

Mitigating Student Boredom in Islamic Cultural History Classes: The Implementation of Educandy at MTs Salafiyah Cirebon

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Abstrak: Dominasi metode pedagogis tradisional yang bergantung pada papan tulis telah menyebabkan rendahnya keterlibatan siswa dalam pembelajaran Sejarah Kebudayaan Islam (SKI). Hasil observasi awal menunjukkan bahwa siswa cenderung pasif, tidak responsif terhadap pertanyaan, dan kurang memiliki inisiatif dalam memahami materi pelajaran. Penelitian ini bertujuan untuk mengkaji: 1) pemanfaatan Educandy sebagai media pembelajaran bagi siswa kelas VIII MTs Salafiyah, 2) bentuk-bentuk kebosanan belajar siswa dalam pembelajaran SKI, dan 3) kelebihan serta keterbatasan Educandy dalam proses pembelajaran. Dengan menggunakan pendekatan kualitatif deskriptif, data dikumpulkan melalui observasi kelas, wawancara mendalam, dan dokumentasi. Temuan penelitian menunjukkan bahwa: 1) Educandy memberikan dampak positif terhadap proses pembelajaran. Platform berbasis permainan ini meningkatkan minat dan pemahaman siswa melalui fitur-fitur seperti Pilihan Ganda, Mencocokkan Pasangan, dan Pencarian Kata yang dapat diakses melalui laptop atau ponsel pintar; 2) manifestasi kebosanan belajar—meliputi kelelahan emosional, fisik, dan kognitif, serta hilangnya motivasi—berkurang secara signifikan berkat suasana belajar yang interaktif dan menyenangkan; dan 3) meskipun platform ini mudah diakses dan memiliki fitur beragam yang meningkatkan partisipasi, Educandy tetap memiliki keterbatasan berupa ketergantungan pada internet, fitur terbatas pada versi gratis, serta tidak tersedianya sistem pelaporan otomatis. Dengan demikian, Educandy paling efektif digunakan sebagai alat pendukung yang diintegrasikan dengan metode pedagogis lainnya untuk memaksimalkan hasil belajar.

Kata kunci: Educandy, Kebosanan Belajar, Sejarah Kebudayaan Islam (SKI), Media Pembelajaran

Abstract: The prevalence of traditional pedagogical methods, predominantly relying on whiteboards, has resulted in significant student disengagement in Islamic Cultural History (Ind: Sejarah Kebudayaan Islam [SKI]) classes. Preliminary observations indicate that students tend to be passive, unresponsive to inquiry, and lack initiative in comprehending the subject matter. This study aims to investigate: 1) the utilisation of Educandy as a learning medium for Grade VIII students at MTs Salafiyah, 2) the manifestations of student learning boredom in SKI classes, and 3) the specific



advantages and limitations of Educandy in the instructional process. Employing a descriptive qualitative approach, data were gathered through classroom observation, in-depth interviews, and documentation. The findings reveal that: 1) Educandy generates a positive impact on the learning process. This game-based platform enhances student interest and comprehension through accessible features such as Multiple Choice, Matching Pairs, and Word Search via laptops or smartphones; 2) manifestations of learning boredom—including emotional, physical, and cognitive fatigue, as well as demotivation—were significantly minimised due to the interactive and enjoyable learning atmosphere; and 3) while the platform offers ease of access and varied features that boost participation, it is constrained by internet dependency, limited features in the free version, and the absence of an automated reporting system. Consequently, Educandy is best utilised as a supplementary tool integrated with other pedagogical methods to maximise learning outcomes.

Keywords: Educandy, Learning Boredom, Islamic Cultural History (SKI), Instructional Media

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Introduction

In the contemporary educational landscape, the role of instructional media extends far beyond the mere transmission of information; it serves as a pivotal bridge connecting the educator's pedagogical intent with the student's cognitive and emotional reception. As noted by Cahyadi (2019), effective media acts as a catalyst, stimulating students' thoughts, feelings, and interests, ensuring that the learning process is not just a passive reception of facts but an internalised experience. This is particularly crucial in the orientation phase of instruction, where the core mission of the lesson must resonate with the learner. However, a significant disparity remains between the dynamic digital world in which modern students reside and the static, traditional methods often employed in classrooms. When this gap widens, the immediate consequence is learning fatigue or academic boredom.

Learning fatigue is not merely a temporary lack of interest; it is a psychological state characterised by extreme mental exhaustion, lethargy, and

a distinct depletion of enthusiasm for academic engagement (Reba, Albert et al., 2023). In this state, students often perceive their academic efforts as futile, feeling that the knowledge and skills acquired show no progression. Rahman (2014) argues that during such burnout, the cognitive system fails to function optimally, hindering the processing of new experiences. This phenomenon is particularly prevalent in subjects that rely heavily on memorisation and narrative, such as Islamic Cultural History (SKI). Often perceived as a dry collection of dates, names, and distant events, SKI requires a pedagogical approach that breathes life into the past. Muhammad (2020) reinforces this concern, noting that SKI learning in many madrasas suffers from structural monotony, teacher-centred delivery, and minimal use of instructional media—conditions that consistently trigger student boredom and disengagement. When educators persist in using monotonous, non-interactive media, the subject becomes a source of disengagement rather than inspiration.

This pedagogical challenge is evident in the preliminary observations conducted at MTs Salafiyah, Cirebon, particularly within the Grade VIII cohort. The instructional environment is heavily reliant on traditional "chalk and talk" methods, where the whiteboard serves as the sole medium of visual communication. This approach has alienated students, rendering them passive recipients who rarely respond to inquiry or exhibit initiative. The classroom atmosphere is marked by silence and disinterest, signaling a critical need for a transformative intervention. In an era where students are "digital natives," the educational ecosystem must adapt by integrating technology that mirrors the interactivity and vibrancy of their daily lives.

To bridge this engagement gap, the integration of gamification into learning media emerges as a viable solution. Gamification—the application of game-design elements in non-game contexts—offers a promising avenue to revitalise the SKI curriculum. In this context, Educandy presents itself as a robust digital tool designed to "make learning sweeter."¹ Unlike complex learning management systems, Educandy focuses on simplicity and

enjoyment, allowing educators to create various game-based learning activities such as word searches, crosswords, and matching pairs (Hasri, 2023; Yaningsih et al., 2023). By transforming rigid historical facts into interactive challenges, this platform aims to shift the classroom dynamic from passive listening to active, joyful participation.

Against this backdrop, this study endeavours to explore the efficacy of Educandy in a real-world madrasa setting. The research is driven by three fundamental inquiries: firstly, to examine how Educandy is practically utilised in SKI lessons for Grade VIII students; secondly, to identify the specific manifestations of learning boredom exhibited by these students prior to and during the intervention; and thirdly, to critically analyse the advantages and limitations of employing this platform. By addressing these questions, the study aims to offer a comprehensive insight into effective digital pedagogy within religious education.

To capture the nuanced experiences of students and the pedagogical shifts employed by teachers, this inquiry adopts a descriptive qualitative approach (Suwarni, 2020). This methodological choice is predicated on the understanding that measuring "boredom" and "engagement" requires more than statistical data; it demands a deep exploration of human behaviour and classroom atmosphere. The research locus is Class VIII B at MTs Salafiyah, Cirebon, a setting chosen for its representative challenges in teaching historical subjects.

The data collection process was rigorous and multi-faceted (Rahmadi, 2011). Participatory observation was conducted to immerse the researchers in the classroom dynamic, allowing for the direct witnessing of student reactions—from lethargy to excitement—when Educandy was introduced. This was complemented by semi-structured interviews with both students and teachers, providing a space for participants to voice their subjective feelings regarding the shift from traditional to digital media. Furthermore, documentation including lesson plans and photos of classroom activities was

gathered to support the findings. The subsequent analysis followed an interactive model comprising data reduction, data display, and conclusion drawing. This systematic triangulation ensures that the findings are not only descriptive but also analytically robust, providing a valid reconstruction of how digital media can effectively mitigate academic boredom in Islamic education.

Discussion

Drawing upon empirical data gathered through meticulous classroom observations, in-depth interviews, and a comprehensive review of documentation at MTs Salafiyah, Cirebon City, this study elucidates the pedagogical impact of integrating Educandy into the curriculum. The findings reveal a significant transformation in the instructional dynamics of Islamic Cultural History (Ind: Sejarah Kebudayaan Islam [SKI]), a subject traditionally grappling with student disengagement. By synthesising qualitative evidence, this section critically examines how this game-based digital platform serves as a catalyst for enhancing both student interest and cognitive comprehension. The discussion is structured to provide a granular analysis of the implementation process—from the initial technical setup to the strategic selection of interactive features—whilst simultaneously evaluating the consequent mitigation of learning fatigue. Furthermore, it delineates the specific manifestations of academic boredom addressed by this intervention, offering a robust assessment of Educandy's efficacy as a modern didactic tool in religious education.

The use of educandy media in SKI learning

The use of Educandy media in SKI learning for eighth-grade students at MTs Salafiyah in Cirebon City is carried out in 4 steps in the process of using Educandy media. That is, first with the initial stage of entering the website www.educandy.com and registering on the register menu, then logging in

using email by teachers and students, which was previously explained by the teacher to the students, starting from how to access it to the features available on the Educandy media. There are two ways, namely through the website for those who have a laptop and through the application downloaded from the Play Store if using a mobile phone. However, in the implementation of logging in, students are not required to create an account to access or enter the Educandy media website, but only need to enter through the link created by the teacher to access the Educandy media made by the teacher. But students can also create their own Educandy account through their mobile phones by entering the Educandy application that can be downloaded from the Play Store.

Both feature selections available in the Educandy media. In selecting features available in Educandy media, they are actually tailored to the needs and suitability with the material, subjects, and interests of the students who want to use the Educandy media features. Educandy media itself has several features that can be used, such as Word Search, Anagram, Multiple Choice, and others. As expressed by Mrs. Hj. Ilik Jubaedah, S.Pd.I., she uses the Multiple Choice feature in the Islamic Cultural History lesson, which matches a figure with their historical events. Both feature selections available in the Educandy media. The selection of features in Educandy media is actually adjusted to the needs and suitability with the material, subjects, and interests of the students who want to use the Educandy media features. Educandy media itself has several features that can be used such as Word Search, Anagram, Multiple Choice, and others. As expressed by Mrs. Hj. Ilik Jubaedah, S.Pd.I., she uses the Multiple Choice feature in the Islamic Cultural History lesson, which matches a figure with their historical event. This strategic selection aligns with the need for teachers to adopt specific strategies to overcome boredom in SKI learning (Hidayah, 2023).

Additionally, looking at the responses from several students, they mentioned that through this feature, they can learn from previous mistakes,

and the game features available on the Educandy media make lessons no longer boring but rather enjoyable, and they can enthusiastically participate in the lessons. This variety is essential, as visual and interactive media are critical for maintaining interest (Suwarni, 2020) and reducing learning saturation (Siddik & Mahariah, 2023). However, there are also some students who face difficulties and have to share a phone with their friends who can access Educandy. Given this situation, some students suggested that the use of Educandy media should be more frequent in learning activities, as they feel that using Educandy makes it easier for them to understand the lesson material.

Third, input the prepared questions. In this stage, based on the results of an interview conducted with the Islamic Cultural History teacher at MTS Salafiyah School in Cirebon City, Mrs. Hj. Ilik Jubaedah, S.Pd.I, stated that this process is quite practical and efficient to carry out. She also mentioned that before starting the input process, she first prepares a list of questions and answers that align with the lesson material to be taught. This statement shows that the efficiency of time in using digital media like Educandy highly depends on the teacher's readiness in preparing the material. Not only the time aspect, but also the relevance of the questions and their alignment with the game formats available in the application are important considerations in the input process.

Fourth, share the game code or link with students via WhatsApp, email, or other devices. obtained from an interview with Mrs. Hj. Ilik Jubaedah, S.Pd.I, as the SKI subject teacher at MTs Salafiyah Kota Cirebon, stated that the Educandy game link is usually shared through the class WhatsApp group because it is the media most frequently used by students, where the teacher simply pastes the link in the WhatsApp group, and students can click it directly. No need to create an account or log in again, so it saves time and makes it easier for beginner students. Some eighth-grade students in class VIII

B at MTs Salafiyah Cirebon stated that receiving game links via WhatsApp made access to learning media easier and faster.

Forms of learning boredom in SKI lessons

a. Emotional fatigue

In the context of Islamic Cultural History (SKI) learning at MTs Salafiyah Kota Cirebon, emotional fatigue is reflected in students' low enthusiasm, tired facial expressions, and slow responses to the teacher's instructions. Such emotional fatigue typically appears as a noticeable decline in students' engagement and responsiveness during classroom activities (see also Reba, Albert et al., 2023). However, since starting to use learning media through Educandy, there has been a significant change in the class. Mrs. Hj. Ilik Jubaedah, S.Pd.I, the SKI teacher, stated that the learning atmosphere became much more enjoyable after using Educandy. The children are more enthusiastic, they are more spirited and more active during the learning process. The features of the Educandy game make the class feel less boring. According to Fatiah Maulidia, an eighth-grade student, she said that before using Educandy, learning Islamic Cultural History made students bored because they only listened to the teacher's explanations. But when the teacher used Educandy, students became more enthusiastic.

Meanwhile, Muhammad Abdul Dzuhri from class VIII B revealed that usually students feel embarrassed when asked to answer questions because they are afraid of being laughed at by their classmates. However, after using the Educandy media in SKI lessons, students dare to try answering even if they are wrong. So, they are not afraid of being laughed at. Educandy also makes students feel less worried because if they make a mistake, they can still repeat it, and we are informed of the error's location. However, there are differing opinions among students regarding the use of Educandy, both for and against it. But from the many opinions, it can be concluded that the use

of Educandy media significantly reduces learning boredom in the form of emotional fatigue among students.

b. Physical fatigue

Physical fatigue in the learning of Islamic Cultural History (SKI) is often experienced by students due to a monotonous learning process, lack of student engagement in activities, and prolonged duration without method variation. Fauziyah (2013) identifies that such monotony and lack of variety are primary factors causing learning saturation in SKI subjects. Common symptoms that often appear include headaches, dizziness, restlessness, muscle pain, difficulty sleeping, loss of appetite, and even shortness of breath. This condition can certainly disrupt students' comfort and concentration in receiving lesson material. Mrs. Hj. Ilik Jubaedah, S.Pd.I, as the SKI teacher at MTs Salafiyah Kota Cirebon, stated that when the teacher tried using Educandy, the results were quite different. The children looked fresher, more active, and didn't get sleepy quickly. They feel like they are playing while learning. Eighth-grade student, Dicky Revanda, also shared a similar experience, stating that usually, regular lessons involve just listening to the teacher's explanations and writing down the material, which makes the students feel sleepy and bored. It feels really tiring. But when learning using the Educandy media, the students actually became enthusiastic because they were playing quizzes.

So the feeling of drowsiness and boredom disappears. Symptoms such as drowsiness and headaches are common indicators of physical fatigue often experienced by students in conventional learning. The use of Educandy provides a more dynamic and enjoyable learning experience, keeping students' attention and minimizing fatigue. The use of Educandy provides a more dynamic experience, minimizing the physical toll of static learning (Ramadhan et al., 2024).

c. Cognitive fatigue

In the context of learning, this fatigue is marked by symptoms such as helplessness, loss of hope and meaning in learning, persistent feelings of failure that haunt the mind, and others. These symptoms are also often found in the learning process of Islamic Cultural History (SKI), which is known to contain a lot of historical information, important figures, as well as a series of events and years that must be memorized and understood. As a result, many students experience cognitive fatigue that triggers learning boredom and a decline in motivation to attend lessons.

The Islamic Cultural History teacher at MTs Salafiyah Kota Cirebon implements learning using the Educandy media. It was also expressed by Mrs. Hj. Ilik Jubaedah, S.Pd.I, as the Islamic Cultural History teacher at MTs Salafiyah Kota Cirebon, who stated that the use of Educandy media is considered effective in overcoming students' cognitive fatigue. The learning pattern, which is based on education wrapped in games, makes students enthusiastic and not easily drowsy during Islamic Cultural History lessons. This was reinforced by the opinion of Fatiah Maulidia, an eighth-grade student, and several other students at MTs Salafiyah Kota Cirebon. However, some other students also opined that Educandy media only assists in learning and is not the main media in the learning process, which needs to be combined with other media or methods as supporting tools. This mirrors the concept that diversifying methods through digital platforms helps alleviate the cognitive burden of memorization-heavy subjects (Siddik & Mahariah, 2023).

d. Loss of Motivation

According Rahayu (2023), specific teacher strategies are required to address the saturation caused by the nature of Islamic Cultural History (SKI) material. In the context of learning Islamic Cultural History (SKI), the material is often perceived as heavy, demanding memorization, and lacking relevance to students' daily lives. According to Mrs. Hj. Ilik Jubaedah, S.Pd.I,

there has been a significant change since using Educandy. Students who previously seemed less enthusiastic are starting to show interest. They actively participated in the game and seemed to understand the material about the Ayyubid Dynasty more easily. In line with the experience of students like VIII B Siti Maemunah, who stated that learning using Educandy is fun, not boring quickly, and makes them more enthusiastic about participating in lessons. In addition to that, the use of Educandy media also makes students more enthusiastic about learning Islamic Cultural History, because Educandy media is engaging and not boring. This aligns with the argument that innovative media is required to restore motivation in subjects perceived as monotonous (Tulong et al., 2025).

The advantages and disadvantages of Educandy media in SKI lessons

a. Advantages of the Educandy media

In the modern educational world, the use of interactive media is increasingly needed to address the challenges of monotonous learning that is less appealing to students. One of the major challenges in learning Islamic Cultural History (SKI) is how to present material that tends to be theoretical and memorization-based in a more engaging and understandable way. Amid these challenges, the presence of digital learning media such as Educandy has become an innovative alternative that educators are beginning to utilize, including at MTs Salafiyah Kota Cirebon. Educandy is a digital platform based on educational games that allows teachers to present lesson materials in the form of enjoyable activities. This media provides various forms of interactive games such as Multiple Choice Quiz, Wordsearch, Matching Pairs, Anagram, Memory Game, and Missing Words. Similar to other creative methods such as Mind Mapping which have proven effective in overcoming boredom (Selviana et al., 2022), Educandy allows teachers to present materials as enjoyable activities.

According to an interview with Mrs. Hj. Ilik Jubaedah, S.Pd.I, an SKI teacher at MTs Salafiyah Kota Cirebon, this media is very helpful in delivering SKI material about the Ayyubi Dynasty, which is rich in information such as names of figures, events, places, and important years. According to her, games like Multiple Choice Quiz, Matching Pairs, and Wordsearch are very suitable for SKI learning because in this subject, students learn a lot about names of figures, events, and important years that can be practiced through these games. The children also become enthusiastic because they feel like they are playing. This is further supported by the students' opinion that the games on the Educandy platform are easy and fun like playing a game, but the content is SKI lessons. So, the students don't get bored quickly; instead, they want to keep trying.

The same sentiment was expressed by Salsa Bila Ahza, an eighth-grade student from class VIII B, who stated that the word puzzle game helped students quite a bit in memorizing SKI material. If usually students tend to forget, but when playing Wordsearch, they remember more because before playing the game, students read the book first.

From the teacher's perspective, Educandy simplifies the process of creating questions and quizzes. Mrs. Hj. Ilik Jubaedah, S.Pd.I stated that in creating quizzes, teachers feel very helped by Educandy. Teachers do not need to create the design or format of the questions one by one. Just input the question and answer data, and it will automatically transform into various quiz formats. This saves a lot of time and can be adjusted by the teacher to match the material being taught.

This convenience shows that educandy is flexible, not only in terms of access because it can be used on various devices such as computers, laptops, and smartphones as long as they are connected to the internet, but also in managing teachers' time. Teachers can access and edit materials anytime according to the learning needs, both online and offline.

In addition, Educandy also makes practice questions feel more enjoyable. If students generally feel pressured by exercises in the form of text or written tests, then with a game-based approach, students feel more relaxed yet still focused. Activities such as matching words, arranging anagrams, or answering quizzes make students feel like they are playing, even though they are actually reviewing and reinforcing their understanding of the material. This is an implementation of game-based learning that is effective in increasing students' learning motivation and absorption of the lesson.

Based on the description above, it can be concluded that the Educandy media has advantages in terms of flexibility, ease of use, and its ability to make the evaluation and learning process enjoyable. In the context of SKI learning, this media is highly relevant to use because it can present narrative material in an engaging and easily understandable manner for students. Therefore, Educandy has become one of the reliable learning media in addressing the challenges of learning in the digital era. This convenience shows that Educandy is flexible, a key characteristic of effective modern learning media (Cahyadi, 2019).

b. The shortcomings of Educandy media

Although Educandy has various advantages as an interactive learning media, there are several shortcomings that need to be considered in its implementation in the school environment.

One of the main weaknesses of Educandy is its dependence on an internet connection. This media can only be accessed optimally if the user's device is connected to a stable internet network. This becomes a particular obstacle, especially for students living in areas with limited internet access or those with limited data quotas. As a result, not all students can participate in Educandy-based learning equally, which can create disparities in the learning process.

An eighth-grade student, Muhammad Givary Albayani, expressed that students often get frustrated when doing exercises on Educandy because a

weak signal causes lag. Sometimes, when students don't have data, they work with their friends.

Another drawback is the limited features in the free version. Educandy does provide some basic features for free, but the number of quizzes that can be created and the variety of settings are very limited. To access advanced features, users must purchase or subscribe to the premium version. This poses a challenge for teachers or schools with budget constraints, making it impossible for all educators to fully utilize Educandy.

Additionally, Educandy has not yet provided an automatic quiz result reporting system. This platform does not have features that allow teachers to see scores, final results, or student progress directly. As a result, the evaluation process becomes less efficient. Teachers have to rely on manual reports from students, such as screenshots or oral reports, which are prone to errors and impractical. This was conveyed by an eighth-grade student, Siti Maemunah, who stated that after completing the questions on Educandy, students must collect their scores by taking a screenshot and sending it to the teacher via WhatsApp. The students became curious about their rankings and who was the fastest and most accurate in answering the questions.

From these shortcomings, it can be concluded that although Educandy is effective as a training medium, it does not yet fully support comprehensive learning needs, particularly in terms of equitable access, development features, and evaluation systems.

Conclusion

The implementation of Educandy at MTs Salafiyah Cirebon has proven to be a strategic and effective intervention for mitigating student boredom in Islamic Cultural History (SKI) classes. As a game-based learning platform, Educandy successfully transforms the instructional dynamic from a monotonous delivery into an engaging experience, significantly enhancing student interest, motivation, and material comprehension. Specifically, this

study finds that the platform addresses the multifaceted nature of academic saturation by alleviating emotional, physical, and cognitive fatigue, while simultaneously restoring students' motivation. The resulting classroom atmosphere becomes more interactive and enjoyable, encouraging students to shift from passive listeners to active participants in the learning process.

Furthermore, the practical application of Educandy offers a balanced array of advantages and challenges. Its primary strengths lie in its ease of accessibility—notably allowing students to participate without account registration—and its ability to simplify the creation of relevant, game-based assessments for teachers. However, the study also highlights specific technical constraints that must be navigated, including the platform's dependence on stable internet connectivity, the functional limitations of the free version, and the absence of an automated performance reporting system. Ultimately, while technical hurdles exist, Educandy serves as a potent tool for revitalizing SKI instruction and effectively combating the prevalence of academic boredom in the classroom.

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