



# Internalizing Moral Values through Islamic Podcasts: A Phenomenological Study of Character Education in Secondary Schools

Qurrotul Aien<sup>1\*</sup>, Nur Aisyah<sup>2</sup>

Universitas Nurul Jadid, East Java, Indonesia

\*qurrotulaien643@gmail.com

Received: July 2025; September 2025; December 2025

DOI: <http://doi.org/10.33852/jurnalin.v9i4.697>

## Abstract:

The rapid expansion of digital media presents both challenges and opportunities for character education at the secondary school level. Among emerging digital platforms, Islamic podcasts offer unique potential to deliver moral messages in a reflective, context-specific manner. This study aims to analyze the process of internalizing moral values through Islamic podcast media in secondary school character education. Using a phenomenological approach, the research involved Islamic Religious Education teachers and students. Data were collected through in-depth interviews, classroom observations, and documentation, and analyzed using phenomenological techniques comprising data reduction, data display, and the identification of essential meanings. The findings indicate that moral value internalization occurs through three stages: value comprehension, value reflection, and value habituation. Islamic podcasts effectively promote honesty, responsibility, and politeness through narrative and experiential content. The medium engages students' cognitive, affective, and behavioral dimensions in moral learning. Podcasts also create a personal and meaningful learning atmosphere that enhances moral awareness and emotional involvement. Teachers play a crucial role as facilitators and moral role models in guiding the internalization process. This study contributes to character education scholarship by highlighting students' lived experiences in digital moral learning. It recommends integrating Islamic podcasts as an alternative medium for strengthening character education in secondary schools.

**Key Words:** *Value Internalization, Moral Values, Islamic Podcasts, Character Education*

## Abstrak:

Ekspansi media digital yang pesat menghadirkan tantangan dan peluang untuk pendidikan karakter di tingkat sekolah menengah. Di antara platform digital yang muncul, podcast Islami menawarkan potensi unik untuk menyampaikan pesan moral dengan cara yang reflektif dan spesifik konteks. Penelitian ini bertujuan untuk menganalisis proses internalisasi nilai-nilai moral melalui media podcast Islam dalam pendidikan karakter sekolah menengah. Dengan menggunakan pendekatan fenomenologis, penelitian melibatkan guru dan siswa Pendidikan Agama Islam. Data dikumpulkan melalui wawancara mendalam, observasi kelas, dan dokumentasi, dan dianalisis menggunakan teknik fenomenologis yang terdiri dari reduksi data, tampilan data, dan identifikasi makna esensial. Temuan menunjukkan bahwa internalisasi nilai

moral terjadi melalui tiga tahap: pemahaman nilai, refleksi nilai, dan pembiasaan nilai. Podcast Islami secara efektif mempromosikan kejujuran, tanggung jawab, dan kesopanan melalui konten naratif dan pengalaman. Media melibatkan dimensi kognitif, afektif, dan perilaku siswa dalam pembelajaran moral. Podcast juga menciptakan suasana belajar pribadi dan bermakna yang meningkatkan kesadaran moral dan keterlibatan emosional. Guru berperan penting sebagai fasilitator dan panutan moral dalam membimbing proses internalisasi. Studi ini berkontribusi pada beasiswa pendidikan karakter dengan menyoroti pengalaman hidup siswa dalam pembelajaran moral digital. Laporan ini merekomendasikan integrasi podcast Islam sebagai media alternatif untuk memperkuat pendidikan karakter di sekolah menengah.

**Kata Kunci:** *Internalisasi Nilai, Akhlak, Podcast Islami, Pembelajaran Karakter*

## INTRODUCTION

The development of digital technology has significantly changed the way adolescents obtain information, including in the field of religion and the formation of moral character (Putri, 2021). This transformation offers great opportunities for character education innovation, but it also presents challenges, including the dominance of entertainment content with minimal educational value. At the secondary school level, declining morals, weakening social ethics, and low implementation of religious values are increasingly real problems (Muttaqin et al., 2025). This condition shows that character education cannot depend solely on conventional approaches. The mismatch between moral education methods and adolescents' digital lifestyle has the potential to widen the gap between the values taught in school and the practices in students' daily lives. Therefore, the development of character education strategies that are adaptive to digital culture is an urgent need for society and the modern education system.

One of the main problems in character education in secondary schools is the limitations of traditional pedagogical approaches in reaching students' affective and reflective dimensions. The learning of moral values is often normative and cognitively oriented, so it is less able to encourage the in-depth internalization of values. On the other hand, teens live in a digital ecosystem that demands flexibility, emotional closeness, and contextual relevance. This inequality causes the moral messages conveyed through formal learning to resonate less with students' life experiences. Several studies confirm that the low effectiveness of character education is closely related to the inaccuracy of learning media used in the digital context (Nurhabibi et al., 2025). Therefore, alternative media are needed that can bridge moral values with the realities of adolescents' digital lives.

In the context of modern Islamic education, digital media is increasingly seen as a strategic space for internalizing moral values. One of the fastest-growing media is Islamic podcasts, which deliver moral messages through reflective, contextual audio narration. Podcasts offer advantages such as flexible access, emotional closeness through sound, and the ability to create a space for inner reflection for listeners (Khaidir, 2024). In contrast to stimulation-laden

visual media, podcasts allow students to focus on the message's meaning and the contemplative process. Therefore, Islamic podcasts not only serve as a means of da'wah but also as a pedagogical medium relevant to character education. The integration of Islamic podcasts in learning reflects strategic efforts to align moral values with adolescents' digital learning styles (Rifaldo, 2022).

Previous research on character education has largely focused on curriculum, teaching methods, and teachers' roles in shaping students' moral values. Several studies have shown that using digital media can increase students' interest in learning and their emotional engagement with the material (Kurniasari et al., 2024). In the context of Islamic education, digital media is also seen as an effective means of da'wah (Islamic outreach) in fostering adolescents' religious awareness (Muhlis, 2022). Furthermore, other research confirms that the use of pedagogically integrated digital media can strengthen moral reflection and understanding of values (Adedo & Deriwanto, 2024). However, most of this research discusses digital media in general without examining the specific characteristics of each medium in the process of internalizing moral values.

Studies focusing specifically on Islamic podcasts have begun to demonstrate this medium's potential for character formation. Shovmayanti (2024) revealed that Islamic podcasts influenced changes in students' polite behavior in digital communication. Other research emphasizes that character-based learning in the digital age requires teachers to facilitate moral reflection so that values can be effectively internalized (Afif Nur et al., 2024). Handhayani and Aripin (2025) also demonstrated that Islamic podcasts can increase students' emotional engagement and encourage the practice of moral values outside of school. However, most of these studies have not directly linked Islamic podcasts to formal learning in secondary schools. Furthermore, the research approaches used are predominantly quantitative or descriptive, thus failing to delve deeply into students' subjective experiences (Eryandi, 2023). This gap opens up new opportunities for this research.

This research develops the concept of "internalization of moral values based on Islamic podcasts" as an educational process oriented toward students' reflective experiences. This concept views podcasts not simply as a medium for conveying information, but as a space for spiritual reflection that can build moral awareness and emotional engagement among students (Safiqo & Ghofur, 2025). This approach complements the model of internalizing values and integrative moral education in the context of digital-based Islamic education (Z. Arifin et al., 2021). Unlike visual media such as educational videos or films, Islamic podcasts provide a contemplative space that allows students to experience values personally and deeply. Thus, Islamic podcasts have the potential to bridge the gap between formal education and everyday life in the application of moral values (Syauqi & Wahidin, 2025).

Based on this description, this study aims to answer the question of how the process of internalizing moral values occurs through the use of Islamic

podcasts in character education in secondary schools. This research is based on the argument that Islamic audio media, when integrated pedagogically and reflectively, can bridge the gap between formal moral education and adolescents' digital lives. Internalization of values is understood as a gradual process involving understanding, reflection, and the habituation of values in students' learning experiences. In this process, teachers act as facilitators and moral role models, guiding the learning experience to be meaningful and sustainable.

This research makes a theoretical contribution by enriching the study of character education through a phenomenological approach in the context of Islamic digital media. Practically, the findings of this study offer strategic alternatives for teachers and schools in developing character education relevant to adolescent digital culture. Furthermore, this research provides a conceptual foundation for educational policymakers in designing adaptive, reflective, and contextual moral education strategies in the digital age.

## RESEARCH METHOD

This study employed a qualitative research design with a phenomenological approach (Nasir et al., 2023) to explore students' and teachers' subjective experiences of moral value internalization through Islamic podcast media. The phenomenological design was selected to capture the deeper meanings underlying the use of podcasts in character education, not merely to assess instructional effectiveness, but to understand how moral values are internalized across cognitive, affective, and psychomotor dimensions of learning (Sholihah & Wahyuningtyas, 2024). This approach enables an in-depth interpretation of participants' lived experiences and moral reflections within digital learning contexts.

The research was conducted at a Madrasah Aliyah (MA) in Situbondo that has systematically integrated Islamic podcasts into Islamic Religious Education (PAI) instruction and character-strengthening programs. This site was purposively selected due to its strong institutional commitment to character education and its active use of digital media in the teaching-learning process. In addition, the students' diverse socio-cultural backgrounds provided a rich context for examining variations in the reception and internalization of Islamic podcast content (Kusuma et al., 2024).

Primary data were collected through in-depth interviews with students, Islamic Religious Education (PAI) teachers, and Islamic podcast creators. Classroom observations were also conducted to examine the direct integration of podcasts as a medium for character learning (Gunawan et al., 2025). Supporting data included students' reflective notes and instructional podcast materials used during the learning process. The interview participants involved in this study are summarized in Table 1.

**Table 1. Responden wawancara:**

No.	Informant Initials	Position / Role
1	AN	Principal
2	RF	Islamic religious education teacher
3	MN	Student Class X
4	AR	Student Class XI
5	NS	Counseling Guidance Teacher
6	IA	Islamic Podcast Creator

Data analysis followed phenomenological procedures involving data reduction, the development of rich textual descriptions, and the structuring of experiential meanings to identify the essence of moral value internalization. Through this analytical process, the study aimed to authentically portray how Islamic podcasts function as an educational medium in facilitating moral internalization at the secondary school level (M. A. J. Arifin, 2024).

## **RESULT AND DISCUSSION**

### **Result**

This section presents the empirical findings derived from a phenomenological analysis of students' and teachers' experiences in integrating Islamic podcasts into character education at the secondary school level. The results are organized into three major themes that reflect the core processes identified in the data: the transformation of character learning through podcast integration, the internalization of key moral values through narrative and reflection, and the role of support systems and adaptive strategies in sustaining podcast-based moral education. These findings are drawn from in-depth interviews, classroom observations, and documentary evidence, capturing participants' lived experiences and meaning-making processes. The presentation of results focuses on describing how Islamic podcasts are used, experienced, and interpreted in everyday educational practices, without theoretical interpretation. This approach allows the findings to authentically represent participants' perspectives and the actual dynamics of moral internalization as they occur within the learning environment.

### **Transformation of Character Learning through Islamic Podcast Integration**

The findings indicate a significant transformation in how character education is delivered and experienced through the integration of Islamic podcasts. Teachers reported that podcasts shifted learning from teacher-centered instruction to reflective, student-centered engagement. One Islamic Education teacher stated, "When students listen to podcasts, they are no longer passive; they come to class with their own thoughts and questions." Classroom observations showed that podcasts were commonly used as reflective openings or closing activities, creating a contemplative learning atmosphere. Students

perceived podcast-based learning as less formal yet more meaningful, enabling them to absorb moral messages without feeling pressured by instruction. This transformation altered the rhythm of classroom interaction, where silence during listening was followed by discussion and reflection. The digital format enabled learning to extend beyond classroom walls, as students accessed podcast episodes independently at home. This finding highlights a shift in character-learning practices toward more flexible, reflective, and learner-driven processes, mediated by digital audio content.

The integration of podcasts also redefined teachers' roles in moral instruction. Teachers positioned themselves as facilitators rather than sole transmitters of moral knowledge. One teacher explained, "I guide students to reflect, not to judge their answers." During classroom discussions, teachers encouraged students to interpret moral messages based on personal experiences. Observations revealed that teachers often asked open-ended questions such as "What would you do in that situation?" rather than providing direct moral conclusions. This approach allowed students to construct moral meaning actively. Students expressed feeling respected and trusted in their moral reasoning. A student remarked, "We are asked to think, not just listen." This shift fostered a learning environment where moral exploration was dialogical rather than prescriptive. Consequently, podcasts functioned as catalysts for reflection rather than sources of fixed moral instruction.

Students demonstrated increased engagement and autonomy in character learning through podcasts. Many students reported listening to podcast episodes multiple times, particularly those they found emotionally impactful. One student shared, "I replay the episodes at night because they make me think about myself." Digital access allowed students to control the pace and timing of moral learning, which they found empowering. Observations confirmed that students frequently shared podcast episodes with peers through messaging applications. This peer-driven dissemination extended moral learning into informal digital spaces. Students perceived podcasts as relatable because the language and tone resembled everyday conversations. This accessibility reduced resistance to moral messages, making internalization more organic. The findings show that podcasts enabled continuous moral learning across time and space, rather than being confined to scheduled lessons.

Another notable result was the emergence of reflective learning practices linked to podcast use. Teachers regularly assigned reflective tasks such as journals or short written responses after listening sessions. One teacher stated, "Reflection helps students connect the message to their own lives." Students described these activities as moments of self-evaluation. A student noted, "I realized my mistakes when I wrote my reflection." Classroom artifacts revealed thoughtful responses describing personal struggles and moral dilemmas. These reflections indicated deeper cognitive and emotional engagement with moral content. Rather than memorizing moral rules, students articulated values

through personal narratives. This reflective process strengthened moral awareness and self-understanding. The findings suggest that podcasts effectively triggered reflective thinking, which is essential in character formation.

Overall, the observed transformation illustrates a shift from formal moral instruction to experiential and reflective character development. Podcasts created a learning atmosphere that encouraged listening, contemplation, and dialogue. Teachers and students experienced moral education as more relevant and meaningful. As one school leader stated, "Podcast learning matches how students live today." The integration of Islamic podcasts restructured character education into a dynamic, student-responsive process. This transformation reflects a broader change in how moral values are engaged within digital-native learning environments.

### **Internalization of Core Moral Values through Narrative and Reflection**

The findings reveal that Islamic podcasts facilitated the internalization of core moral values, particularly honesty, responsibility, and politeness. Students consistently reported that moral stories delivered through podcasts felt more impactful than textbook explanations. One student explained, "Stories make me feel the message, not just understand it." Teachers observed that narrative-based episodes elicited emotional responses, including empathy and self-awareness. Classroom discussions following podcast sessions often revolved around personal experiences related to the stories. These interactions demonstrated that moral values were not merely understood conceptually but experienced emotionally. The audio format enabled students to focus on tone and meaning, thereby enhancing emotional engagement. This process supported deeper internalization of moral values through lived reflection rather than abstract instruction.

Honesty emerged as a prominent value internalized through podcast narratives. Teachers noted observable behavioral changes following episodes focused on honesty. One teacher remarked, "Students became more open about admitting mistakes." School records indicated a noticeable decline in minor academic violations after podcast-based lessons. Students attributed these changes to emotional connections formed through storytelling. A student stated, "When I hear real stories, I feel ashamed to lie." Observations showed increased openness during classroom discussions, where students shared ethical dilemmas honestly. The findings suggest that narrative-driven podcasts strengthened students' moral sensitivity and encouraged honest behavior through emotional resonance and self-reflection.

Responsibility was internalized through reflective and action-oriented podcast activities. After listening to episodes on responsibility, students were assigned practical tasks related to daily accountability. One student explained, "The podcast made me realize small responsibilities matter." Teachers reported improved punctuality and task completion among students. Digital

responsibility practices also emerged, such as students voluntarily reporting assigned duties through online platforms. These behaviors reflected the translation of moral messages into concrete actions. Observations confirmed that responsibility was no longer discussed abstractly but practiced in daily routines. This indicates successful moral internalization where values moved from awareness to habitual behavior.

Politeness, particularly in digital interactions, was another value effectively internalized. Podcast episodes addressing online ethics prompted students to evaluate their communication habits. A student shared, "I think twice before commenting now." Teachers observed more respectful language in online class forums and group chats. Students demonstrated greater awareness of tone and word choice when interacting digitally. These behavioral changes reflected increased moral consciousness in digital spaces. The findings show that podcasts helped contextualize traditional moral values within modern digital communication, making politeness relevant and actionable.

In summary, the internalization of moral values occurred through emotional engagement, reflection, and practical application. Podcasts enabled students to experience moral values firsthand rather than merely as external rules. This process strengthened moral awareness and fostered consistent ethical behavior across academic and digital contexts.

### **Support Systems, Challenges, and Adaptive Strategies in Podcast-Based Character Education**

The findings highlight the critical role of teachers and school leadership in sustaining podcast-based character education. Teachers served as moral facilitators, guiding reflection and discussion. One teacher stated, "The podcast opens the heart, but guidance shapes understanding." School leaders supported implementation by providing digital facilities and scheduling reflective activities. Observations showed that institutional support reinforced the consistency of podcast integration. This support created a structured environment that legitimized podcasts as formal learning tools rather than optional media.

Family involvement also emerged as a supporting factor. Teachers communicated with parents to encourage podcast listening at home. A student noted, "My parents asked me what I learned from the podcast." This collaboration extended moral learning beyond school boundaries. Shared listening experiences strengthened value reinforcement in daily life. The findings indicate that character internalization was more effective when school and family environments aligned.

Despite positive outcomes, several challenges were identified. Teachers reported limited skills in producing audio content. One teacher admitted, "At first, I didn't know how to make a podcast." Students also showed inconsistent



listening habits outside school. Additionally, limited internet access affected continuity. These challenges highlighted the need for adaptive strategies.

To address these challenges, schools implemented training workshops and motivational strategies. Teachers received basic audio production training. Students were encouraged through reflective rewards. One student stated, "Being appreciated makes me want to reflect more." These strategies improved participation and sustainability.

Overall, the findings show that podcast-based character education succeeds through collaborative support, adaptive strategies, and institutional commitment. Podcasts became effective moral learning tools when embedded within supportive educational ecosystems.

## Discussion

The findings of this study confirm that Islamic podcasts respond effectively to the changing learning preferences of Generation Z, who are deeply embedded in digital environments. Traditional lecture-based moral instruction, as noted by Habibi et al. (2025), often fails to sustain students' attention in multitasking digital cultures. The integration of podcasts aligns with experiential learning theory, which holds that values are internalized through reflection and lived experience rather than through direct instruction (Safitri & Dewantoro, 2025). This transformation supports character-based learning principles emphasizing learner autonomy and meaning-making (Suherman et al., 2024). Moreover, the narrative and auditory nature of podcasts reinforces affective engagement, a crucial dimension in moral education (Triana et al., 2023). These findings extend previous research by demonstrating that digital Islamic media can function not merely as instructional tools but as reflective spaces fostering moral awareness. By situating moral learning within students' everyday digital practices, podcasts bridge formal education and informal moral development, addressing concerns raised by Muhlis (2022) regarding the superficial integration of digital media in character education.

The internalization of honesty, responsibility, and politeness observed in this study aligns with the existing literature emphasizing narrative-based moral learning. Zuhra and Harahap (2024) highlight that moral storytelling fosters empathy and ethical imagination, as evidenced in students' emotional engagement with podcast content. The reported reduction in dishonest academic behaviors corroborates findings by Nuryupa et al. (2024), who argue that moral narratives enhance self-regulation. Responsibility emerged through reflective practice, reinforcing character-based learning models that require emotional involvement and habitual action (Suherman et al., 2024). Furthermore, the emphasis on digital politeness aligns with Triana et al. (2023), who note that audio media can effectively shape students' affective domains. These findings demonstrate that Islamic podcasts translate classical moral teachings into contemporary digital contexts, enabling students to experience moral values as

relevant and actionable. This supports Ibda's (2023) interpretation of Kohlberg's moral development theory, which stresses reflection and moral reasoning as drivers of ethical growth.

The prominent role of teachers and school environments in reinforcing moral internalization reflects social learning theory, which emphasizes modeling and environmental support in moral development (Sukma et al., 2022). Teachers acting as facilitators rather than moral authorities align with integrative moral education frameworks that coexist with guidance and reflection (Sari & Rozana, 2024). Institutional support, such as digital infrastructure and character-based programs, strengthens the sustainability of podcast-based learning, as also observed by Kholil (2021). These findings reinforce Bronfenbrenner's ecological systems perspective, which explains moral development as a result of interaction between individuals and their environments (Oktaviana et al., 2023). By embedding podcasts within a supportive school culture, moral learning becomes consistent and reinforced through daily practice. This institutional dimension addresses concerns raised by Sofyan (2025) regarding uneven digital implementation in moral education initiatives.

The involvement of families in reinforcing podcast-based moral learning highlights the importance of cross-contextual moral education. Zahroh and Afrianingsih (2024) emphasize that parental engagement enhances the continuity of character education beyond school settings. Collaborative initiatives, such as shared listening and discussion activities, resonate with Yuniar Aprilia (2025), who underscores the role of communal reflection in moral learning. These findings illustrate that Islamic podcasts serve as connectors between school and home environments, supporting Adedo and Deriwanto's (2024) argument that digital Islamic media can strengthen religious motivation and ethical behavior among youth. However, challenges related to digital discipline and teacher readiness remain, echoing Nafira and Muzeyyenah's (2025) observations on the need for structured guidance and incentives. Addressing these challenges is essential to ensure that digital moral education does not become fragmented or superficial.

This study contributes to theory by framing Islamic podcasts as spiritual-reflective media rather than mere instructional tools, thereby expanding the discourse on digital moral education. Gustina and Zakir (2025) argue that digital religious media can create personal spiritual experiences, a claim supported by the phenomenological insights of this research. Unlike prior studies that primarily assess effectiveness (Muhlis, 2022), this study reveals how students subjectively experience moral internalization through audio narratives. By integrating experiential learning (Safitri & Dewantoro, 2025), moral humanistic theory (Ibda, 2023), and ecological perspectives (Oktaviana et al., 2023), this research offers a comprehensive model of podcast-based moral education. The findings affirm that modern digital media, when pedagogically guided, can preserve and strengthen Islamic moral values without diminishing their ethical depth.

## CONCLUTION

This study demonstrates that Islamic podcasts play a significant and effective role in fostering the internalization of moral values among secondary school students. Through a phenomenological approach, the findings reveal that podcasts function not merely as channels for delivering religious content but as reflective spaces that cultivate deep moral awareness. The internalization process occurs through interconnected stages of understanding, reflection, and practice, enabling students to translate moral concepts into concrete attitudes and behaviors. Values such as honesty, responsibility, and politeness were more easily understood and meaningfully experienced through podcast-based learning due to its narrative, flexible, and personal nature. Listening to Islamic podcasts fostered emotional and spiritual engagement, encouraging students to critically reflect on their daily conduct both within and beyond the school environment. The key insight of this research is that moral education is more impactful when students experience values personally rather than receiving them as abstract prescriptions.

From a scholarly perspective, this study contributes to character education literature by offering an experiential and phenomenological understanding of Islamic digital media in moral formation. It extends existing character education theories by illustrating how cognitive, affective, and behavioral dimensions of morality can be integrated through audio-based digital learning. Despite these contributions, this study is limited by its focus on a single institutional context and the absence of longitudinal data. Future research is encouraged to develop structured Islamic podcast-based learning models and examine their long-term impact on students' moral development across diverse educational settings.

## REFERENCES

- Adedo, E., & Deriwanto, D. (2024). *Perkembangan Media Digital Dan Pemanfaatannya Dalam Pembelajaran Pendidikan Agama Islam*. Institut Agama Islam Negeri Curup.
- afif Nur, Mukhtarom Asrori, Qowim Nur Agus, F. erna. (2024). Pendidikan karakter dalam era digital: Pengintegrasian nilai-nilai moral dalam kurikulum berbasis teknologi. *Tadarus Tarbawy: Jurnal Kajian Islam Dan Pendidikan*, 6(1). <https://doi.org/10.31000/jkip.v6i1.11512>.
- Al Hikmah, A. M. di R. A. (n.d.). *Pengaruh Media Podcast dalam Menyampaikan Materi*.
- Arifin, M. A. J. (2024). *Analisis Nilai-Nilai Dakwah Dalam Toleransi Beragama Pada Tayangan Religi Podcast "LOGIN."* IAIN Metro.
- Arifin, Z., Masyukuri, M., & Hanif, M. (2021). Model Internalisasi Nilai-nilai Multikultural dalam Pembelajaran PAI di SMA Negeri 1 Nganjuk. *Al-*

- Insyiroh: Jurnal Studi Keislaman*, 7(1), 76–87  
<https://doi.org/10.35309/alinsyiroh.v7i1.4233>.
- Ervina, E., Saputri, I., Rafifah, S. I., & Madani, A. (2025). Penggunaan Podcast Edukasi Islami Sebagai Media Inovatif Dalam Pembelajaran PAI. *PEMA*, 5(2), 388–399 <https://doi.org/10.56832/pema.v5i2.1087>.
- Eryandi, E. (2023). Integrasi nilai-nilai keislaman dalam pendidikan karakter di era digital. *Kaipi: Kumpulan Artikel Ilmiah Pendidikan Islam*, 1(1), 12–16 <https://doi.org/10.62070/kaipi.v1i1.27>.
- Fitri, R. L., & Ridwan, A. (2024). Pendidikan Akhlak Di Era Digital: Pengaruh Konten Islami Di Instagram Terhadap Pembentukan Karakter Remaja Dalam Perspektif Sosial. *Social Studies in Education*, 2(2), 157–172.
- Gunawan, W. H., Maspaitella, M., Rutumalessy, M., Sapulette, V., Parinussa, J. D., & Shaddiq, S. (2025). Podcast Sebagai Media Pembelajaran Bahasa Indonesia dalam Kurikulum Merdeka: Meningkatkan Literasi dan Deep Learning. *Edu Research*, 6(1), 1490–1502.
- Gustina, E., & Zakir, S. (2025). Pemanfaatan Video Podcast Islami Sebagai Media Pembelajaran Pendidikan Islam Era Digital. *An-Nahdlah: Jurnal Pendidikan Islam*, 5(1), 153–166 <https://doi.org/10.51806/an-nahdlah.v5i1.756>.
- Habibi, D. D., Waskitaningtyas, N. C., Yusman, F. R., & Aulia, N. S. (2025). *Membangun Pembelajaran Aktif Di Era Digital*. PT. Sonpedia Publishing Indonesia.
- Handhayani, A. S., & Aripin, S. (2025). Media Sosial Dan Krisis Akhlak: Peran Strategis Pendidikan Islam. *Jurnal Inovasi Pembelajaran Progresif*, 6(2).
- Ibda, F. (2023). Perkembangan moral dalam pandangan Lawrence Kohlberg. *Intelektualita: Journal of Education Sciences and Teacher Training*, 12(1), 42–78 <https://doi.org/10.22373/ji.v12i1.19256>.
- Indriani, N. V. (2025). Model Pembelajaran Kelompok Anak Berbasis Spiritual Thinking: Kajian Terhadap Perkembangan Spiritual Peserta Didik di Sekolah Dasar. *Naluri Edukasi Jurnal Pendidikan*, 2(2), 30–39 <https://doi.org/10.64924/3qpezt30>.
- Khaidir, K. (2024). Pemanfaatan Podcast Dakwah Sebagai Media Alternatif Pembelajaran Pendidikan Agama Islam di Era Digital. *Jurnal Ikhtibar Nusantara*, 3(1), 151–163 <https://doi.org/10.62901/j-ikhsan.v3i1.242>.
- Kholil, A. (2021). Kolaborasi peran serta orang tua dan guru dalam pembelajaran pendidikan agama Islam secara daring. *Jurnal Pendidikan Guru*, 2(1) <https://doi.org/10.47783/jurpendigu.v2i1.191>.
- Kurniasari, S., Safitri, D., & Sujarwo, S. (2024). Pengaruh Podcast Sebagai Media Pembelajaran Terhadap Hasil Belajar Siswa. *Jurnal Riset Rumpun Ilmu Pendidikan*, 3(1), 146–154 <https://doi.org/10.55606/jurripen.v3i1.2763>.
- Kusuma, A., Anam, M. N., Solihat, A. N., Assyifa, W. N., Alwan, N., Rohman, S., Rendi, R., & Adawiyah, R. (2024). Peranan Podcast Dalam Penyebaran Informasi Keislaman: Tantangan dan Peluang. *Jurnal Ilmu Pendidikan Muhammadiyah Kramat Jati*, 5(1), 77–85 <https://doi.org/10.55943/jipmukjt.v5i1.193>.

- Muhlis, M. (2022). *Integrasi nilai-nilai pendidikan akhlak dalam proses pembelajaran di era pendidikan 4.0 (Studi kasus Madrasah Aliyah DDI Masamba)*. Institut Agama Islam Negeri (IAIN) Palopo.
- Muttaqin, M. F., Ahsani, E. L. F., & Wijayama, B. (2025). *Problematika Pendidikan Di Indonesia: Tantangan Dan Solusi (Mengupas Aspek Sosial, Ekonomi, dan Karakter dalam Pendidikan)*. Cahya Ghani Recovery.
- Nafira, N., & Muzeyyenah, M. (2025). Peran Guru Dalam Membangun Kepercayaan Diri Siswa Melalui Apresiasi dan Reward di SDN Ambat 2. *Jurnal Studi Pendidikan Dasar*, 3(1), 21–31 <https://doi.org/10.54180/jsped.v3i1.535>.
- Nasir, A., Nurjana, N., Shah, K., Sirodj, R. A., & Afgani, M. W. (2023). Pendekatan fenomenologi dalam penelitian kualitatif. *Innovative: Journal Of Social Science Research*, 3(5), 4445–4451.
- Nurhabibi, N., Arifannisa, A., Ismail, D., Kuswandi, D., Anggraeni, A. F. D. G., & Aji, Y. A. (2025). Strategi lembaga pendidikan Islam dalam membentuk karakter siswa di era digital. *Jurnal Pendidikan Indonesia: Teori, Penelitian, Dan Inovasi*, 5(2).
- Nuryupa, N., Amra, A., & Suharmon, S. (2024). Pembentukan Karakter Siswa Melalui Internalisasi Nilai-nilai Agama Islam di Sekolah Dasar Islam Terpadu Dambaan Ummat Kecamatan Junjung Sirih Kabupaten Solok. *Indonesian Research Journal on Education*, 4(4), 947–959.
- Oktaviana, R., Khiftiyah, U., Yuliani, F., & Utari, W. D. (2023). Pembentukan Karakter Siswa dalam Konteks Lingkungan Sekolah dan Keluarga serta Komunitas Perspektif Ekologi Bronfenbrenner. *Bulletin of Indonesian Islamic Studies*, 2(2), 264–273 <https://doi.org/10.51214/biis.v2i2.1433>.
- Permana, D., Rahman, A., & Wildan, D. (2025). Landasan Teori Pendidikan Karakter dalam Perspektif Teori Perkembangan Moral, Kognitif, dan Sosial. *Jurnal BELAINDIKA: Pembelajaran Dan Inovasi Pendidikan*, 7(2), 215–223 <https://doi.org/10.52005/belaindika.v7i2.355>.
- Putri, K. S. (2021). Pendidikan Aqidah-Akhlak di Era Digital. *EDUSOSHUM Journal of Islamic Education and Social Humanities*, 1(3), 130–138 <https://doi.org/10.52366/edusoshum.v1i3.16>.
- Rifaldo, M. (2022). *Implementasi nilai-nilai toleransi umat beragama terhadap pemahaman anggota Irmis SMA Negeri 1 Pangalengan melalui media Podcast Berbeda Tapi Bersama*. Universitas Islam Negeri Sunan Gunung Djati Bandung.
- Safiqo, T., & Ghofur, A. (2025). Peran Guru Pendidikan Agama Islam dalam Membentuk Karakter Religius Peserta Didik di Era Digital. *Jurnal Pendidikan Agama Islam*, 4(1), 81–90 <https://doi.org/10.61132/ikhlas.v1i4.131>.
- Safitri, C. N., & Dewantoro, M. H. (2025). Penerapan Teori Perkembangan Moral Jean Piaget dan Kholberg dalam Pendidikan Anak Usia Dini. *Al-Ubudiyah: Jurnal Pendidikan Dan Studi Islam*, 6(1), 310–319 <https://doi.org/10.55623/au.v6i1.461>.

- Sari, R., & Rozana, S. (2024). Pentingnya Pengembangan Literasi Moral Dalam Pendidikan Anak Usia Dini: Suatu Pendekatan Integratif Antara Nilai Agama Dan Moralitas: The Importance Of Developing Moral Literacy In Early Childhood Education: An Integrative Approach Between Religious Values And Morality. *Incrementapedia: Jurnal Pendidikan Anak Usia Dini*, 6(1), 15–22 <https://doi.org/10.36456/incrementapedia.vol6.no1.a8670>.
- Sholihah, A. M. S., & Wahyuningtyas, N. (2024). Efektivitas Media Pembelajaran Coolcast Edu terhadap Hasil Belajar Peserta Didik Sekolah Menengah Pertama dalam Mata Pelajaran Ilmu Pengetahuan Sosial. *Didaktika: Jurnal Kependidikan*, 13(001 Des), 565–580.
- Shovmayanti, N. A. (2024). *Generasi digital: Mengasah keterampilan komunikasi di era teknologi*. Mega Press Nusantara.
- Sofyan, R. (2025). Penggunaan Podcast untuk Pembelajaran Sejarah Peradaban Islam dalam Meningkatkan Kreativitas dan Kritis Siswa di MAN 1 Konawe. *Jurnal Pendidikan Kritis Dan Kolaboratif*, 1(2), 397–402.
- Suherman, A., Fauzan, I. A., & Rosviana, M. I. (2024). Character-Based Education Curriculum Management. *JIEM (Journal of Islamic Education Management)*, 8(2), 36–41.
- Sukma, W. H., Saraswati, N. I., & Setiawati, N. (2022). Penanaman karakter disiplin pada interaksi sosial siswa sekolah dasar. *Citizen: Jurnal Ilmiah Multidisiplin Indonesia*, 2(1), 56–62 <https://doi.org/10.53866/jimi.v2i1.32>.
- Suparlan, S. (2022). Membentuk karakter yang kokoh melalui pendidikan hati. *Jurnal Humanika*, 22(1) <https://doi.org/10.21831/hum.v22i1.49082>.
- Syauqi, M., & Wahidin, I. (2025). Strategi Pembelajaran Pendidikan Islam Berbasis Teknologi untuk Generasi Milenial. *Jurnal Ilmiah Guru Madrasah*, 4(1), 106–120 <https://doi.org/10.69548/jigm.v4i1.42>.
- Triana, J., Sismulyasih, N., Putri, A. K., & Ayuningsih, M. T. (2023). *Inovasi media raih sukses mengajar*. Cahya Ghani Recovery.
- Yuniar Aprilia, R. (2025). Mengelola Guru Belajar Dalam Yang Kelas Menciptakan Menyenangkan Yang Nyaman: Lingkungan Strategi. *Manajemen Pendidikan MI/SD: Berbasis Teknologi Dan Neurosains Dalam Kurikulum Merdeka*, 133.
- Zahroh, F., & Afrianingsih, A. (2024). Strategi Penanaman Moral Agama Melalui Lingkungan Hidup. *Jurnal Riset Dan Inovasi Pembelajaran*, 4(3), 2191–2207 <https://doi.org/10.51574/jrip.v4i3.2158>.
- Zuhra, N. A., & Harahap, A. M. (2024). Dasar-Dasar Pendidikan Karakter Membangun Siswa Berakhlak Mulia. *Jurnal Media Akademik (JMA)*, 2(11).