relevant way [7], [8], [9]. In this study, an animated video serves as the instructional medium, while the stories of the Prophets constitute the moral content delivered through it. The primary character value developed through this learning process is honesty, which is expected to be internalized through students' observation, reflection, and discussion of the moral messages presented in the animated narratives.

Preliminary observations conducted at SMP Negeri 12 Tanjung Jabung Barat revealed several issues related to honesty among seventh-grade students during Islamic Religious Education lessons. Some students were found copying classmates' assignments, providing inaccurate information regarding unfinished tasks, and demonstrating limited confidence in expressing honest opinions during classroom discussions. Interviews with the PAI teacher also indicated that conventional lecture-based instruction had not fully encouraged students to reflect on and practice honesty in their daily school activities. These conditions highlight the need for more engaging learning media that can facilitate both students' active participation and the internalization of moral values.

Although previous research has demonstrated the educational benefits of animated videos, most studies have concentrated on improving cognitive learning outcomes, learning motivation, creativity, or media effectiveness [10]. Only limited attention has been given to

how animated videos containing the stories of the Prophets are implemented in Islamic Religious Education to facilitate the internalization of honesty values through students' learning experiences. Furthermore, existing studies predominantly employ quantitative or media-development approaches, whereas qualitative investigations exploring the implementation process, students' responses, and value internalization remain scarce. This gap indicates the need for an in-depth exploration of how animated Prophet stories function pedagogically as a medium for character education, particularly in fostering honesty among junior high school students.

Based on this background, this study addresses the following research question: How are animated videos of the Prophets' stories implemented in Islamic Religious Education learning to foster honesty among seventh-grade students at SMP Negeri 12 Tanjung Jabung Barat? Specifically, this study aims to (1) analyze the implementation of animated Prophet story videos in PAI learning, (2) identify how honesty values are internalized during the learning process, and (3) explore students' responses to the use of the animated videos. The findings are expected to contribute to the development of digital media integration in character education, particularly by demonstrating how animated storytelling can support the internalization of honesty in Islamic Religious Education.

2. METHOD

This research uses a qualitative, descriptive research design to gain an in-depth understanding of the implementation of animated videos of the Prophet's story as a learning medium for Islamic Religious Education (PAI) to instill the value of honesty in seventh-grade students at SMP Negeri 12 Tanjung Jabung Barat. The qualitative approach was chosen because it can explore social phenomena, learning experiences, and the process of internalizing values that naturally occur in classroom learning [11]. Qualitative research emphasizes the interpretation of meanings, experiences, and social interactions constructed by research subjects during the learning process [12]. A descriptive design was used because this study focuses on a systematic description of the process of implementing animated video media, student responses, and the dynamics of instilling the value of honesty in PAI learning without manipulating research variables [13]. This approach is considered relevant for uncovering the phenomenon of character education in context and in depth through direct interaction between researchers and the social situation being studied [14].

The research subjects consisted of one Islamic Education teacher and four seventh-grade students at SMP Negeri 12 Tanjung Jabung Barat, who were purposively selected based on their active involvement in the learning process using animated videos of the Prophet's story. Teachers were selected because they play a key role in designing and implementing digital media-based learning. In contrast, students were selected to obtain information on their learning experiences, their understanding of the value of honesty, and their responses to the use of these learning media. The purposive sampling technique was used because it enabled the researcher to select informants with the best understanding of the phenomenon under study and to provide rich, relevant data to the research focus [15]. In qualitative research, purposive subject selection is considered more effective for obtaining in-depth data than statistical representation of the population [16]. To maintain the

confidentiality of respondents' identities, each participant was assigned a research code, R1 for Islamic Education teachers and R2–R5 for seventh-grade students.

The data sources in this study consisted of primary and secondary data. Primary data were collected through participant observation and in-depth interviews with teachers and students on the implementation of animated videos of the Prophet's story in Islamic Religious Education (PAI) learning. Observations were conducted to observe learning activities, student engagement, classroom interactions, and the internalization of honesty values during the use of animated videos. Participatory observation enabled researchers to gain a more comprehensive understanding of the behaviors and social dynamics that emerge naturally in the learning environment [17]. In-depth semi-structured interviews were conducted to explore research subjects' perceptions, experiences, and views on the effectiveness of animated videos in instilling values of honesty. Semi-structured interviews were chosen because they provided researchers with the flexibility to explore informants' responses in greater depth without losing the research's focus [18]. Meanwhile, secondary data were obtained from documentation, including learning tools, teaching modules, school archives, photographs of learning activities, and other supporting documents relevant to the study. Multiple data sources were used to strengthen the validity of the findings through triangulation [19].

The primary instrument in this study was the researcher herself (human instrument), who directly participated in planning the research, collecting data, analyzing it, and interpreting the results. In qualitative research, the researcher serves as the primary instrument because of their ability to adapt the data collection process to the context and dynamics of the research field [12]. To support data collection, this study used observation and semi-structured interview guidelines, a voice recorder, and visual documentation during the learning activities. The use of these supporting instruments aimed to improve data recording accuracy and minimize the loss of important information during the research process [20].

Data analysis was conducted using the Miles, Huberman, and Saldaña interactive analysis model, which includes three main stages: data reduction, data presentation, and conclusion drawing [21]. The data reduction stage involved selecting, focusing, simplifying, and categorizing data relevant to the research focus on the implementation of animated videos and the instillation of honesty values. Furthermore, the data were presented in descriptive narratives, matrices, and thematic interpretations to facilitate researchers' understanding of the patterns, relationships, and trends found during the study. The final stage involved concluding gradually and continuously verifying them throughout the research process to ensure the consistency and accuracy of the findings. Thematic analysis in qualitative research is considered effective in identifying patterns of meaning, experience, and social interpretations emerging from field data [16].

To ensure data validity, this study employed source and technical triangulation techniques. Source triangulation was conducted by comparing information obtained from teachers, students, and learning documents, while technical triangulation was conducted by comparing the results of observations, interviews, and documentation. The application of triangulation aims to increase the credibility, consistency, and validity of research data,

thereby making the resulting findings more trustworthy and scientifically accountable [22]. Furthermore, the researcher conducted member checking with informants to ensure that the data interpretations were consistent with the experiences and intended meanings of the research participants. Thus, this research methodology was systematically designed to generate a deep understanding of the implementation of animated videos of the Prophet's story in Islamic Religious Education instruction to instill the value of honesty among junior high school students.

Table 1. Research Respondents

No	Code	Information
1.	R1	Islamic Religious Education Teacher at State Middle School 12, West Tanjung Jabung
2.	R2	Students of Class VII of State Middle School 12, West Tanjung Jabung
3.	R3	Students of Class VII of State Middle School 12, West Tanjung Jabung
4.	R4	Students of Class VII of State Middle School 12, West Tanjung Jabung
5.	R5	Students of Class VII of State Middle School 12, West Tanjung Jabung

3. RESULTS AND DISCUSSION

3.1. Results

3.1.1. Implementation of Animated Videos of the Prophet's Stories in Islamic Religious Education Learning

The results of this study were obtained through participatory observation, in-depth interviews, and documentation studies conducted with seventh-grade students at SMP Negeri 12 Tanjung Jabung Barat. Data collection was carried out systematically to capture the learning phenomenon as a whole in a natural setting, thereby enabling an authentic depiction of media implementation.

The focus of this section is to comprehensively, in-depth, and contextually describe the implementation of animated videos of the Prophet's stories as a learning medium in Islamic Religious Education. Furthermore, this study examines the dynamics of pedagogical interactions during the learning process, including the teacher's role as a facilitator, the level of student engagement, and how the media mediates the delivery of Islamic values, particularly honesty.

This approach allows researchers not only to identify the stages of media use but also to uncover the meanings, responses, and changes in student learning behavior resulting from the use of animated videos in the learning process. Thus, the research findings presented are not only descriptive but also provide a deeper understanding of the effectiveness and relevance of visual-based media in Islamic Religious Education (PAI) learning at the junior high school level.

a. Learning Observation Results

Based on observations during several learning sessions, it was found that teachers had integrated animated videos depicting the stories of the prophets in a planned, systematic, and objective-oriented manner. The implementation of this media was carried out through three main learning stages: preliminary, core, and closing activities, each of which demonstrated the integration of pedagogical strategies and digital media.

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Throughout the learning process, the classroom atmosphere appeared conducive, communicative, and participatory, with students acting **not only as recipients of information but also as active** participants in building **understanding**. Compared to conventional teacher-centered learning, the use of animated videos provides a more varied and interactive learning dynamic, significantly improving student engagement.

In more detail, the **observation results can be seen in the following table:**

Table 2. Observation Results of the Implementation of Animated Videos in Islamic Religious Education Learning

Learning Stage	Teacher Activities	Student Activities	Finding Indicators
Introduction	Provides an apperception activity, connects the learning material with students' prior experiences, and communicates the learning objectives.	Respond to the teacher's questions and pay attention to the initial explanation .	Approximately 75% of students demonstrate focus and readiness at the beginning of the learning process.
Core Activity	Presents an animated story or a video about the Prophet, facilitates question-and-answer sessions and discussions, and emphasizes the value of honesty.	Watch the video enthusiastically, participate in discussions, and actively ask and answer questions.	Approximately 85% of students are actively involved, indicating increased interaction and participation during the learning process.
Closing	Summarizes the learning material, reinforces the value of honesty, and guides students in conducting a reflection.	Communicate their conclusions and reflect on their learning experiences.	Approximately 70% of students are able to express their understanding of the value of honesty.

Based on these data, it is clear that the use of animated videos **significantly improves the quality of the learning process**. For example, during **the** core stage, student engagement reached its highest level, indicating that animation-based visual media can capture attention, maintain focus, and encourage active student participation in learning activities.

Furthermore, observations showed that interactions were not solely one-way between teachers and students, but rather developed into multidirectional interactions, both between teachers and students and among students. This was reflected in the increasing frequency of questions, responses, and discussions that emerged during the learning process.

Thus, it can be concluded that the use of animated videos depicting the stories of the prophets serves **not only as a tool for delivering material but also** as an effective pedagogical medium for creating interactive, meaningful, and student-centered learning. This also confirms that integrating **digital media** into **Islamic Religious Education (PAI) learning** has significant potential **to improve the quality of the process and the student learning experience**.

b. Interview Results

Interview **data were collected through semi-structured interviews with Islamic Religious Education teachers and several students,** who served as key informants. These

interviews were designed to gather in-depth information regarding the informants' experiences, perceptions, and responses to the use of animated videos depicting the Prophet's stories in the learning process. The interviews were conducted in person in a conducive atmosphere, allowing the informants to provide open and reflective answers. Some of the questions asked during the interviews included:

Results of the interview with R1, What do you think about the use of animated videos in Islamic Education learning?

"...The use of animated videos is very helpful in conveying material because it makes it easier for students to understand the story and its values. Furthermore, students appear more enthusiastic and active during the lesson compared to traditional lecture methods..."

Results of the interview with R2, Does the use of animated videos help in understanding the learning material?

"...Learning using animated videos is more fun and less boring, making it easier for me to understand the material presented..."

Results of the interview with R3, How is learning using animated videos different from conventional methods?

"...From this video, I learned that we must always be honest, because the prophet set an example of honesty in everyday life..."

Results of the interview with R4, What values did you get from the story of the Prophet shown in the video?

"...I remember the story more easily because it is presented with pictures and sound, so it is clearer and more interesting..."

Results of the interview with R5, Does the use of animated videos influence your attitude or behavior, especially regarding honesty?

"...Yes, it's quite influential. I've become more honest, like not cheating and being brave enough to admit my mistakes..."

The interview results showed that the use of animated videos not only improved students' cognitive understanding of the material but also impacted their affective aspects, particularly their understanding and awareness of the value of honesty. This medium provided more concrete, contextual, and engaging learning, making it easier for students to internalize the moral values contained in the prophets' stories.

Thus, it can be concluded that, from the informant's perspective, animated videos of the Prophet's stories are an effective learning medium for supporting the Islamic Religious Education learning process, both by improving understanding of the material and by instilling character values in students.

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c. Documentation Results

The documentation data obtained in this study included learning tools such as the Lesson Implementation Plan (RPP), the animated video media used, and visual documentation in the form of photographs of classroom learning activities. Analysis of the RPP documents showed that the use of animated videos was systematically designed, planned, and aligned with learning objectives, particularly in the aspect of instilling the value of honesty. This is reflected in the competency achievement indicators, which emphasize not only cognitive but also affective and character aspects of students.

Furthermore, visual documentation shows that throughout the learning process, students demonstrated a high level of attention during the animated video. Their focused expressions, active engagement in discussions, and interactions among students demonstrate that the media used created a more lively, participatory learning environment. This documentation also reinforces the observational findings that animated videos serve not only as a medium for conveying information but also as an effective means of improving the quality of interactions and learning dynamics in the classroom.

d. Analysis of Findings

Based on the triangulation of data obtained through observation, interviews, and documentation, it can be concluded that the implementation of animated videos of the Prophet's stories in Islamic Religious Education (IS) learning has been structured, systematic, and contextual. Animated video media serves as a primary stimulus, capturing students' attention from the beginning of the lesson while simultaneously increasing their level of participation and active engagement throughout the learning process.

The student engagement rate, which reached over 80% during the core learning phase, demonstrates the high effectiveness of this media in creating interactive, student-centered learning. The animated visualization of the story provides a more concrete and understandable learning experience, helping students construct deeper knowledge. This aligns with the cognitive developmental characteristics of junior high school students, who tend to understand material more easily through visual and contextual representations.

Furthermore, the integration of the value of honesty presented in the Prophet's narrative significantly contributes to the internalization of character values. Students not only understand the concept of honesty cognitively but also begin to demonstrate affective awareness of its importance. This is evident in changes in attitudes, such as increased honesty in completing assignments, courage in admitting mistakes, and awareness of honesty in daily interactions.

Thus, the use of animated videos depicting the stories of the Prophets can be viewed as an innovative form of learning media that is not only effective in enhancing understanding of the material but also plays a strategic role in supporting holistic Islamic Religious Education learning, encompassing cognitive, affective, and character-building aspects of students. This approach also emphasizes the importance of integrating technology into learning to address the challenges of education in the digital age.

3.1.2. The Process of Instilling the Value of Honesty through Animated Videos of the Prophet's Stories

Research findings indicate that the process of instilling the value of honesty through animated videos of prophetic stories is implemented in an integrated, contextual, and continuous manner throughout the entire learning process. The value of honesty is conveyed not only explicitly through teacher explanations but also internalized through the portrayal of prophetic figures in the videos as role models.

model) in speaking and acting. The pedagogical strategies implemented by teachers position students as active subjects who not only receive information, but also construct the meaning of values through reflective learning experiences.

a. Observation Results

Based on classroom observations, the process of instilling the value of honesty occurs through several interrelated stages: showing animated videos, discussing values, reflecting, and fostering attitudes. The teacher actively serves as a facilitator, guiding students to identify the values of honesty in the stories shown and then relate them to their real-life contexts.

In more detail, the observation results can be seen in the following table:

Table 3. Observation Results of Instilling Honesty Values

Activity Aspects	Teacher Activities	Student Activities	Finding Indicators
Delivery of Values	Emphasizes the value of honesty through the Prophet's story.	Listen attentively and record the important values presented in the story.	Approximately 80% of students understand the concept of honesty.
Value Discussion	Invites students to identify examples of honest behavior shown in the video.	Discuss the examples and express their opinions.	Approximately 75% of students actively express their opinions.
Reflection	Relates the value of honesty to students' everyday lives.	Provide examples of honest behavior from their daily experiences.	Approximately 70% of students can connect the value of honesty to their personal experiences.
Habituation	Provides reinforcement and models examples of honest behavior.	Begin to demonstrate honesty in their behavior.	Positive changes in attitude are visible among some students.

Based on these data, it is clear that instilling the value of honesty occurs not only at the level of knowledge transfer (cognitive), but also affects the affective and behavioral (psychomotor) aspects of students. At the stage of conveying values, most students understood the basic concept of honesty. Furthermore, through discussion activities, students were encouraged to express their opinions and identify forms of honest behavior depicted in the video.

During the reflection stage, students began to associate the value of honesty with personal experiences, suggesting internalization. Meanwhile, during the habituation stage, there were indications of attitude changes, although not uniform across all students. This

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demonstrates that instilling the value of honesty is a process that requires time and ongoing reinforcement.

Thus, the results of this observation confirm that the use of animated videos of the prophets' stories is not only effective as a medium for delivering material but also as a pedagogical tool for building value awareness and encouraging the formation of honest behavior through active, reflective, and meaningful learning experiences.

b. Interview Results

The interview results show that teachers have a very strategic role as facilitators and directors in helping students understand and...

Internalizing the value of honesty through the use of animated video media depicting the stories of the prophets. The process of internalizing values does not occur instantly but rather through pedagogical interactions involving explanations, discussions, and linking values to students' real-life experiences.

The interviews were semi-structured and included several questions designed to explore students' understanding, experiences, and changes in attitudes after participating in the learning process. Some of the questions asked included:

Results of the interview with R1, What is the role of teachers in helping to understand the value of honesty from animated videos?

"...I don't just show videos, but I also encourage students to understand the value of honesty in the story, then relate it to their daily lives to make it easier to understand and apply..."

Results of the interview with R1, What do you understand about the value of honesty after watching the video?

"...After watching the video, I usually give reflective questions so that students can draw their own conclusions about the value of honesty that they learned..."

Results of the interview with R3, Do you try to apply the value of honesty in your daily life?

"...From that video, I learned the importance of honesty, and now I try to be more honest in my daily life..."

Results of the interview with R5, Have you felt any changes in your attitude after taking this course?

"...I try harder to be honest, like not cheating and being brave enough to admit my mistakes..."

Results of the interview with R4, What do you understand about the importance of the value of honesty after seeing the story of the Prophet in the animated video?

“...I now understand that honesty is important, especially when I see the example of the prophet’s story in the video...”

The results of these interviews indicate that the use of animated videos not only provides cognitive understanding but also fosters students’ affective awareness of the importance of honesty. Furthermore, students’ efforts to begin practicing honest behavior in their daily lives indicate that the value has begun to be internalized.

Thus, it can be concluded that teachers’ role in facilitating animated video-based learning, accompanied by reflection activities and value reinforcement, is a key factor in instilling the value of honesty in students.

c. Documentation Results

Based on documentation, the instillation of honesty values in learning is strongly supported by teacher-designed learning materials, particularly the Lesson Implementation Plan (RPP), which includes indicators for achieving honesty as part of the learning objectives. Document analysis shows that honesty values have been explicitly integrated into core competencies and implemented through systematic, targeted learning activities.

Furthermore, documentation of learning activities, including photographs and class activity notes, demonstrates learning practices that emphasize value reflection, group discussions, and attitude reinforcement. These activities are crucial to the character internalization process, providing students with opportunities to understand, internalize, and articulate the value of honesty through their learning experiences.

This documentation also shows that students are not merely passively engaged, but actively participate in the learning process, such as expressing opinions, responding to questions, and providing examples of honest behavior in their daily lives. This reinforces the finding that instilling the value of honesty has been designed and implemented in an integrated manner across learning planning and practice.

d. Analysis of Findings

Based on triangulating data from observations, interviews, and documentation, it can be concluded that instilling the value of honesty through animated videos of the Prophet’s stories is gradual, systematic, and ongoing. This process encompasses three main stages: understanding (cognitive), appreciation (affective), and application (behavioral), which are interrelated in shaping students’ character.

At the cognitive stage, students gain an understanding of the concept of honesty through a story presented in an animated video. Next, at the affective stage, students begin to internalize these values through reflection and discussions facilitated by the teacher. At the behavioral stage, students begin to demonstrate their efforts to apply the value of honesty in their daily lives, although ongoing reinforcement is still needed.

The use of animated videos as a learning medium has proven effective for presenting the value of honesty in a concrete, contextual, and easy-to-understand manner, thereby helping students develop a deeper understanding. Furthermore, the teacher’s role as a facilitator, motivator, and value reinforcer is a key factor in the success of the character

internalization process. Teachers not only deliver material but also direct, guide, and provide real-life examples relevant to students' lives.

Thus, the learning approach using animated videos of the Prophet's stories demonstrates significant effectiveness in supporting Islamic Religious Education, focusing not only on cognitive aspects but also on affective development and character formation. This confirms that integrating innovative, context-specific learning media can be an effective strategy for instilling moral values, especially honesty, in students in a more meaningful and sustainable way.

3.1.3. Responses and Impacts of Using Animated Videos on Students' Honesty Attitudes

The research results show that the use of animated videos depicting the stories of the Prophets in Islamic Religious Education (IS) lessons received a very positive response from students, with increased interest, greater ease of understanding, and increased motivation to learn. This medium provides a more engaging and meaningful learning experience, enabling students to engage not only passively but actively in the learning process.

Furthermore, the use of animated videos also impacted student attitudes, particularly regarding honesty. While these changes were not uniform across all students, there was a positive trend indicating that students were beginning to internalize honesty values.

a. Observation Results

Based on observations made during the learning process, students demonstrated a high level of enthusiasm and engagement when animated videos were used. They appeared more focused on the material, showed strong interest in the content, and were more active participants, particularly during video presentations and value discussions.

This situation reflects a shift in learning dynamics, from a previously passive approach to a more interactive, communicative, and student-centered learning model. Students are not merely recipients of information but are also involved in the process of thinking, asking questions, and expressing opinions related to the values they are learning.

In more detail, the observation results can be seen in the following table:

Table 4. Student Responses and Impacts on the Use of Animated Videos

Aspect Observed	Student Behavior Indicators	Findings
Interest in Learning	Maintain focus while watching the video and show enthusiasm throughout the learning process.	Approximately 85% of students demonstrate a high level of interest in learning.
Participation	Actively ask questions, participate in discussions, and express opinions.	Approximately 80% of students are actively involved in the learning process.
Understanding of Values	Explain the value of honesty in their own words.	Approximately 75% of students understand the concept of honesty.
Honest Behavior	Avoid cheating, speak truthfully, and demonstrate responsibility.	Approximately 65% of students begin to demonstrate positive behavioral changes related to honesty.

Based on these data, it can be seen that student interest and participation were high, indicating that animated video media has a strong appeal in increasing student attention and engagement. Furthermore, most students grasped the concept of honesty conveyed in the video.

Furthermore, although the percentage change in honest behavior has not yet reached the optimal level, the findings show early indications of significant attitudinal change. This is evident in reduced dishonesty, increased courage to tell the truth, and a growing sense of responsibility in completing assignments.

Thus, these observations confirm that the use of animated videos not only improves cognitive aspects but also begins to influence students' affective and behavioral dimensions. This demonstrates that visual and narrative-based learning media have significant potential to more effectively and meaningfully instill character values .

b. Interview Results

The results of semi-structured interviews confirmed the observational findings regarding students' positive responses to the use of animated videos in Islamic Religious Education (PAI) learning. These interviews aimed to delve deeper into students' perceptions, learning experiences, and changes in attitudes after participating in animated video-based learning about the stories of the Prophets.

Some of the questions asked in the interview include:

Interview Results with R3, What do you think about learning using animated videos?

"...Learning using animated videos is more fun and less boring, so it's easier for me to understand the material..."

Interview Results with R5, Do you find it easier to understand the material with this media?

"...I understand more about the importance of honesty and try to apply it in my daily life..."

Interview Results with R4, Was there a change in attitude after participating in this learning?

"...I try harder to be honest, like not cheating and being brave enough to admit my mistakes..."

Interview Results with R2, What impact does the use of animated videos have on your behavior in everyday life?

"...After seeing the video, I became more careful in my actions and tried to always tell the truth..."

Interview Results with R1, Do you see any changes in students' attitudes after using animated videos in learning, especially regarding honesty?

“...I see changes in some students, they are starting to be more honest in doing their assignments and are more open in admitting mistakes...”

The results of the interview indicate that the use of animated videos not only affects cognitive aspects but also increases students' understanding. This not only impacts learning materials but also significantly impacts affective and behavioral aspects. This is reflected in students' increasing awareness of the importance of honesty and their growing willingness to implement it in their daily lives. This process demonstrates a tendency toward internalization of values, where students not only understand the concept of honesty but also begin to internalize and practice it in real-life situations.

Thus, it can be concluded that animated video media depicting the stories of the prophets plays a strategic role in creating a holistic, meaningful learning experience, oriented not only to knowledge transfer but also to character development. This media can be an effective means of bridging conceptual understanding with value reinforcement, thereby gradually encouraging honest attitudes and behavior in students as part of ongoing character development.

c. Documentation Results

Based on documentation of learning activities, student engagement increased throughout the learning process. This was reflected in students' active participation in discussions, their expression of opinions, and their engagement in value reflection activities after the animated video was shown. Visual documentation and class notes showed that the learning atmosphere became more dynamic, interactive, and student-centered. Interactions occurred not only between teachers and students, but also among students, thus creating a collaborative learning environment. Furthermore, animated videos consistently attracted students' attention, indicating that the media were effective in improving the quality of the learning process.

Furthermore, teacher notes indicate changes in student behavior related to the value of honesty. These changes are evident in decreased cheating, increased honesty in completing assignments, and students' greater courage in admitting mistakes. Some students are also beginning to demonstrate greater responsibility in completing assignments. Although the changes are not uniform, there are positive developments. This documentation reinforces that the value of honesty is not only understood but is beginning to be implemented. Thus, animated video media contribute to the development of student character.

Thus, the documentation shows that animated video-based learning depicting the stories of the prophets positively influences student learning interactions and the development of honesty. This media not only enhances cognitive aspects but also strengthens affective and behavioral aspects. This success is also supported by the teacher's role in innovatively managing learning. Appropriate media integration makes the process of instilling values more effective. Therefore, documentation serves as crucial evidence to support the overall research findings.

d. Analysis of Findings

Based on triangulation of data from observations, interviews, and documentation, it can be concluded that the use of animated videos of the prophets' stories elicits a positive response.

Positive and significant impact on students' honesty. All three data sources yielded consistent, mutually supportive results. The learning process improved as student engagement increased. Furthermore, gradual changes in attitudes began to emerge. This indicates that animated video media is effective in Islamic Religious Education (PAI) learning. Therefore, this media can be a relevant learning strategy.

In terms of response, students showed increased interest, motivation, and active participation in learning. Students appeared more focused, enthusiastic, and confident in expressing their opinions. This indicates that learning has become more engaging and less monotonous. Furthermore, classroom interaction has also increased significantly. This reflects a shift towards student-centered learning. Thus, students' learning experiences become more meaningful.

In terms of impact, there is a visible shift in student behavior toward greater honesty. This is demonstrated by a decrease in cheating, an increase in the courage to speak honestly, and a growing sense of responsibility. While not yet widespread, there is a positive trend indicating the internalization of values. This change requires ongoing reinforcement. Nevertheless, early indications are already clear, demonstrating long-term potential for student character development.

Overall, animated videos depicting the stories of the prophets have the potential to be effective in instilling character values. This medium integrates cognitive, affective, and behavioral aspects into learning. The concrete, contextual presentation of the material facilitates students' understanding of values. Furthermore, the visualization of exemplary figures has a powerful impact. Therefore, the use of this medium is a relevant innovation in Islamic Religious Education (PAI) learning. This approach is effective in instilling the value of honesty gradually and sustainably.

3.2. Discussion

3.2.1. Implementation of Animated Videos of Prophet Stories in Islamic Religious Education Learning

The implementation of animated videos of the Prophet's stories in Islamic Religious Education (PAI) learning, which showed an increase in student engagement of up to $\pm 85\%$, is in line with Nisa's research findings, which stated that the use of animation-based visual media can significantly increase student attention and active participation compared to conventional methods. In her research, it was explained that the visual and audio elements in animation help students understand the material more concretely, making the learning process more interactive and communicative [23]. This strengthens the finding that animated videos not only attract attention but also function as a primary stimulus in building student engagement during the learning process.

The findings of this study are also relevant to the results of wang's study using Multimedia Learning theory, which asserts that learning will be more effective when information is presented through a combination of text, images, and audio [24]. wang

explain that multimedia integration can improve processing. students' cognitive development because it involves more than one sensory channel. In the context of this research, animated videos of the Prophet's stories have been shown to help students construct a deeper understanding, as reflected in increased participation, interaction, and the ability to grasp the values conveyed during the learning process.

Furthermore, this study's findings are supported by Amiruddin's work, which emphasizes the importance of student-centered learning in improving the quality of the learning experience [25]. Dada stated that when students are actively involved in the learning process through discussion, reflection, and interaction, motivation and learning outcomes will improve significantly. This aligns with research findings that the use of animated videos encourages multidirectional interactions among teachers and students, as well as among students, thereby creating a more participatory, meaningful, and effective learning environment for achieving learning objectives.

3.2.2. The Process of Instilling the Value of Honesty through Animated Videos of the Prophet's Stories

The research findings regarding the integrated process of instilling honesty values through the stages of value delivery, discussion, reflection, and habituation align with Hidayat's research, which emphasized that effective character education must encompass three main components: moral knowing, moral feeling, and moral action. In the context of this research, the learning stages implemented by teachers reflected these three aspects, with students not only understanding the concept of honesty ($\pm 80\%$), but also beginning to internalize it ($\pm 75\%$) and applying it in their daily lives ($\pm 70\%$). This demonstrates that the process of instilling values has been comprehensive, not merely cognitive [26].

Furthermore, these findings are relevant to Han's research, which emphasizes that individuals learn through observing and imitating role models. The animated video depicting the Prophet's story in this study serves as a powerful model, portraying the Prophet as an exemplary figure of honesty. The concrete and narrative visualizations facilitate students' observation, understanding, and imitation of these behaviors [27]. This is evident in students' increased ability to connect the value of honesty with real-life experiences and their growing tendency to practice honest behavior in their daily lives.

Furthermore, this study's findings are supported by those of Mammen & Paulus, who explained that individual moral development occurs gradually through social interactions and reflective experiences. The teacher-facilitated value discussions and reflection activities in this study provided students with space to think critically, consider values, and make conscious moral decisions [28]. The teacher's role as a facilitator is crucial in guiding this process so that students not only understand the value of honesty but also internalize it in their behavior. Therefore, the use of animated videos combined with appropriate pedagogical strategies has proven effective in supporting students' gradual and sustainable moral development.

3.2.3. Responses and Impacts of Using Animated Videos on Students' Honesty Attitudes

The research findings indicate a strong positive response from students to the use of animated videos, characterized by increased learning interest ($\pm 85\%$), active participation ($\pm 80\%$), and understanding of values ($\pm 75\%$). These findings are consistent with previous research, which found that animated videos in Akidah Akhlak learning can increase students' interest, creativity, and engagement because the combination of visual and audio elements provides a more engaging and meaningful learning experience [9]. In addition, animated educational media can support students' understanding of spiritual and moral values by presenting learning materials in a more concrete, interactive, and easily understood form [6]. Therefore, animated videos not only function as a medium to attract students' attention but also contribute to improving the quality of students' understanding of the concepts and values conveyed during the learning process.

In terms of behavioral change, this study's findings are also relevant to Aryani's research, which emphasizes that individuals learn through observation and imitation of models (observational learning). In this context, the prophetic figures depicted in the animated video serve as models of honest behavior for students to observe and emulate. This is reflected in behavioral changes such as reduced cheating, increased courage to speak honestly, and increased responsibility (approximately 65%) [29]. Although the changes are not yet evenly distributed, these indications suggest that the learning process has gone beyond the cognitive aspect and is beginning to influence students' affective and behavioral dimensions.

Furthermore, these findings are reinforced by Iksal's research, which states that effective character education must result in a gradual shift from understanding values to concrete actions. Iksal emphasized that the success of character education is not measured solely by students' knowledge of values, but by the extent to which these values are internalized and realized in daily behavior [30]. In this study, although changes in honesty attitudes were not evenly distributed among all students, a positive trend indicates that the process of internalizing values has begun. Thus, the use of animated videos depicting the stories of the prophets has proven to be an effective medium in supporting the gradual, contextual, and sustainable development of students' character.

4. CONCLUSION

This study found that the implementation of animated videos of the Prophets' stories in Islamic Religious Education (PAI) learning can create a more engaging, contextual, and reflective learning environment that supports the gradual internalization of honesty among seventh-grade students at SMP Negeri 12 Tanjung Jabung Barat. The integration of animated storytelling into the introduction, core, and closing stages of learning encouraged students to participate in discussions actively, reflect on moral messages, and relate the value of honesty to their daily experiences. Rather than functioning solely as instructional media, the animated videos served as meaningful moral narratives that facilitated students' understanding of exemplary behavior through observation and reflection, consistent with the principles of Social Learning Theory.

The findings contribute to the growing body of knowledge on integrating digital media and character education in Islamic Religious Education by demonstrating how animated Prophet stories can support the development of honesty through meaningful learning experiences. For classroom practice, PAI teachers are encouraged to combine animated videos with guided discussions, reflective questions, and continuous habituation of honest behavior to reinforce moral values beyond classroom instruction. Future studies are recommended to involve larger numbers of participants, extend the observation period, and employ mixed-method or experimental research designs to provide more comprehensive evidence regarding the development of honesty through animated learning media.

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