

Developing a Video-Integrated Eco-Theology E-Module Using Task-Based Learning: Validity and Practicality among MAN 1 Padang Panjang

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Abstract : This research is motivated by the importance of integrating environmental awareness into Islamic religious learning in order to shape students' environmental care character, in line with the concept of ecotheology. This study aims to produce an ecotheology-based e-module on the Al-Qur'an Hadith subject for phase F of grade XII at MAN 1 Padang Panjang, as well as to test the level of validity and practicality of the developed media. This type of research is research and development (R&D) using the ADDIE model which is carried out in five stages: Analysis, Design, Development, Implementation, and Evaluation. The trial subjects consisted of material experts, media experts as validators, Al-Qur'an Hadith subject teachers, and students of MAN 1 Padang Panjang. The data collection instrument was in the form of a validity test questionnaire and a practical test with a Likert scale which was analyzed descriptively quantitatively. The results showed an average validation percentage of 0.86%, categorized as very valid. Student assessments scored 93.75%, categorized as very practical, and teacher questionnaire responses scored 78%, categorized as practical. Therefore, the ecotheology-based e-module for learning the Quran and Hadith at MAN 1 Padang Panjang is declared valid, practical, and suitable for use as an alternative teaching material in the learning process.

Keywords : E-Module, Ecotheology, Learning the Quran and Hadith

Abstrak : Penelitian ini dimotivasi oleh pentingnya mengintegrasikan kesadaran lingkungan ke dalam pembelajaran agama Islam untuk membentuk karakter kepedulian lingkungan siswa, sejalan dengan konsep ekoteologi. Penelitian ini bertujuan untuk menghasilkan e-modul berbasis ekoteologi pada mata pelajaran Al-Qur'an Hadits untuk fase F kelas XII di MAN 1 Padang Panjang, serta untuk menguji tingkat validitas dan kepraktisan media yang dikembangkan. Jenis penelitian ini adalah penelitian dan pengembangan (R&D) menggunakan model ADDIE yang dilakukan dalam lima tahap: Analisis, Desain, Pengembangan, Implementasi, dan Evaluasi. Subjek percobaan terdiri dari ahli materi, ahli media sebagai validator, guru mata pelajaran Al-Qur'an Hadits, dan siswa MAN 1 Padang Panjang. Instrumen pengumpulan data berupa kuesioner uji validitas dan uji praktik dengan skala Likert yang dianalisis secara deskriptif kuantitatif. Hasil

penelitian menunjukkan persentase validasi rata-rata sebesar 0,86%, yang dikategorikan sangat valid. Penilaian siswa mencapai 93,75%, yang dikategorikan sangat praktis, dan respons kuesioner guru mencapai 78%, yang dikategorikan praktis. Oleh karena itu, e-modul berbasis ekoteologi untuk pembelajaran Al-Quran dan Hadits di MAN 1 Padang Panjang dinyatakan valid, praktis, dan sesuai untuk digunakan sebagai bahan ajar alternatif dalam proses pembelajaran.

Kata kunci : E-Modul, Ekoteologi, Pembelajaran Al-Qur'an Hadis

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INTRODUCTION

The development of digital technology in the 21st century has penetrated nearly every aspect of life, including the world of education, which is now required to adapt to the needs of a generation growing up in the digital age (Sartika et al., 2026). Integrating technology into learning is no longer an option but a necessity to create relevant, interactive learning experiences that address the challenges of a constantly changing era (Korsant, 2024). One concrete manifestation of this integration is the development of digital teaching materials that can be accessed flexibly, anytime and anywhere, so that the learning process is no longer limited by space and time (Zaafarani, 2025). The increasingly alarming phenomenon of environmental degradation also demands that the world of education play an active role in instilling ecological awareness in the younger generation through a holistic approach based on spiritual values.

Learning the Quran and Hadith in Islamic Senior High Schools (Madrasah Aliyah) plays a strategic role in shaping students' character and awareness, not only in aspects of worship rituals but also in their relationship with nature and the surrounding environment (Mawardi et al., 2025). This subject should be an effective vehicle for instilling an understanding that preserving nature is part of practicing Islamic teachings and a manifestation of human responsibility as caliphs on earth (Ridlwan, 2021). Based on initial observations and interviews with Al-Qur'an Hadith teachers at MAN 1 Padang Panjang, it was found that learning so far is still oriented towards textual delivery of material and memorization of verses and their meanings, without touching on the ecological dimension in depth (Ní Chróinín, 2022). In addition, the teaching materials used are still in the form of printed modules that are static, less interesting, and are not equipped with multimedia content that can help students understand the material in a more contextual and meaningful way (Sattlegger et al., 2026). This gap between expectations and reality has an impact on students' low ecological awareness and their limited ability to connect religious teachings with environmental issues that occur around them. Therefore, a learning innovation is needed that can bridge this gap through the development of teaching materials that are not only informative but also transformative (Schneider & Miess, 2024).

The 21st century demands that every individual master higher-order thinking skills, one of which is the ability to think critically and creatively in solving complex problems, including contemporary issues such as environmental damage (Saari & Mullen, 2022). In the context of Islamic education, the Al-Qur'an Hadith subject in Madrasah Aliyah (MA) has a strategic role in equipping students not only with theological understanding, but also the ability to apply divine values in responding to the socio-ecological realities around them (Fitriyani & Saifullah, 2020). Ideally, learning the Al-Qur'an Hadith in phase F (grade XII) is directed at instilling a deep ecological awareness (ecotheology), where students are able to

interpret kauniyah verses and naqliyah arguments about the environment, and implement them in real attitudes and actions as a manifestation of the role of caliph on earth (Pearce, 2024). However, the reality in the field shows that the process of learning the Al-Qur'an Hadith at MAN 1 Padang Panjang is still dominated by teacher-centered lecture and memorization methods, as well as the use of digital media such as YouTube videos that are passive without mature pedagogical planning (Fadhilah et al., 2025). Teachers tend to only show videos without additional guidance or explanation, so that students are not stimulated to think critically, discuss, or relate the material to real life, which ultimately results in low interactivity, activeness, and contextual understanding of students towards the material on preserving the environment (Pratama & Febriati, 2026). Based on this problem, it is necessary to develop an E-Module based on ecotheology, as well as the use of learning videos using the Tas-Based Learning (TBL) learning model, in the Al-Qur'an Hadith subject chapter 3 on preserving the environment (Adugna & Gebremariam, 2025). If this condition is allowed to continue, the goal of learning the Al-Qur'an Hadith to shape the religious character and environmental awareness of students will not be achieved optimally, and they will have difficulty facing increasingly complex global challenges (Schneider & Miess, 2024). Therefore, an innovation is needed in the development of media and learning models that not only present material visually and attractively, but also are able to encourage students to be actively involved in completing authentic tasks that are relevant to everyday life (Zaiem et al., 2025).

LITERATURE REVIEW

Previous research conducted by Sari and Suryani (2020) demonstrated that the development of flipbook-based e-modules was effective in improving student learning outcomes and independence because they were equipped with interactive multimedia that could increase student motivation and engagement. In line with these findings, research conducted by Firdaus et al. (2021) on interactive e-modules based on Sigil Software for the subject of Al-Qur'an Hadith also showed that the resulting product was valid and practical according to expert assessments, and was able to significantly improve students' understanding of the material and analytical skills. Thus, e-modules have proven to have great potential as effective learning media, especially when combined with approaches relevant to students' needs. However, these studies are still limited to the development of e-modules without systematically integrating ecotheological values, thus failing to meet the demands of learning that connects religious teachings with environmental issues in a comprehensive and integrated manner (Orchard et al., 2026). To date, there has been no research specifically developing ecotheology-based e-modules in Al-Qur'an Hadith learning, particularly at MAN 1 Padang Panjang, which has a geographical and cultural context rich in local wisdom values and environmental issues. Based on this gap, this research aims to fill the void by developing e-modules that integrate ecotheology values in Al-Qur'an Hadith learning as an innovative solution to foster students' ecological awareness (Jacobs, 2024).

This study aims to develop an ecotheology-based e-module on the learning of the Qur'an and Hadith on the material of maintaining environmental sustainability that is valid and practical for use in MAN 1 Padang Panjang. Specifically, this study is designed to test the level of validity of the e-module based on the assessment of material experts and media

experts, and measure the level of practicality based on the responses of teachers and students in the learning process. The novelty of this study lies in the integration of Islamic ecotheology values, such as the concept of *khalifah fil ardh*, *amanah*, and *ihsan*, into each component of the e-module, starting from the material, learning activities, to evaluations presented in an interactive and interesting digital format (Wang & Mohammad Shah, 2023). In addition, this study also presents the local context of West Sumatra by presenting examples of environmental damage that occurred around students, such as flash floods of cold lava in Agam and Tanah Datar Regencies, as well as environmental pollution in Nagari Singgalang, so that learning becomes more meaningful and contextual. This study asks the question of the level of validity and practicality of ecotheology-based e-modules in Al-Qur'an Hadith learning at MAN 1 Padang Panjang, with the hypothesis that the developed e-modules will be declared valid and practical based on expert assessments and user responses. The results of this study are expected to provide theoretical contributions to the development of Islamic religious education, especially in the field of developing learning media integrated with ecotheological values, as well as providing practical benefits for teachers, students, and madrasas in improving the quality of more contextual and sustainable learning.

METHOD

This study uses a research and development approach that aims to produce a product in the form of an ecotheology-based e-module in learning the Qur'an and Hadith and to test its feasibility and practicality. The development model used in this study is the ADDIE model developed which consists of five stages, namely Analysis, Design, Development, Implementation, and Evaluation (Slamet, 2022). The study was conducted at MAN 1 Padang Panjang located at Jalan Syekh Ibrahim Musa No. 2, Padang Panjang, West Sumatra, with the consideration that this madrasah has a vision that is in line with the integration of ecotheology values in learning and has a geographical context rich in environmental issues and local wisdom. The population in this study were all 280 students of class XII of MAN 1 Padang Panjang, while the research sample was taken using a purposive sampling technique as many as one class, namely class XII F5, which consisted of 33 students. The trial subjects in this study consisted of three validators, including two expert lecturers from UIN Mahmud Yunus Batusangkar and one Al-Qur'an Hadith teacher from MAN 1 Padang Panjang, as well as one teacher and 33 students as respondents for the practicality test. This study has received official permission from the Principal of MAN 1 Padang Panjang through a statement letter issued on January 28, 2026.

The research instruments used in data collection consisted of observation sheets, interview sheets, product validation sheets, and practicality test questionnaire sheets for educators and students (Darmawan et al, 2025). The validation sheets were developed based on indicators that measure media aspects including appearance, navigation interactivity, and ecotheology integration, as well as material aspects including suitability to learning objectives, development of ecological attitudes, suitability to the curriculum, and evaluation of the learning process (Mubarokah & Pratika, 2026). This validation instrument uses a Likert scale of 1-5 with a rating range from "not valid" to "very valid", and has been validated by experts before being used in the study (Saputri et al., 2023). The research procedure begins with an analysis stage that includes field observations, interviews with teachers and students, and analysis of Learning Outcomes, Learning Objective Flow, and teaching modules used at MAN 1 Padang Panjang. After the analysis stage was completed, the researcher proceeded to the design stage by designing the e-module framework using the

Canva application, which included creating a cover, foreword, table of contents, e-module identity, user instructions, learning materials, student activities, evaluations, and developer profiles by paying attention to the combination of colors, layouts, and attractive visual elements that were in accordance with the ecotheology theme. Next, the designed e-module was converted into an interactive flipbook format using the Heyzine platform which allows the addition of multimedia elements such as learning videos from YouTube and interactive assessments from Wordwall and Google Forms.

In the development stage, the completed e-module was then validated by experts to determine its level of validity and suitability as a teaching material (Manzil et al., 2022). Validation data were analyzed using Aiken's V formula which measures the level of agreement of the validators on each item of the instrument, with a validity index ranging from 0 to 1 which is then categorized into validity levels (Amiyah, 2024). After being declared valid and revised based on the validator's suggestions, the e-module was then implemented on a limited basis to 33 students of class XII F5 MAN 1 Padang Panjang to test its level of practicality in the learning process (Annisa & Darussyamsu, 2023). In the implementation stage, students used the e-module independently via their smartphones, while teachers provided guidance and observed the learning process. After using the e-module, students and teachers were asked to fill out a practicality questionnaire that measured aspects of the e-module's presentation, learning motivation, ease of use, helpfulness in understanding the material, practicality of access, and interest in the media. Quantitative data from the validation and practicality questionnaires were analyzed using a percentage formula with the help of Microsoft Excel, where the calculation results were then interpreted into categories of very valid, valid, quite valid, less valid, or invalid, as well as very practical, practical, quite practical, less practical, or impractical. At each stage of development, formative evaluations were conducted to maximize product quality based on input and suggestions from validators and respondents, which were then used as a basis for improvements before the final product was declared suitable for use. The results of the data analysis were presented in tabular form and interpreted narratively to provide a comprehensive picture of the quality of the developed e-module.

Table 1. Informan

No	Informant Code	Number	Selection Criteria and Relevance of Information
1	GAH	1	Al-Qur'an Hadith teacher who teaches grade XII and is directly involved in the planning, implementation, interpretation, and follow-up of Criteria Based Assessment (CRA/PAP).
2	PS	33	Grade XII students who participated in Al-Qur'an Hadith learning and were selected to represent a variety of learning achievements and diverse learning experiences.

3	WKM	1	Vice Principal for Curriculum, who has knowledge of curriculum policies, assessment systems, competency achievement standards, and assessment practices at the madrasah level.
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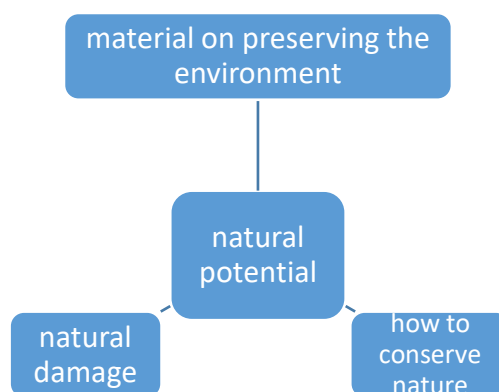
RESULT AND DISCUSSION

Results

The Process Of Developing An Ecotheology-Based E-Module In Al-Qur'an Hadith Learning At MAN 1 Padang Panjang

This development research successfully produced a product in the form of an ecotheology-based e-module for learning the Qur'an and Hadith on the material of preserving the environment for class XII MAN 1 Padang Panjang. The development process began with the analysis stage which revealed that the teaching materials used so far were still in the form of printed modules that were static, less interesting, and had not integrated ecotheological values in depth. Based on the needs analysis, the researcher designed an e-module with specifications that include an interactive html format, content that combines three main elements, namely the main material of the Qur'an and Hadith according to the Merdeka Curriculum, Islamic ecotheological values, and the local context of the West Sumatra environment, and equipped with multimedia components such as video explanations of concepts, audio recitations of ecological verses, infographic images, and interactive assessments. The e-module development used the Canva application for visual design with a combination of green and blue colors that strengthen the identity as ecotheology-based teaching materials, then converted into an interactive flipbook format using the Heyzine platform that allows the addition of multimedia elements and links to other learning resources. At the validation stage, the e-module was assessed by three validators consisting of two expert lecturers and one subject teacher using instruments that had been validated beforehand, and the results showed that the average percentage of validation of the material aspect reached 0.84% with a very valid category, while the media aspect reached 0.86% with a very valid category.

Fig.1: Design of E-Module Development Materials Based on Ecotheology and Use of TBL Learning Videos



One of the topics covered in the 12th grade of the State Islamic Senior High School (MAN) is the topic of preserving the environment, which is an important part of the Qur'an and Hadith learning. This material includes an understanding of the definition of preserving the environment, damage to the natural environment caused by humans and how to

preserve the environment, as well as verses from the Qur'an and Hadith about preserving the environment. The learning process aims to enable students to understand what is related to "preserving the environment and being able to apply it in life, both conceptually and practically." Through this understanding, students are encouraged to cultivate the values of justice, responsibility, and maintaining cleanliness.

The product revision process is a crucial stage carried out after the ecotheology-based e-module has been validated by experts, where every input and suggestion provided is used as a reference to improve the quality of the teaching materials before being implemented to students (Waruwu, 2024). Based on the validation results, there are several notes for improvement submitted by the validator, including the emphasis on ecotheology concepts in each sub-material so that the values of caliphate, trustworthiness, and ihsan are truly internalized in each designed learning activity. In addition, the validator also suggested adding explanations to student activities by providing more detailed information so that the steps to be taken are clearer and do not cause confusion when used independently. Other input provided is related to the selection of supporting images and videos that need to be further strengthened in their suitability to the ecotheology context and the students' environment, so that the examples presented feel closer and more relevant to their daily lives. The validator's suggestions for improvement were then responded to by conducting gradual revisions, starting from the addition of a literacy corner in each sub-material, improving the visual design, and adjusting the language to make it more communicative and easier to understand for class XII MAN students. With this revision, the resulting e-module is more mature and ready for testing, because it has gone through a strict screening and refinement process in accordance with the learning media feasibility standards set by experts in the field.

In addition to input from the validators, feedback from students involved in the e-module trial is also an important part of the product improvement process, because they are the ones who directly experience the learning experience using the developed teaching materials (Lestari et al., 2028). Based on the results of the practicality questionnaire and short interviews with class XII F5 students of MAN 1 Padang Panjang, there were several constructive suggestions submitted for future improvements to the e-module, including a request to increase quizzes and interactive learning videos so that the learning process becomes more varied and not monotonous. Several students also said that access to the e-module via the internet network sometimes experiences slow problems due to limited signal, so they hope that the e-module can be accessed offline through files that are downloaded first without having to always be connected to an internet connection. In addition, students also gave positive appreciation to the attractive appearance of the e-module, structured materials, and learning activities that encourage them to discuss and think critically about environmental issues that occur around them. This feedback indicates that students benefit from using the ecotheology-based e-module, but they also hope that this medium will continue to be developed and refined to suit their increasingly diverse learning needs and preferences. Overall, the suggestions and input from these students serve as valuable evaluation material for researchers to make further improvements, so that this ecotheology-based e-module can truly be an effective, efficient, and enjoyable teaching material for students in studying the Qur'an and Hadith.

Validity Of Ecotheology-Based E-Modules In The Al-Qur'an Hadith Subject

The validation results of the material aspect showed that all statement items received valid and very valid assessments, with the highest scores for the material's suitability with CP and TP and the instillation of the *khalifah fil ardih* value, both of which received a score of 1.00. This finding is in line with research conducted by (Nahdiyah et al, 2024) which showed that the MooDis-based e-module on the Al-Qur'an Hadith subject had a very high level of feasibility after being validated by material experts and media experts, with an average assessment reaching 92%. This confirms that systematic e-module development by paying attention to content suitability, pedagogical approaches, and visual aspects can produce products that are suitable for use as teaching materials. The high validation score in the media aspect also indicates that the template selection, color composition, layout, and multimedia integration in the e-module have met the feasibility standards for good learning media. This is reinforced by (Rayanto, 2020), opinion, which states that the validation process aims to assess the usability and reliability of the resulting product. After validation and revision, the product can be tested on users. Therefore, expert validation is a crucial step in ensuring that the developed e-module not only contains accurate and relevant content but is also presented in an attractive, easy-to-use, and effective package in achieving learning objectives.

Based on the results of expert validation on the material aspect, it was found that there were 6 valid items, including item no. 3 regarding the suitability of examples with the subject matter, item no. 4 regarding the depth of the material according to the level of students and item no. 7 regarding encouraging students to plan, monitor and evaluate learning. Meanwhile, the results of the questionnaire were very valid in 15 items, including item no. 1 mentioning the suitability of the material with CP and TP, item no. 2 regarding the presentation of the material referring to the ecotheological context, item no. 5 regarding fostering curiosity, enthusiasm and interest in learning for students. The results of the validation calculation accumulation were obtained at 0.84 by paying attention to the assessment range, so the material expert stated that this product was very valid.

Based on the results of expert validation on the media aspect, it was found that there were 2 valid items, including item no. 8 regarding the suitability of activities to help students re-understand the material, item no. 21 regarding strengthening ecological responsibility attitudes. While the results of the questionnaire were very valid, there were 23 items, including item no. 2 stating that there was a cover in the e-module, item no. 4 regarding the accuracy of the text color (the background color is easily distinguished from the color of the image, text and icon), item no. 6 consistency of buttons, icons (uniformity of shape, color, size, function and position of buttons and icons). The results of the accumulated validation count were obtained at 0.86 by paying attention to the assessment range, so the media expert stated that this product was very valid.

Validity Of Learning Videos Based On Task-Based Learning (TBL)

Researchers conduct validity tests or feasibility tests to assess the quality of the designed product before it is used in the learning process. Validity tests are crucial to ensure that the developed product meets eligibility standards in terms of materials, media, and learning implementation. According to Sugiyono in (Agustianti et al, 2019) emphasized that product validation by experts is a critical step in development research and development to reduce the risk of failure during the implementation phase. In this study, product validation was conducted by two experts or lecturers from UIN Mahmud Yunus Batusangkar and one teacher of Al-Qur'an Hadith at MAN 1 Padang Panjang. The selection of validators was based on their scientific competence and experience in the fields of Al-Qur'an Hadith,

learning media development, and instructional design. The involvement of more than one validator allowed for a comprehensive assessment.

Table 4. Media Expert Validation Results

No	Assessment Aspect	V1	V2	V3	s1	s2	s3	Σs	V	Category
1. Media Display										
a	The learning video display is attractive and appropriate for the material	4	5	4	3	4	3	10	0.83	Highly Valid
b	Background selection matches the characteristics of the material	5	4	4	4	3	3	10	0.83	Highly Valid
c	The color combination of text, images, and background is easy to read	4	5	4	3	4	3	10	0.83	Highly Valid
d	Font type and size are easy to read	3	5	4	2	4	3	9	0.75	Valid
e	Image and animation quality are clear	4	4	4	3	3	3	9	0.75	Valid
f	The presentation of the learning video is organized and systematic	4	4	5	3	3	4	10	0.83	Highly Valid
g	The opening and closing displays of the learning video are attractive	4	4	5	3	3	4	10	0.83	Highly Valid
2. Audio and Visual Aspects										
a	Sound/narration is clearly audible	4	5	4	3	4	3	10	0.83	Highly Valid
b	Music or sound effects support the learning process	4	4	4	3	3	3	9	0.75	Valid
c	The suitability of images, text, and audio in the video	4	5	4	3	4	3	10	0.83	Highly Valid
d	Transitions between video segments run smoothly	4	4	4	3	3	3	9	0.75	Valid
3. Task-Based Learning Aspects										
a	The learning video includes the	4	5	5	3	4	4	11	0.92	Highly

	pre-task stage									Valid
b	The learning video includes the task cycle activities	4	5	5	3	4	4	11	0.92	Highly Valid
c	The learning video includes language focus / learning reflection	4	4	4	3	3	3	9	0.75	Valid
d	Activities in the video encourage students to actively learn	4	4	4	3	3	3	9	0.75	Valid
e	The tasks given are aligned with the learning objectives	4	4	4	3	3	3	9	0.75	Valid
4. Ease of Use										
a	The video is easy to use in the learning process	5	4	5	4	3	4	11	0.92	Highly Valid
b	Instructions for using the media are clear	5	5	4	4	4	3	11	0.92	Highly Valid
c	The learning video can be used independently or together with the teacher	5	5	5	4	4	4	12	1.00	Highly Valid
d	The media supports the Al-Qur'an and Hadith learning process	4	4	5	3	3	4	10	0.83	Highly Valid

Based on the assessment data for the learning video, overall, this media was deemed highly valid and suitable for use in the learning process, with a very high average V (validity coefficient) score. Regarding media display, all indicators received ratings of "Very Valid" and "Valid." Aspects such as visual appeal, background suitability, legible color combinations, and coherent and systematic presentation received a V score of 0.83 (Very Valid). Meanwhile, the font type and size, image and animation quality, and visual quality received a score of 0.75, categorized as "Valid," indicating that, while already good, there is still room for improvement in these technical visual aspects. The clarity of the narrative voice, the appropriateness of images, text, and audio, and the support of music or sound effects for learning received positive responses, with two indicators (voice clarity and element suitability) achieving a score of 0.83 (Very Valid), while the other two indicators, sound effects and transitions, received a score of 0.75 (Valid). This indicates that the audio quality and synchronization between multimedia elements are quite good, but sound effects and transitions between sections still need to be optimized to make the learning experience more immersive.

Table 5. Material Expert Validation Results

No	Aspect of Assessment	V1	V2	V3	s1	s2	s3	$\sum s$	V	Validity Category
A. Didactic Requirements										

1. Content Suitability											
a	Content aligns with learning outcomes (CP)	5	5	4	4	4	3	11	0.92	Very Valid	
b	Content aligns with learning objectives	5	5	4	4	4	3	11	0.92	Very Valid	
c	Content aligns with the subject of Al-Qur'an Hadis	5	4	4	4	3	3	10	0.83	Very Valid	
d	Content is presented in a coherent and systematic manner	5	4	4	4	3	3	10	0.83	Very Valid	
e	Content is suitable for students' characteristics	5	4	4	4	3	3	10	0.83	Very Valid	
2. Accuracy of Content											
a	The Qur'anic verses used are appropriate to the material	5	5	4	4	4	3	11	0.92	Very Valid	
b	The Hadith used are appropriate to the material	5	5	4	4	4	3	11	0.92	Very Valid	
c	The explanation of the material is easy to understand	4	4	4	3	3	3	9	0.75	Valid	
d	The examples given are relevant to everyday life	4	4	4	3	3	3	9	0.75	Valid	
e	The content is able to enhance students' understanding of the material	4	4	5	3	3	4	10	0.83	Very Valid	
3. Task-Based Learning Aspects											
a	The material supports task-based learning	5	4	4	4	3	3	10	0.83	Very Valid	
b	The tasks given are appropriate to the material	5	5	5	4	4	4	12	1.00	Very Valid	
c	Learning activities encourage active student participation	5	4	5	4	3	4	11	0.92	Very Valid	
d	The material helps students think critically	5	4	4	4	3	3	10	0.83	Very Valid	
4. Supports Evaluation of Process and Learning Outcomes											
a	Provides practice questions to assess students' level of knowledge regarding the	5	5	5	4	4	4	12	1.00	Very Valid	

	subject matter										
b	Assessment aligns with learning objectives and indicators	5	4	4	4	3	3	10	0.83	Very Valid	
c	Suitability with students' characteristics	5	4	4	4	3	3	10	0.83	Very Valid	
d	Suitability with the demands of teaching and learning activities (KBM)	5	5	4	4	4	3	11	0.92	Very Valid	
B. Linguistic Requirements											
a	The language used is communicative	5	5	4	4	4	3	11	0.92	Very Valid	
b	The sentences used are easy to understand	5	4	4	4	3	3	10	0.83	Very Valid	
c	The use of terminology is appropriate for the students' level	5	4	4	4	3	3	10	0.83	Very Valid	
C. Technical Requirements											
a	The font (type and size) used in the learning video is appropriate	5	5	4	4	4	3	11	0.92	Very Valid	

Based on the assessment data for the learning video, which covered three main requirements: didactic requirements, linguistic requirements, and technical requirements, the overall score for this video was declared "Very Valid" with a very high average validity coefficient (V) across nearly all indicators. This indicates that the learning video meets excellent eligibility standards from various aspects, both from the perspective of experts (validators) and field practitioners (teachers), making it highly recommended for use in the Quran and Hadith learning process. For the didactic requirements, which include material suitability, content accuracy, implementation of Task-Based Learning (TBL), and evaluation support, all indicators were categorized as "Very Valid" with V scores ranging from 0.83 to 1.00. The indicator for material suitability to learning outcomes (CP) and learning objectives received a score of 0.92, "Very Valid," confirming that the material presented is curricularly aligned and directed toward achieving the expected competencies. Similarly, in terms of content accuracy, the use of relevant Quranic verses and hadiths also received a score of 0.92, indicating that the religious content presented was accurate and appropriate. However, in terms of ease of understanding of explanations and contextual examples, the score was 0.75 (Valid), indicating that while it was good, more effort was needed to present the material in simpler language and with examples more relevant to students' daily lives to optimize understanding.

Practicality Of Ecotheology-Based E-Modules In The Al-Qur'an Hadith Subject

After being declared valid and revised based on the validator's suggestions, the e-module was then trialed on 33 students of class XII F5 MAN 1 Padang Panjang to measure

its level of practicality. The results of the practicality test from subject teachers showed a percentage of 78% in the practical category, which includes aspects of e-module use (80%), use of materials (76%), and use of language (80%). Meanwhile, the results of the practicality test from students showed an average percentage of 93.75% in the very practical category, which includes aspects of e-module presentation (94.17%), motivation (96%), ease (91.67%), helpfulness (86.67%), practicality (93.33%), and interest (93.33%). These findings are in line with research conducted by (Anugraha & Padmadewi, 2022) on project-based learning e-modules which revealed that this approach is effective in developing 21st-century skills and received a positive response from students. The high level of practicality demonstrated that this ecotheology-based e-module is easy to use, engaging, and able to help students understand the material better. Students responded positively to the e-module's interactive display, the instructional videos that clarified concepts, and the engaging assessments through quizzes and educational games. Furthermore, the e-module's accessibility via smartphone anytime and anywhere provides flexibility that is highly valued by students in this digital era, as also found in research conducted by (Wulandari et al., 2021) analyzing the benefits of using interactive e-modules as a distance learning medium.

The results of this study confirm that the ecotheology-based e-module developed is not only theoretically valid but also practically in its implementation, so it is worthy of being used as an alternative teaching material in learning the Qur'an and Hadith. The integration of ecotheology values into the e-module provides a new dimension in Islamic religious learning, where students not only understand the verses of the Qur'an and hadith textually, but are also able to relate them to environmental issues that occur around them. As explained by (Conradie, 2005), ecotheology functions as a theological transformation movement that directs religious communities towards a sustainable ecological lifestyle, and in the context of education, this is realized through learning that not only emphasizes cognitive aspects, but also forms students' spiritual and ecological awareness. This e-module also successfully addresses the challenges of learning the Qur'an and Hadith, which have tended to be textual, by presenting contextual examples relevant to students' lives, such as the flash floods and cold lava flows in Agam and Tanah Datar Regencies, environmental pollution in Nagari Singgalang, and the ecotheology movement initiated by the West Sumatra Regional Office of the Ministry of Religious Affairs. Thus, this e-module is not only an innovative learning medium, but also an effective instrument for fostering ecological awareness and forming environmentally conscious characters among students, in line with the national education goal of producing a generation that is intelligent, has character, and is able to contribute positively to society and the environment.

Table 6. Results of the Educator Practicality Test

No	Indicator	Total Score	Maximum Score	%	Category
1	Use of E-Module	48	60	80	Very Practical
2	Use of Material	19	25	76	Practical
3	Use of Language	4	5	80	Very Practical
Total		71	90	78.89	Practical

Based on the table above, it can be seen that the results of the practicality test of educators on ecotheology-based e-modules were found in the aspect of e-module use with a percentage of 80% with a very practical category consisting of 12 statement items including an attractive e-module display and supporting the learning process, the suitability of the visual color selection on the e-module, the type and size of the writing are appropriate and easy to read. The aspect of material use with a percentage score of 76% with a practical category consisting of 5 statement items including material containing natural potential, examples of natural damage and ways to preserve nature, material in accordance with CP and TP, material in accordance with the learning method used. The aspect of language use with a percentage score of 80% with a very practical category with statement item 1 namely the language used is easy to understand and the sentences are simple. In general, it is 78% in the practical category and can be used. The results of the student practicality test are as follows:

Table 7. Student Practicality Test Results

No	Indicator	Total Score	Maximum Score	%	Category
1	E-Module Presentation	113	120	94.17	Very Practical
2	Motivation	144	150	96.00	Very Practical
3	Ease of Use	55	60	91.67	Very Practical
4	Helpfulness	26	30	86.67	Very Practical
5	Practicality	84	90	93.33	Very Practical
6	Attractiveness / Interest	28	30	93.33	Very Practical

Based on the table above, it can be seen that the ecotheology-based e-module in learning the Qur'an and Hadith was found in the presentation aspect of the e-module with a percentage of 94%, categorized as very practical, with 4 statements, including structured material and clear and easy-to-understand image presentation. The motivation aspect with a percentage of 96%, categorized as very practical, with 5 statements, including this media helps understand how to learn well, feeling encouraged to study harder after using this e-module. The ease aspect with a score of 91%, categorized as very practical, with 2 statements. The helpfulness aspect with a score of 86%, categorized as very practical, with statement item 1. The practicality aspect with a score of 93%, categorized as very practical, with statement item 3. The interest aspect with a score of 93%, categorized as very valid, with statement item 1. The accumulated results obtained an average percentage of 93.75% in the very practical category.

Practicality Of Task-Based Learning (TBL) Based Learning Videos

Practicality testing is conducted to measure the ease and usability of a product when used in the learning process. Practicality for learning media refers to the ease with which teachers can use learning video media to support the achievement of learning objectives. This opinion remains relevant and is reinforced by research by (Ernawati., 2023), which asserts that practical learning products are those that can be used without requiring significant additional effort and are able to optimally increase student engagement and understanding.

Table 1. Results of the Educator Practicality Test

Assessment Aspect	No	Assessment Statement	Score Obtained	Maximum Score	(%)	Category
Media Usage	1	The learning video is interesting to use in learning	4	5	80%	Practical
	2	Suitability of the video with Al-Qur'an Hadis learning	4	5	80%	Practical
	3	The video helps the teacher in explaining the learning material	4	5	80%	Practical
	4	The display of the learning video is easy for students to understand	5	5	100%	Very Practical
	5	The learning video supports Task-Based Learning	5	5	100%	Very Practical
	6	Students appear more active when using the learning video	4	5	80%	Practical
	7	The learning video can increase students' learning motivation	4	5	80%	Practical
	8	The learning video is practical to use in learning	5	5	100%	Very Practical
	9	The learning video is feasible to use in the learning process	5	5	100%	Very Practical

	10	The video can be used both in face-to-face and online learning	5	5	100%	Very Practical
Material Usage	11	The material contains natural potential, environmental damage, and ways to preserve nature	4	5	80%	Practical
	12	Suitability of the material with Learning Outcomes (CP) and learning objectives	4	5	80%	Practical
	13	Suitability of the material with the learning methods used	4	5	80%	Practical
	14	Suitability of the material with student characteristics (age, ability, interest)	4	5	80%	Practical
	15	Suitability of the learning video media with the context of students' daily lives	4	5	80%	Practical
Language Usage	16	The language used is easy to understand and the sentences are simple	4	5	80%	Practical

Based on the results of the practicality assessment of the learning video which covers three main aspects of media use, material use, and language use, this media overall received the "Very Practical" category in all 16 statement items, with the percentage score obtained ranging from 80% to 100%. In the Media Use aspect which consists of 10 statement items. Indicators that achieved a perfect score of 100% include video displays that are easy for students to understand, support for Task-Based Learning-based learning, practicality of use, media suitability for use, and flexibility of use in both face-to-face and online learning. This shows that from a technical and operational perspective, this video is very easy to implement, interesting, and able to increase student learning activity and motivation.

Table 9. Student Practicality Test Results

Indicator	No	Statement	S1	S2	S3	S4	S5	S6	Total Score	Max Score	%	Category
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Motivation	1	The learning video encourages me to apply the values of Al-Qur'an Hadis in daily life	4	5	4	5	4	4	26	30	86.67%	Very Practical
	2	The material in the learning video makes me more concerned about the surrounding environment	4	5	4	4	4	5	26	30	86.67%	Very Practical
	3	The learning video makes me more active in learning activities	5	4	4	4	5	4	26	30	86.67%	Very Practical
Ease of Use	4	The learning video helps me think and discuss the material	5	4	4	4	5	5	27	30	90.00%	Very Practical
	5	The display and features in the learning video are arranged in an easy-to-understand way	5	5	4	5	5	5	29	30	96.67%	Very Practical
	6	The language used is easy	5	5	4	4	5	5	28	30	93.33%	Very Practical

		to understand										
	7	The material in the learning video is easy to understand	5	5	4	4	5	5	28	30	93.33%	Very Practical
	8	The explanation of the material is appropriate for Al-Qur'an Hadis learning	5	4	4	4	4	5	26	30	86.67%	Very Practical
Helpfulness	9	This learning video helps me understand the wisdom and habituation forms of the material on preserving the environment	5	5	4	5	5	5	29	30	96.67%	Very Practical
	10	The tasks in the learning video help me understand the material	4	4	4	5	4	4	25	30	83.33%	Very Practical
Practicality	11	The learning video is easy to use anytime and anywhere	4	4	5	5	5	5	28	30	93.33%	Very Practical
	12	This learning video helps me study	4	5	4	5	4	4	26	30	86.67%	Very Practical

		independe ntly										
	13	This learning video makes it easier for me to understand Al-Qur'an Hadis material, especially on the topic of preserving the environment	5	5	4	4	4	5	27	30	90.00%	Very Practical
Interest	14	This interactive learning video makes me interested in studying the material	4	5	5	5	5	5	29	30	96.67%	Very Practical

Based on the assessment data for the learning video, which included 14 statements across five indicators: Motivation, Ease of Use, Helpfulness, Practicality, and Interest, this media overall received a "Very Practical" category across all indicators, with percentages ranging from 83.33% to 96.67%. For the Motivation indicator, all statements received a percentage of 86.67%, categorized as "Very Practical." This indicates that the learning video successfully encouraged students to apply the values of the Quran and Hadith in their daily lives, increased their concern for the environment, and made them more active in learning activities. For the Ease of Use indicator, the percentage score ranged from 86.67% to 96.67%, categorized as "Very Practical." The statement with the highest score (96.67%) was the video's easy-to-understand display and features, followed by ease of language and material comprehension (93.33%). This confirms that, in terms of presentation and language, this video is very easy for students to follow. The Helpfulness indicator scored 96.67% and 83.33%, respectively, both in the "Very Practical" category. This means the video significantly assisted students in understanding the lessons and developing habits from the environmental sustainability material, although the video's task indicator still had room for improvement.

Discussion

This development research aims to produce a product in the form of an ecotheology-based e-module used in learning the Qur'an and Hadith, especially on material related to maintaining environmental sustainability (Maric & Nicholls, 2022). This e-module is designed as a digital teaching material that integrates the values of the Qur'an and Hadith with concern for nature, so that learning not only emphasizes cognitive aspects, but also forms spiritual and ecological awareness of students. In line with research conducted by (Nahdiyah et al, 2024) shows that the development of MooDis-based E-Modules in the subject of the Qur'an and Hadith is an innovative solution to overcome low student learning motivation. Based on the results of the research on the development of ecotheology-based E-Modules in learning the Qur'an and Hadith at MAN 1 Padang Panjang, this product is declared very valid and very practical so it is worthy of being used as an alternative teaching material. From the validity aspect, the E-module obtained an Aiken-V index value of 0.86 with a very valid category, which includes the suitability of the material with Learning Outcomes and Learning Objectives, the presentation of the ecotheological context, and the effectiveness of multimedia integration in supporting student understanding (Breivik, 2020).

Meanwhile, research conducted by (Nahdiyah et al, 2024) found that in terms of practicality, the e-module received a very positive response, with an average practicality rating from educators reaching 78% in the practical category and from students reaching 93.75% in the very practical category. This includes ease of use, increased learning motivation, and high interest in the ecotheological content presented (Harjadi & Gunardi, 2022). Thus, it can be concluded that this ecotheology-based e-module not only meets academic eligibility standards through expert validation but has also proven effective and easy to use in real-life learning, thus becoming an innovative solution capable of fostering students' ecological awareness in accordance with Islamic values (Shephard et al., 2025). Validation results from media and material experts indicate that this e-module has a very high level of feasibility, at 97% and 92%, respectively. Furthermore, student responses to the use of the e-module were also very positive, with an average rating reaching 90.4%, which is categorized as very feasible. This indicates that the e-module is able to provide a more engaging, flexible, and easily accessible learning experience. The research on developing Task-Based Learning (TBL)-based instructional videos at MAN 1 Padang Panjang is part of a collective effort to deliver more active, contextual, and meaningful learning. This research has several unique features that distinguish it from similar research, particularly in terms of integration with religious subjects. Another unique feature lies in the use of the Magiclight application as a tool for creating instructional videos, which allows teachers to become content creators and overcome the limitations of reliance on YouTube videos as discovered by (Anti, 2024), so that teachers can adapt videos to the specific needs of students and local contexts, for example by showing the flash floods in West Sumatra as a concrete example of environmental damage (Lin et al., 2024).

The developed videos also follow a clear TBL syntax, namely pre-task, task cycle, language focus, and post-task, which is different from the research of (Sulaeman, 2025) which focuses more on the use of animated videos as scaffolding in the TBL method to improve reading comprehension, because in this study the video is not only a warm-up (pre-task) but also a guide and analysis material throughout the task cycle, so that students do not only watch but are also actively involved in planning, implementing, and reflecting on the tasks given. In terms of results, this study shows a very good level of validity and practicality, with the combined validity of media experts and material experts reaching 0.86 (very valid) which is comparable to (Pardamean et al., 2022) research which obtained 90%

validity and (Putri et al., 2015) research which reached 86.66%, while the practicality of educators reached 86.25% and from students reached 91.19% which are both in the very practical category, confirming that the resulting product is not only theoretically feasible but also easy to use and accepted by users in the field. Another fundamental difference lies in the role of video, because most studies such as those conducted by (Sulaeman, 2025) emphasize making videos as the final product of TBL assignments, while this study uses video as a learning medium that guides students in completing assignments, not just being the assignment itself, so that video acts as a tool that accompanies students throughout the learning process.

The importance of using e-modules with videos integrated with the Task-Based Learning (TBL) approach creates a very strong synergy in bridging the gap between theory and practice, because the modules provide a solid theoretical foundation while the videos bring abstract material to life into concrete visual experiences that are close to the lives of students (Xu, 2025). The TBL approach then encourages students to not only understand, but also apply their knowledge through authentic, meaningful tasks, so that learning does not stop at the cognitive domain but also penetrates the affective and psychomotor domains. This integration addresses the demands of 21st-century education by developing critical thinking, collaboration, communication, and creativity skills, and shifting the learning paradigm from teacher-centered to student-centered. The impact on students is profound, because they not only experience a more meaningful increase in conceptual understanding, but also feel a surge in motivation and interest in learning thanks to interactive and enjoyable learning experiences (Artmann, 2023). Moreover, they develop a strong environmental awareness and awareness, because they are invited to see the environmental crisis firsthand and understand that protecting nature is part of worship and moral responsibility as caliphs on earth. Ultimately, this transformative learning experience shapes a generation that is not only intellectually intelligent, but also has a heart, character, and has a spiritual closeness to God and cares for the universe as fellow creations of Good (Zeng et al., 2024).

CONCLUSION

Based on the research results and data analysis that have been described, it can be concluded that the ecotheology-based e-module product in Al-Qur'an Hadith learning has been declared valid with a validity value of 0.86% which is included in the "very valid" category based on the assessment of material experts and media experts. Furthermore, the practicality level of this e-module is included in the "very practical" category with a value of 93.75% obtained based on the results of trials with 33 students of class XII F5 MAN 1 Padang Panjang, and obtained a value of 78% with the "practical" category based on the responses of subject teachers. Thus, it can be concluded that this ecotheology-based e-module in Al-Qur'an Hadith learning is suitable for use in learning activities as an alternative teaching material that is innovative, interactive, and contextual. Based on the above conclusions, several suggestions that can be given are: first, with the existence of an ecotheology-based e-module in the learning of the Qur'an Hadith with the material of

preserving nature, it is hoped that it can be used by educators as one of the variations of teaching materials in learning to increase student motivation and understanding. Second, it is recommended to develop an ecotheology-based e-module in the subject of the Qur'an Hadith with other learning approaches, such as problem-based learning or project-based learning, so that the learning process becomes more optimal and integrated with 21st century skills. Third, it is recommended for further researchers to be able to develop the Al-Qur'an Hadith e-module with broader material and cover more aspects of ecotheology, as well as conduct an effectiveness test to measure the impact of using the e-module on improving learning outcomes and ecological awareness of students more comprehensively.

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