Ed Process Int J

www.edupij.com

ISSN 2147-0901 (Print), 2564-8020 (Online)

EDUCATIONAL PROCESS
INTERNATIONAL JOURNAL

Developing Students' Critical Thinking Through Prophetic-Values-Based Learning Media in Indonesian Elementary Schools

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Research Article

Cite this article: Fahma, N., Sumardjoko, B., Prayitno, H. J., & Sulistyanto, H. (2025). Developing Students' Critical Thinking Through Prophetic-Values-Based Learning Media in Indonesian Elementary Schools. *Educational Process: International Journal, 18*, e2025523. https://doi.org/10.22521/edupij.2025.18.523

Received July 21, 2025
Accepted September 24, 2025

Keywords: Critical thinking, learning media, religious values, and elementary school

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Abstract

Background/purpose. Digital transformation has progressed rapidly, leading to significant changes in learning methodologies that are increasingly based on the mainstream internet. The integration of mainstream internet functionality with religious values has the potential to enrich students' educational experiences and foster critical thinking. This study explores the development of learning media rooted in an information and technology paradigm that is grounded in Islamic religious values, and its implications for improving critical thinking among elementary school students in Indonesia.

Materials/methods. A qualitative approach was utilized, using a case study design and data collection techniques that included in-depth interviews, participant observation, and documentation. Informants were selected through purposive sampling, resulting in a total of 13 informants. Data analysis followed Creswell's six-step data analysis framework.

Result. The study found that the development of IPAS learning media was driven by a decline in student achievement and a growing lack of creativity, conditions largely caused by teacher-centered instruction and monotonous teaching methods. Innovation in IPAS learning media was achieved by integrating the mainstream internet paradigm with prophetic values (specifically, the values of humanization, liberation, and transcendence). This integration successfully fostered students' skills, including heightened curiosity, open-mindedness, deep understanding of problems, the ability to evaluate arguments from multiple perspectives, and the capacity to identify underlying assumptions.

Conclusion. Prophetic value-based learning media serve not only as a means to transmit knowledge but also to internalize core values. Through this approach, students' critical thinking abilities can be optimized while remaining anchored in prophetic principles.

1. Introduction

Today, digital transformation has progressed rapidly and can be aligned with the sustainability goals of educational institutions (Okur et al., 2025). It has even given rise to a transformation in learning methodologies based on the mainstream internet, enabling open learning through a paradigm of international collaboration (Pineda et al., 2022). Cutting-edge technologies such as cloud computing and the Internet of Things (IoT) are accelerating this learning transformation. At the same time, foundational technologies such as data management and analytics are being used to analyze the dynamics of data generated from this transformation. This learning methodology, based on the functionalization of the mainstream internet, is expected to enrich students' educational experiences (Shata & Hartley, 2025).

Moreover, this technology is accessible to teachers for use and implementation in their lessons (Malakul, 2025), enabling them to utilize mainstream internet access within the learning process (Collie & Martin, 2025). Consequently, teachers can innovate and develop various components of learning, including learning media (Wang, 2025). This aspect plays a crucial role in improving the quality of learning (Nurhalimah & Azzahra, 2023), particularly in enhancing student achievement (Pulungan, 2021). Learning media is useful in facilitating interaction between teachers and students and can support students in learning more effectively (Bunari et al., 2024; Kırkıc et al., 2023) and independently (Rahmatika et al., 2021). Therefore, this capability is one of the key indicators of teacher readiness in the era of the Industrial Revolution 4.0 (Sakitri et al., 2025).

In this context, it is understandable that learning becomes more effective when the media used is developed based on technology, specifically, the mainstream internet. As such, learning media is considered a critical element in creating holistic and sustainable education (Azhura et al., 2024). It can even cultivate students' creativity and critical thinking skills (Hidayati et al., 2024; Mardiana et al., 2025), as well as other competencies (Zhong et al., 2025). A study by Dewi et al. found that mobile learning media can effectively foster students' critical thinking skills (Dewi et al., 2025). In this regard, learning media needs to be designed based on ideals that encompass approaches to the philosophy of science and education (Asmara et al., 2022); local wisdom values (Nofriyandi et al., 2023; Yulianto et al., 2023); or the values embedded in folklore (Harjono et al., 2023).

Accordingly, learning media should be leveraged to cultivate and develop students' potential. However, this process must be anchored in normative religious values that become internalized as character within students. In the absence of religious values underpinning the learning process (including the use of learning media), there is a risk of a distorted instructional orientation. One manifestation is an imbalance in learning goals that privileges the intellectual domain while sidelining students' emotional and spiritual dimensions. Indeed, students may become apathetic toward the adverse effects resulting from the misuse of digital media.

These values influence the learning process and shape the characteristics and typology of learning objectives. A study by McDougall and Potter indicates that digital learning media can affect teaching and learning processes in both formal and informal educational settings (McDougall & Potter, 2019). Undoubtedly, the values embedded within the learning media also contribute to the construction of learning objectives. This is supported by a study from Saripudin et al., which found that character development in students can be cultivated through values-based digital learning media (Saripudin et al., 2021).

This construction is empirically oriented toward innovative efforts made by teachers to foster students' potential. One approach to developing critical thinking in students is through the use of learning media based on religious values. But, the majority of existing studies on critical thinking development tend to utilize learning media without a values-based foundation -for example, a survey by Suci et al., which analyzes technology-based learning media without a values orientation (Suci

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Rahayu et al., 2025); or a study by Hector et al., which focuses solely on internet-based technology and its relationship to critical thinking (Galindo-Domínguez et al., 2025). In this context, learning continues to emphasize the cognitive transmission of knowledge; however, it is grounded in religious values that also become internalized by students throughout the learning process. In line with this, a study by Ghazali concluded that the use of learning media can support the internalization of values in students (Ghazali, 2017). Further, a study by Lutfiyatun et al. found that the internalization of values is highly effective when facilitated through learning models accompanied by appropriate media (Lutfiyatun et al., 2023).

Based on this urgency, this study focuses on the use and development of Prophetic-Values-Based Learning Media that integrate religious values. It also examines the implications of such media for improving students' critical thinking skills. Therefore, this study poses the question: "How does the development of IPAS learning media based on religious values affect critical thinking skills in elementary schools?" Within this context, it is evident that this research connects the ideals of learning media development, Islamic religious values, and critical thinking skills, which sets it apart from similar studies.

2. Theoretical Framework

2.1. Learning Media

Learning media are essentially tools used to support the learning process (Sri Rahayu, 2024). It contains information and knowledge that can be utilized within educational settings (Priadi, 2017). Gerlach and Ely categorize learning media into eight types: empirical reality, verbal presentations, graphic presentations, still pictures, motion pictures, audio recorders, programmed instruction, and simulations (Gerlach & Ely, 1980a). These types generally possess equal potential in facilitating the learning process. Accordingly, learning media enable the establishment of a direct relationship between teachers and students (Sukiman, 2012), as they can physically convey messages or values embedded in the learning materials. It is therefore natural that learning media contribute to the effective and efficient transmission of knowledge, since students tend to become more engaged in the learning process.

However, the effectiveness of learning media is highly dependent on how it is utilized and its relevance to the learning content (Wulandari et al., 2023). This means that the role of media is closely tied to the learning subject, allowing it to function effectively as a medium of transmission. In this context, Gerlach and Ely identify three key characteristics of media that can serve as instructional tools. First, fixative characteristics -the ability of media to record, store, and reconstruct events, enabling the reuse of content across time. Second, manipulative characteristics -the ability of media to alter the temporal flow of events (e.g., slow motion, fast forward, or time compression). Third, distributive characteristics -the ability of media to transcend spatial boundaries and be accessed simultaneously across different locations (Gerlach & Ely, 1980b).

Based on these characteristics, the role of learning media in supporting teachers becomes evident. While learning media are inherently impersonal tools or devices, teachers deliberately select and apply them to achieve educational objectives (Winkel, 2009). Gerlach and Ely also expand the definition of media to include not only objects and equipment but also people, materials, and even contextual situations specifically designed to help students acquire knowledge, skills, and attitudes (Gerlach & Ely, 1980c). This broader definition is logical, as it aligns with the function of media as a messenger that facilitates communication between teachers and students in the learning process (Newby, 1996).

Apart from these functions, learning media theoretically has several functions, including: First, an educational function, media influences educational values, and develops and expands students'

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thought patterns through meaningful experiences. Second, economic function, namely the ability to achieve learning objectives efficiently by reducing the use of funding and time. Third, social function, namely, developing students' understanding, experience, and interpersonal intelligence. And that fourth, cultural function, namely, transforming students' lives through the inheritance of cultural and artistic values existing in society (Kristanto, 2016). Even media applied in combination with learning models can actually function to foster and improve communication skills (Prasojo & Hidayah, 2024), or even students' critical thinking.

This means that the development of learning media can be focused on one of the potentials within the students, such as learning media that is based on augmented reality, uses Fast Corner Detection Algorithms, and combined with learning models, it has been shown to foster religious moderation (A. P. Rahayu et al., 2025); or media that utilizes empirical reality can foster students' imagination, creativity, and physical motor skills (Mahfudoh et al., 2024). Of course, this development will also have other impacts (such as critical thinking) when the media is grounded in normative values, such as religious values.

The process of developing learning media using religious values as a basis is believed to impact the realization of learning objectives. This pattern is realized through the integration of media with religious values, resulting in students' increased awareness of the religious dimension (Amaliah M. et al., 2024). Therefore, in one of Ristiani et al.'s studies, it was recommended that the development of a digital intervention model based on ethics and spirituality is essential for current learning (Ristiani et al., 2025).

3. Research Method

3.1. Research Design

In line with the narrative logic of this study, the analysis focuses on the development of learning media based on an Information & Technology paradigm integrated with religious values. It also examines the implications of developing Prophetic-Values-Based Learning Media for improving critical thinking among elementary school students in Indonesia -specifically at SDN 03 Drono, SDN 01 Manjungan, and SDN Kahuman. These sites are educational institutions that consistently innovate in the development of learning media, particularly in Natural and Social Sciences (Ilmu Pengetahuan Alam dan Sosial - IPAS in Bahasa Indonesia) subjects, by integrating mainstream internet resources with Islamic religious values.

These three research sites possess a conducive educational culture oriented toward the development of students' religious character and supported by adequate educational infrastructure. It also demonstrates a strong commitment to innovation in learning media as a pedagogical requirement for teachers. At the same time, it maintains robust collaboration between schools and parents to support both intra and extracurricular learning. Moreover, the majority of students' parents exhibit a high level of educational awareness, with socioeconomic conditions generally falling within the middle to upper levels.

Therefore, the dynamics of the learning media innovation process are the primary focus of this research, as illustrated in Figure 1, which outlines the research flow.

Figure 1. Research Flow

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This study is a field-based investigation that utilizes a qualitative approach, aiming to understand and interpret the dynamics of innovation in IPAS learning media. The type of study used was a case study, enabling the researchers to explore the background and context of innovations in IPAS learning media, including their implications for students' critical thinking.

3.2. Data Collection and Informants

Accordingly, this study utilized data collection techniques such as in-depth interviews, participant observation, and documentation. The subjects who served as informants consisted of 13 individuals selected purposively, without regard to gender or age. The selection was based on criteria determined by the researchers, which included: (1) being an IPAS subject teacher; (2) possessing innovative learning media design capabilities that incorporate the mainstream internet, such as YouTube, Google Classroom, e-books, Zoom, Google Meet, learning applications (Ruang Guru, Zenius, Quipper), podcasts, or technologies such as Augmented Reality (AR) and Virtual Reality (VR); and (3) having a normative plan for the use of learning media that explicitly refers to religious values. The informants consisted of 13 individuals, as listed in Table 1.

Table 1. Research Informants

No.	Name	Age (Years)	Sex
1.	AK	56	Man
2.	SA	34	Man
3.	AM	39	Man
4.	ME	35	Man
5.	AP	53	Man
6.	AMS	50	Man
7.	SM	39	Woman
8.	AR	40	Man
9.	DSW	39	Woman
10.	TIW	38	Woman
11.	AB	29	Man
12.	MSA	42	Woman
13.	SN	43	Woman

3.3. Data Analysis

Data analysis in this study followed Creswell's six-step model of qualitative data analysis. First, the researchers organized and prepared the data by sorting and filtering information related to innovations in learning media based on their sources. Second, the researchers reviewed all the data to gain a comprehensive understanding of the field findings and reflect on their overall meaning. Third, the researchers engaged in detailed coding by segmenting expressions or sentences into categorized themes related to the development of IPAS learning media. Fourth, the researchers described and interpreted the data by constructing narratives and identifying key themes, particularly focusing on the integration of religious values within IPAS learning media development.

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These data analysis steps are carried out sequentially by researchers during data collection, so they analyze the data simultaneously as it is collected. According to Creswell, this process has six stages, as shown in Figure 2 of Creswell's construct data analysis.

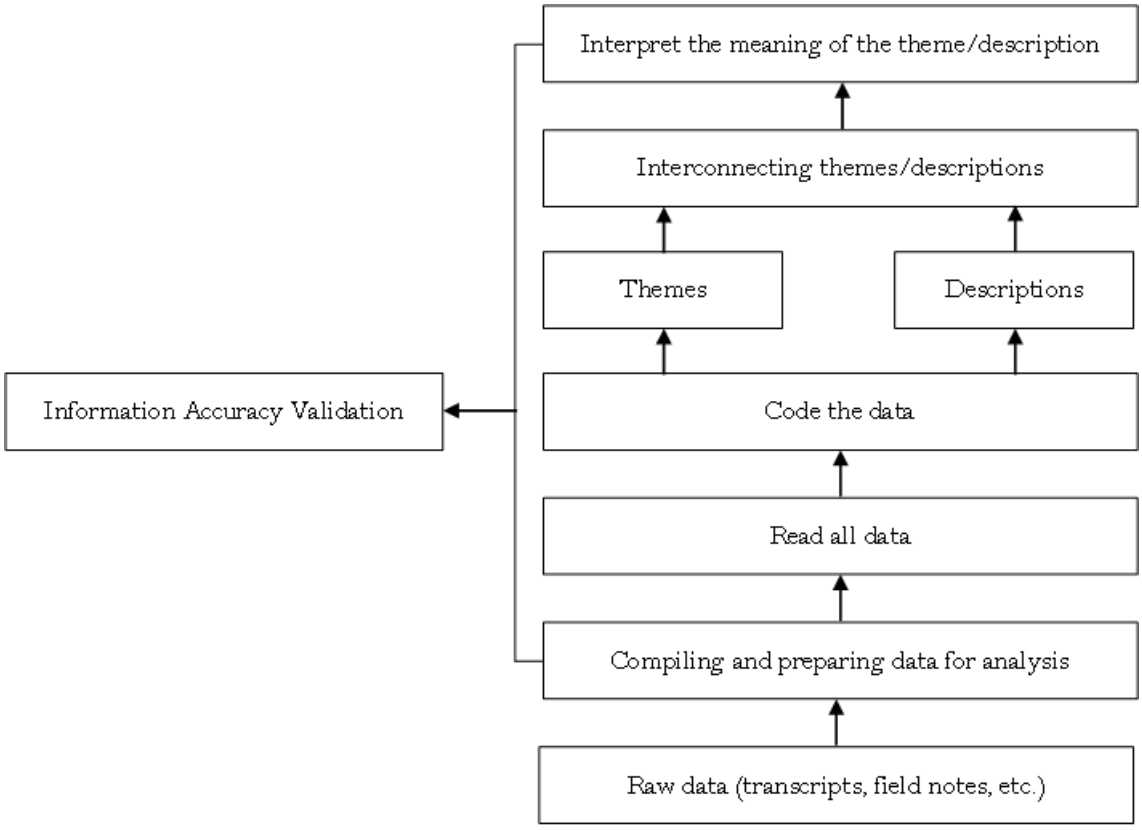

Figure 2. Creswell Construction Data Analysis (Creswell, 2014)

4. Results

4.1. Learning Media Development and Its Implications

Initially, IPAS learning was intended to provide students with an integrative understanding of nature, society, and the environment. However, this goal was difficult to achieve when the learning process lacked engagement and innovation. At SDN 01 Manjungan, for instance, students' reactions toward IPAS learning were notably unenthusiastic and disengaged. One of the key obstacles faced by the school was the minimal involvement of students in the learning process. Additionally, the teacher-centered instructional approach rendered students passive, limiting their opportunities to express themselves and explore their knowledge independently.

A similar condition was observed at SDN 03 Drono, where the initial outcomes of IPAS learning were unsatisfactory. Students' academic performance remained relatively low, partly because classroom dynamics were dominated by a teacher-centered approach. Instructional methods of IPAS were often monotonous, such as lectures accompanied by uninspiring PowerPoint slides. This issue was compounded by the delivery of material that failed to motivate students to think critically, creatively, collaboratively, or communicatively. As a result, IPAS learning often induced boredom and even drowsiness among students.

A comparable situation occurred in the IPAS learning process at SDN Kahuman. Students began to disengage from lessons delivered through monotonous methods that did not involve the use of learning media. Their disengagement was evident in behaviors such as avoiding participation, failing to ask or answer questions, and showing little improvisation when completing homework. This led

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not only to a decline in academic achievement but also to a decrease in students' creativity and active involvement in solving various problems or assignments in IPAS.

This means that the IPAS learning conditions in these three schools initially failed to develop critical thinking skills in students. This prompted schools to innovate by developing learning media with a critical paradigm, utilizing the internet as a mainstream stimulus for students to engage in enjoyable learning. One of the school principals, AP, stated:

> *"Various analyses of learning, from social studies, nature, mathematics, to religion, have shown no positive impact on students. I do not know... the potential in this aspect...critical thinking, collaboration, communication, creativity, or character." This situation requires a new breakthrough, namely innovative learning media that links communication technology." (AP, personal interview, February 12, 2025).*

This awareness has become a shared consensus among teachers, reinforcing the urgency of developing innovative learning media. One teacher noted that students increasingly expect the learning process to incorporate dynamic and engaging media. Even when the lecture method is used, the overall learning experience can still be enjoyable by applying a "learning through play" approach (SDW, personal interview, February 12, 2025). Students consistently express a preference for instructional strategies— whether lectures, discussions, or practical assignments —to be accompanied by interactive learning media.

Therefore, the researchers attempted to map students' preferences regarding the development of learning media, particularly for the IPAS subject. In this context, the researchers aimed to identify student interests related to the implementation of IPAS learning media in the classroom. This mapping was conducted using a Google Form survey distributed across the three schools. A total of 256 students responded, and the results are presented in Figure 3, which displays a graph of the student interest mapping survey.

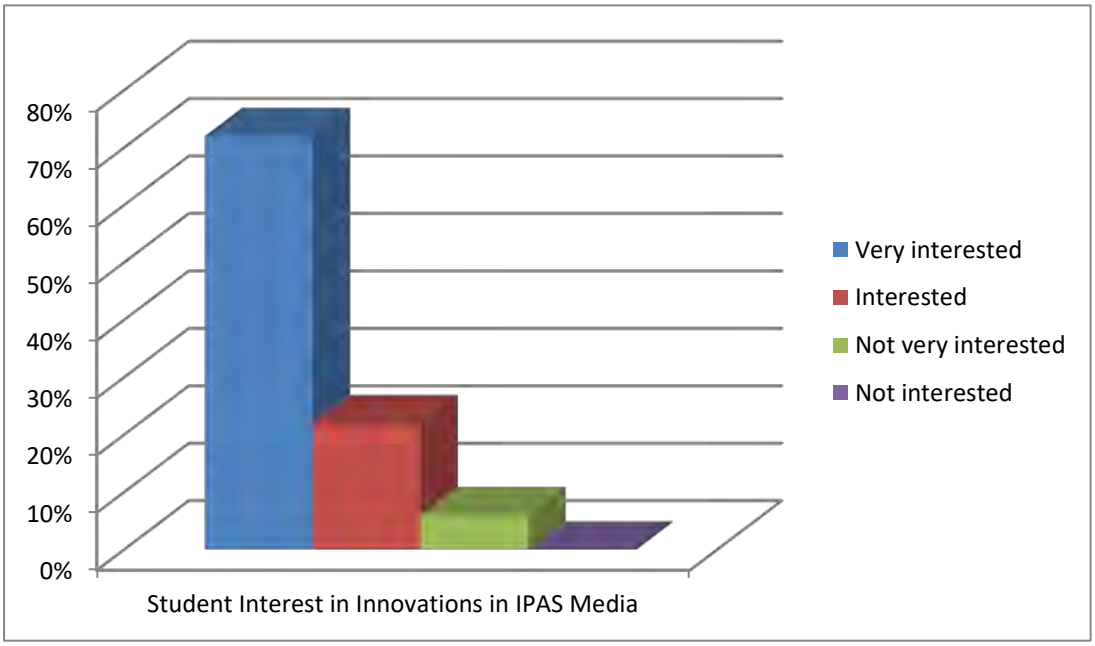

Figure 3. Graph of the Student Interest Mapping Survey

Based on the figure, it is evident that students expressed a strong interest in innovative IPAS learning media. Student responses to mainstream internet-based learning media showed that 72% of students indicated they were 'very interested,' 22% indicated they were 'interested,' and 6% indicated they were 'not very interested. These findings highlight the need for innovation in learning

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media across the three elementary schools, especially given that lecture-based methods have become increasingly unappealing to students. One of the teachers, namely AMS, said that:

> *"We recognize that currently, most of our students are less interested in learning through lectures, making it less effective and even uninteresting. Therefore, one way we can address this is by modifying the learning process through innovative, more interactive learning media that utilize communication technology. However, we also need to frame the use of learning media based on religious values." (AMS, personal interview, March 2, 2025).*

This awareness ultimately led to the reconstruction of instructional approaches through the use of learning media. Students demonstrated a high level of enthusiasm for learning through this mainstream internet-based learning media paradigm. A student's parent, TIW, noted that current learning resources were less engaging, often consisting solely of text and lectures (TIW, personal interview, March 16, 2025). Consequently, most parents, through the school committee, proposed that the development of learning media should be organized coherently and clearly, helping students to understand the content of each lesson in depth while enhancing their critical thinking skills. However, the operationalization of such learning media should remain firmly rooted in the foundational framework of religious values.

The three schools generally implemented IPAS learning through a digital learning technology transformation. The process encompasses four stages: instruction using digital materials, investigation through online activities and discussion forums, implementation via online assignments, and evaluation through online quizzes and assessments. IPAS learning media, including tools such as spinners, were even developed. According to one teacher, AB, the spinner was chosen because it facilitated the learning process by promoting interaction between teachers and students (AB, personal interview, March 10, 2025). In this context, religious values are incorporated as the normative foundation for teacher–student relationships.

One example is the integration of religious values -such as justice and mutual respect- into the content of learning materials delivered through learning media. It is natural for such learning to promote equity, providing equal opportunities for students with varying levels of technological access and capability. Within this context, additional religious values -such as moderation and compassion- also emerge organically as part of the learning process.

These three schools consistently foster learning environments characterized by humanistic attitudes and behaviors among teachers and students, as well as among students themselves. A teacher, namely AP, emphasized that:

> *"So, online teaching, online investigations, online assignments, and online assessments are aligned with the values we want to teach, particularly in the educational domain. Within this domain, there are learning objectives. However, we consistently prioritize educational values integrated with religious values as the primary foundation." (TIW, personal interview, April 8, 2025a).*

The implication is that learning media must align with the instructional content to help students understand and apply the values embedded in the learning experience. This includes orienting those religious values toward internalization in students' daily lives. Accordingly, the development of learning media must consistently be linked to religious values, serving as a foundation for students' character development.

In response, the schools pay careful attention to the characteristics and formats of the learning media employed. They aim to integrate the use of media with ethical principles derived from religious norms, so that these principles can be internalized by students in the form of lived values. For instance, when using media such as video, audio, images, or interactive applications, the content is intentionally directed toward liberating students from ignorance. According to one school principal

(AK), the internalization of religious values in IPAS learning is expected to foster a more comprehensive understanding of their faith (AK, personal interview, April 10, 2025).

The religious values inherent in Natural and Social Sciences learning media are oriented toward fostering students' awareness of faith. At the same time, they aim to improve the overall quality of education in schools, making the development of instructional practices a necessity. Accordingly, the development of learning media integrated with religious values encompasses the mastery of three key areas: knowledge acquisition, soft skills, and attitude. This framework also seeks to foster students' adaptability and initiative, which require the ability to modify cognitive structures through the processes of assimilation, accommodation, and equilibration of new knowledge, as well as psychological readiness to confront contemporary life challenges.

These three schools utilize a range of learning media that play a crucial role in enhancing student engagement and accommodating diverse learning styles. To support this, they frequently implement e-learning platforms as innovative instructional solutions, including Google Classroom, Microsoft Teams, instructional videos, podcasts, e-books, learning simulations and games, as well as webinars and video conferences. Careful attention is given to format variation to create dynamic and engaging learning experiences for students. It is thus understandable that the schools are proactively working to prevent a decline in educational quality by addressing their students' specific learning needs.

In practice, learning media based on the mainstream internet serve as an important means of integrating religious values, such as honesty, justice, tolerance, moderation, and reinforcing students' faith. When appropriately applied, these media enhance the effectiveness of learning while cultivating strong character development -especially in terms of critical thinking. The learning software and online platforms in use allow students to access more comprehensive and dynamic materials for IPAS and other subjects. These schools have made well-informed decisions by conducting thorough analyses of student learning needs prior to developing the learning media.

The development of these learning media has led to increased student enthusiasm for participating in IPAS learning. This stands in contrast to situations where appropriate media innovation is lacking, often resulting in diminished student interest and minimal development in critical thinking skills. This observation highlights the implications of transforming the learning media landscape. Students' critical thinking skills become particularly evident when teachers present specific video content. Students are able to identify and understand the problems being addressed, analyze the issues by seeking information from multiple sources, evaluate arguments, and identify underlying assumptions related to the events presented in the video.

Even when students were presented with interactive learning media in the form of animated videos related to cultural heritage, they demonstrated high levels of enthusiasm in understanding the conveyed messages. Moreover, this type of media proved highly engaging for relatively young students, making the learning materials -which included instructional videos, animations, and open-ended questions- highly relevant to their psychological well-being. The interactions that emerged were driven by students' curiosity and open-mindedness toward the learning content.

The presence of such interactive media can transform students' perceptions of the IPAS learning process. What was initially perceived by students as difficult and unengaging has, through the use of interactive media, become enjoyable and accessible. This media also contributes to the development of students' ability to evaluate information from multiple perspectives. Such an ability cannot be cultivated without first recognizing and comprehending the issues presented within the learning content. This was expressed by a teacher, ME, that:

> *"We see that implementing media can increase motivation and develop students' abilities to be open-minded and foster curiosity. Therefore, we need to develop media that is more interactive with students and engaging for them to view. Such media can be a solution to improve student*

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achievement in every subject. We are now no longer concerned about the current state of education at this institution." (ME, personal interview, April 17, 2025).

Researchers observed that during learning, students tended to enjoy the learning process more than the results they achieved. This was because the media used was relatively interactive and attractive, encouraging students to fully participate in the learning process. This resulted in active and critical thinking, collaboration with educators and fellow students, and effective communication. These were all realized as the final outcome of the learning. In this context, the school treasurer (SM) stated:

"We are committed to continuously creating a conducive learning environment and atmosphere. We also innovate to ensure that all teachers use dynamic and interactive learning media for their students." (SM, personal interview, May 4, 2025).

This transformation in students' abilities is a direct implication of instructional innovation. Learning media is not only expected to impact final learning outcomes but also to improve critical thinking skills among students. Additionally, the religious values embedded in the learning media are internalized by students. In the context of elementary schools, this integration is defined as "the instillation of religious values in students, shaping their character and morality." (AP, personal interview, May 4, 2025a). This is done solely for the benefit of the students, particularly in preparing them to face future challenges.

The description of the study results reveals that clear motives drive innovation in the development of learning media. Its implementation is underpinned by value-based considerations and has direct implications for students. The study findings are visually represented in Figure 4, which outlines the key results.

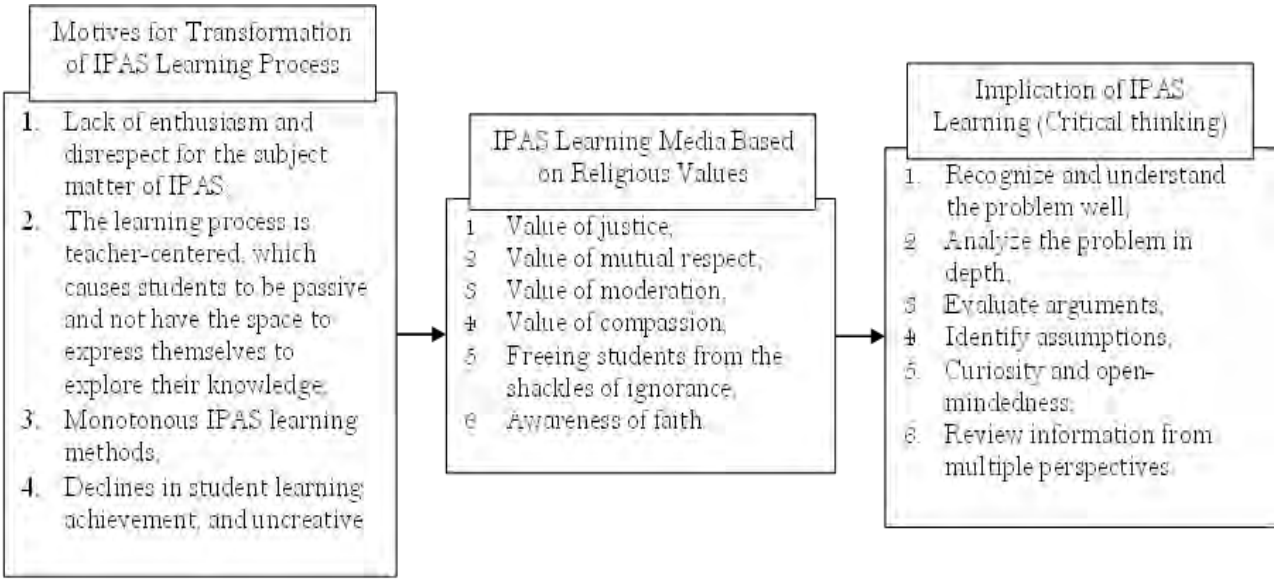

Figure 4. Research Findings Framework

5. Discussion

5.1. Prophetic-based Learning Media

Based on these research findings, it is apparent that the development of learning media emerged from the actual conditions of IPAS instruction. In this context, the systematic construction of IPAS learning has implications for students in terms of developing critical thinking potential. The implementation of IPAS learning, supported by learning media, has, in fact, successfully achieved the fundamental objectives of elementary education. One essential effort in this regard is the

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development of learning media that elaborates upon or integrates them with normative values, particularly religious values.

Therefore, developing IPAS learning media based on religious values that foster critical thinking skills is a constructive and necessary endeavor. This ability is essential for students to develop as human capital and cannot be achieved without systematic and sustained efforts throughout the learning process. A study by Terblanche et al. strongly recommends that the development of critical thinking skills requires a comprehensive instructional design (Terblanche et al., 2025). This highlights the strategic role of media development in enhancing students' capabilities. Through such media, teachers' limitations in delivering instructional material can be effectively addressed. For instance, effective learning in Natural and Social Sciences can be facilitated through Instagram-based learning media (Widarti et al., 2024).

In this context, the urgency of learning media that can guide students toward a comprehensive understanding of instructional material becomes evident. A study by Kandia et al. found that the function of learning media extends to supporting teachers in material delivery and boosting student motivation (Kandia et al., 2023). However, the three elementary schools involved in this study strictly regulate the role of media in the learning process through the lens of ethics and morality rooted in religious values. This condition aligns with the anticipatory insights of Costa and Murphy, who recommended that the presence of the mainstream internet (Gen-IA) must be balanced by a learning culture that cultivates responsible thinking as an expression of intellectual honesty (Costa & Murphy, 2025).

Therefore, learning approaches that motivate students based on normative educational and religious ideals can produce meaningful learning experiences. This is especially true when teachers fully understand the conceptualization of values that serve as boundaries for shaping students' knowledge and attitudes. These values function as normative references for teachers when undertaking innovations such as the development of Prophetic-Values-Based Learning Media. Such a position will ultimately encourage teacher creativity in value internalization through the use of media, as exemplified by the Benkangen game in Indonesian language learning, which supports the internalization of local cultural values (Mar'atussolichah et al., 2024).

Moreover, for elementary school students who are at a formative stage of cognitive and emotional development, normative educational references are essential. However, the internalization of these values requires media that can capture students' interest and attention - both visually and auditorily. This empirically supports the findings of Sari et al. (Kumala Sari et al., 2022); Munawir et al. (Munawir et al., 2024), or Ali et al. (Ali et al., 2025), which show that the use of interactive and engaging learning media can significantly boost students' motivation to learn. Accordingly, IPAS learning media must be integrated with religious values to produce a dual impact: the effective transmission of knowledge alongside the internalization of religious values.

Interestingly, the religious values adopted by the three elementary schools in developing learning media include the value of justice, the value of mutual respect, the value of moderation, the value of compassion, the value of liberating students from the shackles of ignorance, and the value of faith awareness. When categorized by their characteristics, these values fall into three domains: humanist characteristics (comprising the value of justice, the value of mutual respect, the value of moderation, and the value of compassion), the characteristic of liberation (represented by the value of freeing students from the shackles of ignorance), and the characteristic of transcendence (based on the value of faith awareness). According to Kuntowijoyo's perspective, these three domains can be identified as prophetic values derived from the historical Islamic values outlined in the Qur'an, Surah Ali-Imran, verse 110 (Kuntowijoyo, 1998). These domains converge into a unified mission, as illustrated in Figure 4, which presents the prophetic values.

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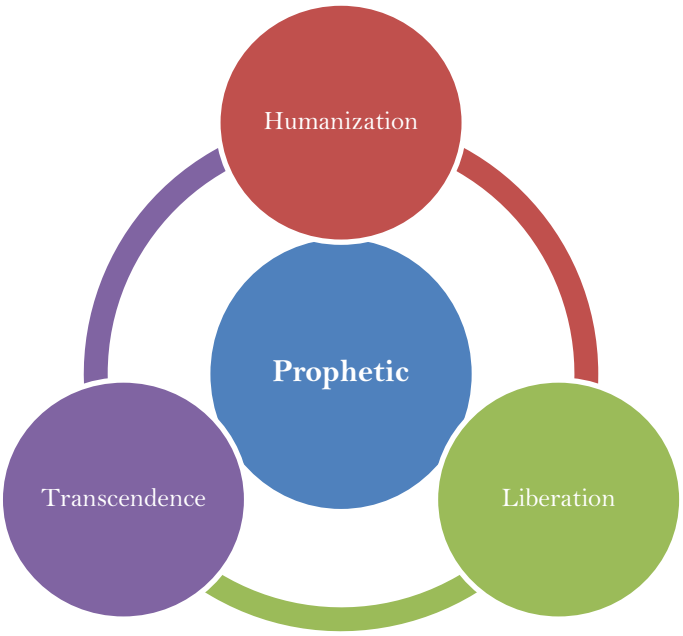

Figure 4. The Prophetic Values

In this context, it can be stated that the educational media employed by these elementary schools are grounded in Prophetic-Values-Based Learning Media. Clearly, the use of learning media is guided by utilitarian values to realize instructional objectives that are integrated with prophetic aims, namely humanization, liberation, and transcendence. The applications of learning media are not merely oriented toward the attainment of instructional indicators; rather, prophetic values are embedded within these indicators as a means of surpassing the development of IPAS learning media characterized by both educational and prophetic processes and orientations.

Consequently, this approach integrates morality, ethics, and religiosity into the learning process. In other words, the learning approach is rooted in prophetic values, such that the learning experience is inseparable from the principles of humanization, liberation, and transcendence. In Woo's writing, these principles are referred to as fundamental ontology (Woo, 2025), emphasizing that the internalization of morality, ethics, and spirituality is essential during childhood (i.e., for elementary school students).

Based on this narrative, it is evident that Prophetic-Values-Based Learning Media function both as tools and as educational resources that convey instructional messages infused with prophetic values. The implementation of this approach emphasizes the development of character and prophetic attitudes (Adiwijaya et al., 2023), positioning it as a potential solution to the moral degradation observed among students (Muchtar et al., 2022). This is because learning media are not merely instruments for transmitting knowledge, but also serve as vehicles for character development through the internalization of religious and ethical values.

On the one hand, this urgency must be supported by the presence of teachers as central agents in the learning process. They play a crucial role in driving Prophetic-Values-Based Learning Media. Their involvement ensures that the media developed is relevant to the learning content, particularly concerning the curriculum and other pedagogical aspects. Indeed, the placement and empowerment of teachers are often cited as critical factors in the success of learning development (Canonigo & Joaquin, 2023). Ultimately, an effective learning process emerges through the interaction between teachers as facilitators and media as instruments for transmitting knowledge and internalizing values.

https://doi.org/10.22521/edupij.2025.18.523 Published online by Universitepark Press

6. Conclusion

Based on the findings of this study, it is increasingly evident that the development of learning media rooted in the mainstream internet paradigm has become an inevitable reality. However, such development must be integrated with prophetic values -namely, humanization, liberation, and transcendence- which serve as the moral and ethical foundation for elementary school students. These students require normative references to guide their behavior and development within society. Therefore, learning media infused with prophetic values functions not only as a means of conveying knowledge but also as a tool for the internalization of moral and spiritual values.

This innovative approach to media development aligns with the needs of both teachers and students, wherein the content and structure of media are framed within educational and religious (prophetic) values. Guided by this framework, the resulting learning media can more effectively support the attainment of both humanistic and religious educational objectives. It enables the optimization of students' potential, such as enhancing critical thinking skills, while simultaneously grounding them in prophetic principles. As such, this initiative is expected to significantly contribute to the formation of strong character and noble morals in students as future members of society.

Declarations

Author Contributions. Naomi Fahma: conceptualization, literature review, methodology design, manuscript writing. Bambang Sumardjoko, Harun Joko Prayitno, and Hernawan Sulistyanto: support in data analysis, review, and editing. All authors have read and approved the final version of the article.

Conflicts of Interest. The authors declare no conflict of interest.

Funding. This research received no external funding.

Ethical Approval. This research received ethical approval from the Directorate for Research and Community Service (LPPM) of Universitas Muhammadiyah Klaten (UMKLA), Indonesia, with number 0051/TGS/I.3.AU/F.5?IX/2025.

Data Availability Statement. All data supporting the findings of this study are derived from published and openly accessible literature, which has been properly cited in the References section.

Acknowledgement. This research was completed and translated into an article with the support of various parties. We would like to express our gratitude to the following contributors: first, the Doctoral Education Program at Universitas Muhammadiyah Surakarta; second, Bambang Soemardjoko who served as the promoter for this article; third, Harun dan Hernawan Sulistyanto who acted as co-promoters I and II; fourth, the principals of the State Elementary Schools that served as the research sites and permitted the researcher to conduct the study. Finally, to the Rector of Universitas Muhammadiyah Klaten (UMKLA) for granting permission to pursue further studies.

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https://doi.org/10.22521/edupij.2025.18.523 Published online by Universitepark Press