

Integrating Qur'anic Verses through a Pop-Up Book on Earth Structure to Enhance Students' Science Understanding and Spiritual Development

Uki Adi Prasetya^{1*}, Akhmad Dalil Rohman², Tri Unggul Sari Asih³, Ely Mufidah⁴

Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan, Indonesia

E-mail: uki.adi.prasetya25002@mhs.uingusdur.ac.id

* Corresponding Author



<https://doi.org/10.31004/jerkin.v4i3.4845>

ARTICLE INFO

Article history

Received: 23 Dec 2025

Revised: 28 Dec 2025

Accepted: 24 Jan 2026

Kata Kunci:

Integrasi nilai Islam;
media Pop Up;
pembelajaran IPA;
struktur bumi;
pendidikan dasar.

Keywords:

Islamic value
integration; Pop-Up
media; science learning;
Earth's structure;
elementary education.



ABSTRACT

Penelitian ini bertujuan untuk mendeskripsikan bentuk integrasi nilai-nilai Islam dalam pembelajaran IPA materi struktur bumi dan menganalisis peran media Pop Up dalam mewujudkan integrasi tersebut di tingkat SD/MI. Tujuan utama dari integrasi ini adalah untuk membentuk peserta didik yang tidak hanya cerdas secara intelektual tetapi juga kuat secara spiritual, dengan menumbuhkan rasa syukur, tanggung jawab sebagai khalifah, dan kekaguman (tadabbur) terhadap ciptaan Allah SWT. Penelitian ini menggunakan metode studi pustaka (library research) dengan pendekatan kualitatif. Data dianalisis melalui teknik analisis isi dari berbagai sumber literatur terkait. Hasil kajian mengungkap bahwa integrasi nilai Islam dapat diwujudkan dengan mengaitkan konsep ilmiah struktur bumi dengan ayat-ayat Al-Qur'an yang relevan. Media Pop Up berperan sebagai jembatan yang efektif untuk mengkonkretkan konsep abstrak melalui visualisasi tiga dimensi yang interaktif, sehingga secara simultan meningkatkan pemahaman konseptual IPAS dan menguatkan nilai spiritual siswa. Implikasi penelitian ini merekomendasikan pengembangan media Pop Up bernuansa Islami pada topik IPA lainnya untuk menciptakan pembelajaran yang holistik, kontekstual, dan berkarakter.

This study aims to describe the integration of Islamic values into Natural Science (IPAS) learning, specifically on the topic of the Earth's structure, and to analyze the role of Pop-Up media in realizing this integration at the Elementary School (SD/MI) level. The primary purpose of this integration is to holistically educate students, fostering not only intellectual competence but also spiritual strength, characterized by gratitude, a sense of responsibility as guardians of the Earth (khalifah), and deep contemplation (tadabbur) of Allah's creation. Employing a qualitative approach with a library research method, this study analyzes data from relevant scientific literature using content analysis techniques. The findings reveal that the integration of Islamic values can be achieved by correlating scientific concepts of the Earth's structure with relevant Qur'anic verses. Pop-Up media serves as an effective bridge to concretize abstract concepts through interactive three-dimensional visualizations, simultaneously enhancing students' conceptual understanding of science and strengthening their spiritual values. This study recommends that educators develop Islamic-themed Pop-Up media for other science topics to create holistic, contextual, and character-rich learning experiences.



This is an open access article under the CC-BY-SA license.

How to Cite: Uki Adi Prasetya et al (2025). Integrating Qur'anic Verses through a Pop-Up Book on Earth Structure to Enhance Students' Science Understanding and Spiritual Development. <https://doi.org/10.31004/jerkin.v4i3.4845>

INTRODUCTION

Science (IPA) learning at the elementary school level (Sekolah Dasar/SD or Madrasah Ibtidaiyah/MI) plays a strategic role in shaping students' scientific thinking skills and environmental awareness. Science education not only introduces facts and concepts but also fosters curiosity and critical thinking toward natural phenomena. One important topic in science learning is the structure of the Earth, which includes Earth's layers, mountains, and related geological processes. However, various studies indicate that students' understanding of Earth structure concepts remains relatively low, primarily because the material is abstract and difficult to visualize without concrete and engaging instructional media (Oktaria et al., 2025).

The limited use of instructional media by teachers further exacerbates this issue. Many teachers still rely heavily on textbooks or verbal explanations, which tend to be monotonous and less interactive. In contrast, Azzahra & Nurjumiati (2024) argue that the use of visual media such as Pop-Up Books has been proven to enhance students' conceptual understanding in science learning by transforming abstract concepts into concrete representations. Pop-Up media are not only visually appealing but also allow students to interact directly with three-dimensional models, making it easier for them to understand the structure and function of each part of the Earth.

Beyond cognitive aspects, science education in SD/MI should also cultivate spiritual and moral values aligned with Islamic teachings. Islam encourages believers to reflect upon Allah's creations as a means of strengthening faith, as stated in the Qur'an, Surah Al-Ghashiyah verse 20: "And the earth—how it is spread out?" This verse contains both scientific and spiritual meanings that serve as a point of integration between scientific knowledge and faith. Wailissa (2022) explains that integrating Islamic values into science learning represents the unification of knowledge ('ilm) and the practice of faith-based values (ta'dib), aiming to develop holistic individuals who are intellectually competent and spiritually strong.

The concept of integrating Islamic values and science is particularly relevant in madrasahs and Islamic schools. Chanifudin & Nuriyati (2020) emphasize that such integration can be realized through the incorporation of Qur'anic verses into science content, the development of religiously contextualized learning activities, and the use of instructional media that reflect the greatness of Allah's creation. This approach not only deepens students' scientific understanding but also fosters gratitude and moral responsibility toward nature. Consequently, science learning is no longer viewed as a secular discipline but as a means of strengthening faith through scientific inquiry.

In this context, Islamic-themed Pop-Up media emerge as a potential solution for integrating spiritual values into science learning. This media can visually present the layers of the Earth while being accompanied by relevant Qur'anic verses, such as Surah An-Nazi'at verse 30 and Surah Al-Ghashiyah verse 20. Such an approach enables students to understand the structure of the Earth not only as a scientific phenomenon but also as evidence of Allah's greatness and power. According to Marvavilha & Suparlan (2018), the integration of visual elements, scientific text, and spiritual values can enhance conceptual understanding while simultaneously instilling religious character.

Findings from various studies indicate that learning which integrates Islamic values with science through interactive visual media can improve learning motivation, conceptual understanding, and students' religious awareness (Lutfiah et al., 2024). Therefore, it is essential to conduct a study examining how the integration of Islamic values within the topic of Earth structure can be implemented through Pop-Up media in SD/MI. Based on the discussion above, the research questions are as follows: (1) What forms of Islamic value integration are applied in teaching Earth structure in SD/MI? and (2) What is the role of Pop-Up media in enhancing students' understanding of Earth structure concepts? Accordingly, this study aims to describe the implementation of Islamic value integration in teaching Earth structure through Pop-Up media and to evaluate its effectiveness in improving students' conceptual understanding of science at the SD/MI level.

METHOD

This study employed a qualitative approach using a library research method. This approach was selected because the focus of the research lies in reviewing, examining, and synthesizing various relevant scholarly sources concerning the integration of Islamic values into science (IPA) learning, particularly

on the topic of Earth structure, as well as the use of Pop-Up media at the elementary school level (SD/MI). Through library research, the researcher sought to obtain in-depth conceptual and theoretical insights without conducting direct field data collection. This approach allows for a systematic discussion of theories and previous research findings that strengthen the scientific arguments of the study.

The type of research used was descriptive qualitative research, as it aimed to describe the phenomenon of integrating Islamic values into science learning and the application of Pop-Up media based on literature analysis. According to Zed (2021), library research is a research method that utilizes library sources as the primary data, including books, journal articles, research reports, and official documents relevant to the topic under investigation. Accordingly, this study is oriented toward conceptual exploration rather than empirical testing, emphasizing in-depth analysis of theories and prior findings to construct a comprehensive conceptual framework regarding the integration of Islamic values in science learning at elementary schools and madrasah ibtidaiyah.

The data in this study were derived from secondary sources, namely published scholarly works that address related topics. Data sources included national and international journal articles indexed in DOAJ, Garuda, and ResearchGate; textbooks and academic references discussing the integration of Islamic values in education and instructional media theories; relevant Qur'anic verses along with thematic interpretations related to the creation of the Earth; and SD/MI curriculum documents outlining science learning outcomes related to Earth structure. The criteria for selecting the literature were as follows: (1) published within the last ten years (2015–2025), (2) directly relevant to the research topic, and (3) originating from credible academic publications.

Data collection was conducted through three main stages. First, literature inventory, which involved searching journal databases such as Garuda, DOAJ, and ResearchGate using keywords including “integration of Islamic values in science,” “Pop-Up media in elementary science learning,” and “Earth structure.” Second, literature classification, in which the identified sources were grouped based on major themes: (a) integration of Islamic values in learning, (b) Earth structure content in the science curriculum, and (c) the use of Pop-Up media as an instructional tool. Third, content note-taking, where each source was analyzed in depth, its main ideas were recorded, and its relevance to the research focus was identified to construct a systematic line of reasoning.

The collected data were then analyzed using content analysis techniques as described by Krippendorff (2020), which involve interpreting meanings from scientific texts to identify patterns, relationships, and dominant themes. The analysis process consisted of several stages: (1) data reduction, involving the selection of information relevant to the research focus; (2) thematic classification, in which data were grouped according to aspects of Islamic value integration, Earth structure, and Pop-Up media; and (3) interpretation and synthesis, which involved establishing relationships among concepts to develop a new conceptual framework for Islamic-oriented and contextualized science learning.

To ensure data validity, this study applied source triangulation of literature. This technique was carried out by comparing various sources from different origins, including national and international journals as well as religious documents, to ensure the consistency, credibility, and relevance of the information (Moleong, 2019). Consequently, the findings of this study are grounded in a strong theoretical foundation, objective analysis, and can be scientifically justified.

RESULT AND DISCUSSION

The Concept of Integrating Islamic Values in Science Learning

The integration of science and religion in the context of science (IPA) education refers to the connection between scientific concepts and religious values so that learning does not solely focus on achieving cognitive understanding but also on shaping students' religious attitudes. This approach positions science and religion as two complementary domains of knowledge: science explains how natural phenomena occur, while religion provides normative and ethical meanings and encourages humans to reflect on the greatness of the Creator and their responsibility for environmental preservation. Therefore, integration is not merely about inserting Qur'anic verses into learning materials, but about guiding students to comprehend both theological and scientific relevance in a holistic manner. For example, when learning about the structure of the Earth, teachers can relate the material to Qur'anic verses concerning the creation of the Earth as a means of strengthening students' faith and spirituality (Muspiroh, 2016).

From the perspective of Islamic education, integrating religious values into science learning aims to develop students who not only master scientific concepts but also possess spiritual awareness and ethical consciousness. This objective encompasses three main aspects: first, developing students' intellectual competence in understanding science concepts; second, fostering religious awareness in the form of gratitude and responsibility toward Allah's creation; and third, cultivating scientific integrity that aligns with Islamic moral values. In other words, science learning grounded in Islamic values seeks to produce students who not only "know" natural phenomena but also "appreciate" and "take responsibility" for them as a divine trust. Numerous studies have shown that learning models integrating religious values can enhance learning motivation, shape students' religious character, and maintain scientific rigor in scientific reasoning processes (Rosyada et al., 2024).

Islamic values that can be directly integrated into science learning, particularly in the topic of Earth structure, include gratitude (*al-shukr*), trustworthiness or responsibility (*amanah*), admiration or reflection (*tadabbur*), as well as justice (*'adl*) and wisdom (*hikmah*). The value of gratitude teaches students to reflect on scientific findings as signs of Allah SWT's greatness. For instance, after explaining the layers of the Earth, teachers may encourage students to read or interpret Qur'anic verses that invite humans to observe and reflect upon His creation. Such reflective activities have been shown to strengthen the affective connection between scientific concepts and students' spiritual awareness (Ramiati). Meanwhile, the value of *amanah* can be associated with the wise use of Earth's resources. Students are guided to understand that environmental preservation is a form of moral responsibility entrusted to humans as *khalifah* (stewards) on Earth, in accordance with Islamic teachings (Muspiroh, 2016).

Furthermore, the value of admiration or *tadabbur* emerges when students are encouraged to contemplate the orderliness of natural systems through science learning. For example, studying geological phenomena such as volcanoes and earthquakes can serve as a medium for fostering a sense of awe toward the magnificence of Allah SWT's creation. Research findings indicate that teachers who embed the value of *tadabbur* in science learning can increase students' learning interest while deepening their conceptual understanding of the subject matter (Rosyada et al., 2024). The values of justice (*'adl*) and wisdom (*hikmah*) can be implemented through discussions on the balanced and responsible utilization and distribution of natural resources. This ethical perspective strengthens students' awareness of the importance of social justice and environmental sustainability (Marvavilha & Suparlan, 2018).

From a pedagogical implementation perspective, the integration of Islamic values in science learning can be carried out in several ways. First, during the lesson planning stage, teachers can design learning objectives that encompass both scientific competencies and value-based competencies, such as enabling students to explain the layers of the Earth while relating them to relevant Qur'anic verses. Second, during the implementation of learning activities, teachers can utilize interactive visual media such as Pop-Up Books that present three-dimensional models of the Earth's structure accompanied by Qur'anic quotations and brief interpretations. Such media facilitate active student engagement and foster curiosity regarding the relationship between science and faith. Third, in the evaluation stage, teachers can combine cognitive assessments, such as concept comprehension tests, with affective assessments through observation of students' attitudes and religious reflections (Rosyada et al., 2024; Ramiati & Ummah, 2024). Various research findings indicate that the combination of integrative learning models, the use of Pop-Up media, and assessment systems addressing the affective domain can enhance conceptual understanding while simultaneously shaping students' spiritual character.

Review of Earth Structure Content in the SD/MI Curriculum

The topic of Earth structure is one of the essential components of science (IPA) learning at the elementary school level (SD/MI). This topic is designed to develop students' understanding of the Earth's layers, the natural phenomena occurring within them, and the relationship between Earth's structure and human life. Within the national curriculum, science learning is directed not only toward cognitive mastery of concepts but also toward encouraging exploration, investigation, and the development of scientific attitudes toward natural phenomena. The expected competencies in this topic include the ability to explain the layers of the Earth, understand the processes underlying geological phenomena such as volcanic eruptions and earthquakes, and demonstrate a sense of awe and responsibility toward the environment as part of God's creation (Indonesia, 2021).

Scientifically, the Earth is composed of several main layers, namely the crust, mantle, outer core, and inner core. Each layer has distinct physical and chemical characteristics: the crust is solid, the mantle is semi-solid with convection currents, the outer core is liquid, and the inner core is solid. The movement of tectonic plates occurring in the mantle layer causes various natural phenomena, including earthquakes and volcanic eruptions. Understanding the structure of the Earth is important for students, as it serves as a foundational concept for explaining many natural events in their surroundings. Ramiati emphasizes that mastering Earth structure concepts at the elementary level can enhance students' scientific awareness and environmental concern (Ramiati & Ummah, 2024). In addition, the curriculum highlights the importance of an exploratory approach in science learning, enabling students to construct knowledge through observation and scientific discussion rather than mere memorization of concepts (Indonesia, 2021).

Nevertheless, numerous studies indicate that elementary school students often experience difficulties in understanding Earth structure concepts due to their abstract nature. Phenomena such as Earth's internal layers and tectonic plate movements cannot be directly observed, leading students to develop misconceptions. Many elementary students assume that the Earth consists of only a single solid layer and fail to recognize the existence of internal layers with different characteristics. Furthermore, the limited availability of concrete instructional media is a major factor hindering students' understanding. Teachers frequently rely solely on textbooks without the support of visual models such as layered globes or three-dimensional representations, resulting in learning experiences that are largely theoretical and less engaging. Other studies demonstrate that the use of interactive visual media, such as Pop-Up Books, can facilitate students' comprehension of abstract concepts by providing concrete and contextual learning experiences (Ramiati & Ummah, 2024).

In addition to abstraction and media limitations, the scientific language used in textbooks poses a significant challenge for SD/MI students. Terms such as "mantle," "outer core," and "magma convection" are often difficult to grasp without visual explanations and real-life contexts. Therefore, teachers need to adapt scientific language into simpler and more contextual expressions to ensure students' comprehension. The 2013 Curriculum also emphasizes strengthening science process skills through activities such as observation and reflection so that concepts like Earth structure can be meaningfully understood (Artobatama et al., 2023). Accordingly, Earth structure learning will be more effective when delivered through an exploratory and contextual approach, supported by engaging instructional media such as Pop-Up Books that integrate visual, cognitive, and spiritual aspects of student learning.

The Role of Pop-Up Media in Enhancing Science Understanding

Pop-Up media is a visual learning innovation capable of capturing students' attention while bridging abstract concepts into more concrete representations. In the context of science (IPA) learning, this media presents three-dimensional elements that "emerge" when pages are opened, thereby creating an interactive and immersive learning experience. Research conducted by Sinta & Syofyan (2020) indicates that Pop-Up media demonstrates high validity and effectively enhances elementary school students' conceptual understanding due to its visual, kinesthetic, and communicative characteristics. The primary advantage of this media lies in its ability to visualize concepts that are difficult to explain verbally—such as the layers of the Earth, magma movement, and volcanic formation processes—through layered and interactive illustrations. Thus, Pop-Up media functions not only as an instructional aid but also as a medium for fostering students' emotional and cognitive engagement with the learning material.

In SD/MI learning contexts, Pop-Up media aligns well with students' learning style characteristics, which tend to be visual and kinesthetic. According to Piaget's theory, students at the concrete operational stage more easily understand concepts through object manipulation and direct experience. Pop-Up media meets this developmental need by integrating elements of seeing, touching, and interacting with learning objects (Alviolita & Huda, 2019). Findings from a study by Nengsi et al. (2020) reveal that the use of science literacy-based Pop-Up Books can enhance elementary school students' scientific thinking skills and learning interest, as students feel as though they are "exploring" the material in a tangible and meaningful way. Furthermore, this media assists teachers in transforming theoretical science concepts into more applicable and meaningful learning experiences, as students can directly observe the relationship between visual representations and scientific explanations.

Numerous studies in the literature further reinforce the effectiveness of Pop-Up media in improving science conceptual understanding. A study by Astuti et al. (2022) concluded that the use of Pop-Up Books in elementary science learning significantly improves students' learning outcomes compared to conventional instruction, as it provides concrete, engaging, and contextual learning experiences. Similarly, Masna (2016) reported an increase in science learning outcomes from 60% to 85% following the implementation of Pop-Up media, along with heightened student participation during learning activities. Moreover, a quantitative study by Alfiyanti (2021) identified a strong positive correlation between the use of Pop-Up media and students' interest in science learning ($r = 0.78$, $p < 0.05$), indicating that this media not only motivates students but also deepens their conceptual understanding. Collectively, these findings demonstrate that Pop-Up media not only clarifies science concepts but also fosters students' interest and active participation—both of which are crucial factors for successful science learning at the SD/MI level.

Implications of Integrative Learning in SD/MI

The integration of Islamic values into science (IPA) learning at the SD/MI level has broad implications for the formation of students' religious character as well as for strengthening their appreciation of scientific knowledge. Through learning that combines scientific concepts with spiritual values, students not only understand natural phenomena rationally but also develop awareness that knowledge is part of the signs of Allah SWT's greatness. This is consistent with the findings of Fatma et al. (2023), who state that science learning integrated with Islamic values can strengthen gratitude, responsibility, and environmental awareness, as students perceive nature as a trust (amanah) that must be preserved.

Another significant impact of this integrative learning approach is the enhancement of students' spiritual awareness and learning motivation. Islamic-themed Pop-Up media that combine Qur'anic verses with scientific visualizations have been shown to make the learning process more enjoyable, contextual, and meaningful. Students do not merely memorize the structure of the Earth but also reflect on the meaning of its creation. Research by Andriani et al. (2022) demonstrates that Pop-Up Books containing religious values successfully improve conceptual understanding while fostering positive character traits such as curiosity, responsibility, and admiration for God's creation.

Furthermore, the application of integrative learning models has the potential to be expanded to other science topics, such as the solar system, the water cycle, or changes in the states of matter. These topics are conceptually aligned with Qur'anic verses that describe signs of Allah's greatness in the universe. Handoko et al. (2024) emphasize that integrating Qur'anic verses into science learning can enrich students' learning experiences and strengthen tawhid awareness through contextual scientific understanding. Accordingly, the development of Islamic-themed Pop-Up media can serve as an effective and inspiring learning model in both Islamic-based and general elementary schools.

For teachers, the findings of this study provide recommendations to be more creative in designing instructional media that emphasize not only cognitive aspects but also moral and spiritual values. Teachers may adopt a STEAM-Islamic approach (Science, Technology, Engineering, Arts, and Mathematics integrated with Islamic values) to make learning more contextual and aligned with the goals of character education. Meanwhile, for researchers, future development opportunities may focus on empirical studies examining the effectiveness of integrative Pop-Up media on students' learning outcomes and character development across different educational levels. This is supported by the findings of Rosita & Prabowo (2025), which indicate that the integration of the Qur'an and science promotes holistic, creative, and spiritually rich learning.

Thus, the implications of this integrative learning approach extend beyond improvements in science learning outcomes to encompass the formation of knowledgeable and faithful individuals. Learning that integrates visual media such as Pop-Up Books with Islamic values fosters students' awareness that seeking knowledge is an act of worship and a reflection of faith. This approach represents a strategic step toward developing a generation of Muslims who are scientifically literate, spiritually grounded, and characterized by strong moral values in the context of 21st-century education.

CONCLUSION

The integration of Islamic values into science (IPA) learning through Pop-Up media at the SD/MI level represents a strategic innovation that connects scientific knowledge with the development of students' spiritual character. Through engaging three-dimensional visualizations, Pop-Up media helps students understand abstract concepts such as Earth structure in a more accessible and meaningful way. At the same time, the inclusion of relevant Qur'anic verses fosters religious awareness, gratitude, and admiration for the greatness of Allah SWT's creation. This approach positions science learning not only as a means of achieving cognitive outcomes but also as a process of nurturing moral character and ethical responsibility toward the natural environment. Therefore, teachers are encouraged to continuously develop creative Islamic-oriented instructional media, including Pop-Up Books, to ensure that science learning in SD/MI becomes more contextual, enjoyable, and infused with Islamic character.

REFERENCES

- Alfiyanti, N. (2021). PENGARUH PENGGUNAAN MEDIA POP-UP BOOK TERHADAP MINAT BELAJAR IPA (Studi Eksperimen terhadap Siswa kelas V SDN 1 Cibunar). *CaXra: Jurnal Pendidikan Sekolah Dasar*, 1, 73–81. <https://doi.org/10.31980/caxra.v1i2.1463>
- Alviolita, N. W., & Huda, M. (2019). Media Pop Up Book Dalam Pembelajaran Bercerita. *Jurnal Pendidikan Bahasa Indonesia*, 7(1), 49–57. <https://doi.org/10.30659/j.7.1.49-57>
- Andriani, K. M., Wiranata, R. R. S., & Marvida, T. (2022). Integrasi Nilai-nilai Keislaman pada Pembelajaran IPA Pendidikan Dasar di Masa Pandemi Covid-19 The. *At-Thullab: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 6(1), 29–39. <http://journalfai.unisla.ac.id/index.php/at-thulab/index>
- Artobatama, I., Hastuti, W. S., Zubaidah, E., & Wibowo, S. E. (2023). *STEM Learning Design with Iteration-Based Pop-Up Book Media in Elementary Schools*. 11(2), 152–160.
- Astuti, I., Raharja, E. P., & Asrul. (2022). Pop-Up Book untuk Mendorong Minat Belajar Peserta Didik Kelas V. *Jurnal Genesis Indonesia (JGI)*, 01(01), 33–41. <https://doi.org/10.56741/jgi.v1i01.18>
- Azzahra, F., & Nurjumiaty. (2024). Pengaruh Model Pembelajaran Kooperatif Tipe STAD Berbantuan Media Pop Up Book Terhadap Hasil Belajar IPA SDN Inpres 2 Lanta. *Galaxy: Jurnal Pendidikan MIPA Dan Teknologi*, 1(2), 38–42. <https://doi.org/https://doi.org/10.59923/galaxy.v1i1.348>
- Chanifudin, & Nuriyati, T. (2020). Integrasi SAINS dan Islam dalam Pembelajaran. *Asatiza: Jurnal Pendidikan*, 1(2), 212–229.
- Fatma, N., Najib, M., & Rahmanita, B. N. (2023). INTEGRASI NILAI-NILAI PENDIDIKAN ISLAM DALAM PEMBELAJARAN IPA MENINGKATKAN HASIL BELAJAR SISWA DI SEKOLAH DASAR Nailah Fatma UIN Sunan Kalijaga Yogyakarta Muhammad Najib UIN Sunan Kalijaga Yogyakarta B . Nuraulia Rahmanita UIN Sunan Kalijaga Yogyakarta Fa. *Al-Madrasah: Jurnal Ilmiah Pendidikan Madrasah Ibtidaiyah*, 7(3), 1288–1298. <https://doi.org/10.35931/am.v7i2.2316>
- Handoko, A., Febtiana, D., Hidayah, N., Haka, N. B., Mazalena, & Darmayanti, H. (2024). An Analysis of the Integration of Islamic Values in Science Learning at State Islamic Junior High School. *BIOSFER: Jurnal Tadris Biologi*, 15(2), 193–203. <https://doi.org/10.24042/biosfer.v15i2.24453>
- Indonesia, K. P. dan K. R. (2021). *Panduan Pengembangan Pembelajaran pada Kurikulum Merdeka*. Kementerian Pendidikan dan Kebudayaan Republik Indonesia.
- Krippendorff, K. (2020). *Content analysis: An introduction to its methodology* (4th ed.). Sage Publications.
- Lutfiah, N., Rusli, & Hasanah, R. U. (2024). Penggunaan Media Visual dalam Meningkatkan Pemahaman dan Hasil Belajar Al-Qur ' an pada Siswa MI Hidayatul Mubtadi ' in. *Journal of Educational Management and Strategy (J E M A S T)*, 1(3), 462–467. <https://journal.makwafoundation.org/index.php/jemast>
- Marvavilha, A., & Suparlan. (2018). Model Integrasi Nilai Islam dalam Pembelajaran SAINS. *Jurnal Humanika*, 1(1), 59–80.

- Masna, A. A. (2016). Pengembangan bahan ajar Pop-Up mata pelajaran IPA untuk anak tunarungu kelas IV SDLB B di Yogyakarta. *E-Jurnal Skripsi Program Studi Teknologi Pendidikan*, 4(1).
- Moleong, L. J. (2019). *Metodologi penelitian kualitatif* (Edisi Revi). Remaja Rosdakarya.
- Muspiroh, N. (2016). Integrasi Nilai Islam dalam Pembelajaran IPA (Perspektif Pendidikan Islam). *Jurnal Pendidikan Islam*, 28(3), 484–498. <https://journal.uinsgd.ac.id/index.php/jpi/article/view/560>
- Nengsi, R., Munandar, H., & Junita, S. (2020). PENGEMBANGAN MEDIA POP UP BOOK UNTUK MENINGKATKAN KEMAMPUAN KOGNITIF SISWA KELAS V PADA PEMBELAJARAN IPA. *Jurnal Ilmiah Mahasiswa Pendidikan*, 1(1).
- Oktaria, S., Susanti, R., & Suratmi. (2025). Analisis Kebutuhan Pengembangan Multimedia Interaktif Berbantuan Canva untuk Meningkatkan Hasil Belajar Siswa Materi Struktur Lapisan Bumi Kelas VIII. *SOCIAL: Jurnal Inovasi Pendidikan IPS*, 5(1), 210–218.
- Ramiati, E., & Ummah, V. R. (2024). Integrasi Nilai Akhlak Mulia dalam Pembelajaran IPA Kelas VI MI Islamiyah Sepanjang Glenmore. *AL-ASHR: Jurnal Pendidikan Dan Pembelajaran Dasar*, 9(1), 20–33.
- Rosita, D., & Prabowo, F. (2025). *INTEGRASI NILAI-NILAI ISLAM DALAM PEMBENTUKAN KARAKTER SISWA MELALUI PEMBELAJARAN IPA DI. 10.*
- Rosyada, T. A., Hidayah, E. A., & Rahmawati, R. (2024). Integrasi Nilai-nilai Keagamaan dalam Pembelajaran SAINS di Sekolah Dasar. *Islamic Studies Journal for Social Transformation*, 08(01), 69–82.
- Sinta, & Syofyan, H. (2020). PENGEMBANGAN MEDIA POP-UP BOOK PADA. *JPD: Jurnal Pendidikan Dasar*, 11(2), 248–265. <https://doi.org/DOI: doi.org/10.21009/JPD.011.25>
- Wailissa, Z. (2022). Integrasi Nilai-nilai Islam dan SAINS dalam Pembelajaran. *JSI: Jurnal Studi Islam*, 11(1), 92–105. <https://doi.org/https://doi.org/10.33477/jsi.v11i1.3289>
- Zed, M. (2021). *Metode penelitian kepustakaan (Cetakan ke-4)* (Cetakan ke). Yayasan Obor Indonesia.