

## DEVELOPMENT OF QUR'AN HADITH TEACHING MODULES BASED ON THE PRINCIPLE OF MERRILL'S INSTRUCTION AT MTS DARUL AMIN PALANGKA RAYA

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### *Abstract*

*This study developed a teaching module based on Merrill's Principle of Instruction for the seventh-grade Qur'an Hadith subject with the material of the Grace of Allah SWT at MTs Darul Amin Palangka Raya. This module is designed to support the implementation of the independent curriculum, which emphasizes flexibility, creativity, and relevance of learning. The research uses the ADDIE development model, which includes the analysis stage, at this stage is the initial stage of making observations to be able to know and understand the actual conditions. The design stage, determining the overall content, namely 1) analyzing the content of the teaching module, 2) designing related to the flow or syntax in learning by applying the Merrill's Principle of Instruction model, 3) selecting teaching material competencies, 4) making the linkage of material examples with real life as easy as possible, 5) implementing the teaching module. Stage development—at this stage, it is the most important stage, which is developing so as to produce a good and appropriate product, namely the development of Merrill-based teaching modules. Implementation Stage, at this stage, it presents the results of the finished product of the teaching module that has been implemented with Merrill's model. The evaluation stage is the final stage of seeing the suitability of the components that apply to the teaching modules used by teachers. The results showed that the module was based on Merrill's Principle of Instruction, which includes elements of real tasks, activation, demonstration, and application.*

**Keywords:** *Implementation, Merdeka Curriculum, Merrill's, Teaching modules*

### **Abstrak**

Penelitian ini mengembangkan modul ajar berbasis Merrill's Principle of Instruction untuk mata pelajaran Qur'an Hadits kelas VII dengan materi Rahmat Allah SWT di MTs Darul Amin Palangka Raya. Modul ini dirancang untuk mendukung implementasi kurikulum merdeka, yang menekankan fleksibilitas, kreativitas, dan relevansi pembelajaran. Penelitian menggunakan model pengembangan ADDIE yang mencakup tahap *analisis*. Pada tahap ini merupakan tahap awal yakni melakukan pengamatan untuk dapat mengetahui dan memahami kondisi yang sebenarnya. Tahap *design*, melakukan penentuan konten secara keseluruhan, yakni 1) menganalisis isi modul ajar, 2) melakukan perancangan terkait alur atau sintak dalam pembelajaran dengan menerapkan model Merrill's Principle Of Instruction, 3) memilih kompetensi bahan ajar, 4) membuat keterkaitan contoh materi dengan kehidupan nyata semudah mungkin, 5) mengimplementasikan modul ajar. Tahap *Development*, pada tahap ini merupakan tahap terpenting yang mana melakukan pengembangan sehingga menghasilkan produk yang baik

dan sesuai yakni pengembangan modul ajar berbasis Merrill's. Tahap *Implementasi*, pada tahap ini menyajikan hasil produk jadi dari modul ajar yang sudah diimplementasikan dengan model Merrill's. Tahap *Evaluasi*, merupakan tahap akhir melihat kesesuaian komponen yang berlaku pada modul ajar yang digunakan guru.

Hasil penelitian menunjukkan bahwa modul berbasis prinsip Merrill's Principle Of Instruction yang meliputi elemen tugas nyata, aktivasi, demonstrasi, aplikasi, dan integrasi mampu meningkatkan pemahaman siswa secara mendalam terhadap materi dengan menghubungkannya pada konteks kehidupan sehari-hari. Modul ini juga memperbaiki kelemahan modul sebelumnya yang kurang fokus dan belum interaktif. Kendala utama dalam implementasi adalah adaptasi guru terhadap desain instruksional yang baru serta keterbatasan sumber daya. Secara keseluruhan, model ini efektif untuk meningkatkan kualitas pembelajaran Qur'an Hadits, meski masih memerlukan dukungan pelatihan dan fasilitas yang lebih baik.

**Katakunci:** Implementasi, Kurikulum Merdeka, Merrill's, Modul ajar

### Introduction

One of the important components in every educational institution in the implementation of education is the existence and enforcement of a curriculum. A curriculum is a planning and regulatory tool related to the content of lessons and the methods used as a reference for the implementation of teaching and learning activities. According to (Puspitasari & Rizka., 2018), there are several main components of a curriculum, namely 1) Educational objectives, everything that supports the achievement of educational objectives in the learning process, 2) Knowledge and information, related to the acquisition of knowledge from various places or media, 3) Teaching methods, the ways or techniques used by teachers in the learning process, 4) Evaluation, the assessment process to ensure that learning is in line with expectations.

The independent curriculum is a curriculum with diverse subjects. The independent curriculum pays special attention and focuses on essential content so that students have enough time to explore concepts and strengthen their competencies. (Nurani & Dwi, 2022). In the independent curriculum, there are three newly developed teaching tools, namely: Learning objective flow, Pancasila student profile strengthening projects, and Teaching modules.

Teaching modules are an innovation in the development of lesson plans (RPP), which are now equipped with more detailed guidelines and instructions, including student worksheets and assessments to measure the achievement of learning objectives. It is hoped that the use of teaching modules will assist and facilitate teachers and students in the learning process, which does not always depend on the content of textbooks, learning speed, and strategies. It can also be tailored to the needs of students so that they can achieve the minimum competencies that have been targeted. In practice, the design of teaching modules is not an easy task for teachers, especially since the independent curriculum is the government's latest curriculum reform policy. The use of teaching modules has been implemented in every school at various levels of education, including Madrasah Tsanawiyah (MTs) Darul Amin Palangka Raya. As an Islamic educational institution, MTs Darul Amin also faces challenges in adapting learning methods that are in line with the Merdeka curriculum. With the introduction of the Merdeka curriculum, there has been a paradigm shift in teaching methods that emphasizes flexibility, creativity, and innovation in learning. This adjustment involves the use of innovative and interactive approaches, which aim to increase students' interest in learning and strengthen their understanding, especially in learning the Qur'an and Hadith. Therefore, effective strategies are needed to realize meaningful and in-depth learning. However, based on interviews with seventh-grade Qur'an Hadith teachers,

it was found that teachers are still adapting and still face obstacles in designing teaching modules and limitations in their ability to process interactive learning media.

Based on the above explanation, there is a need for a learning model that is considered relevant to support the implementation of the Qur'an Hadith teaching module, namely Merri's Principle of Instruction model. This model is designed to facilitate effective learning by emphasizing five main principles, namely real tasks, activation, demonstration, application, and integration. These principles can help students understand the material in depth through structured learning experiences and their relevance to daily life. Merrill's Principle of Instruction model was chosen because of its excellence in connecting theory and practice. In Qur'an Hadith subjects, this model can be used to integrate religious concepts with real situations faced by students. In addition, this model also provides space for students to play an active role in the learning process, so that they are not only recipients of information but also become the main actors involved in understanding and applying the teachings of the Qur'an and Hadith.

### **Research Methodology**

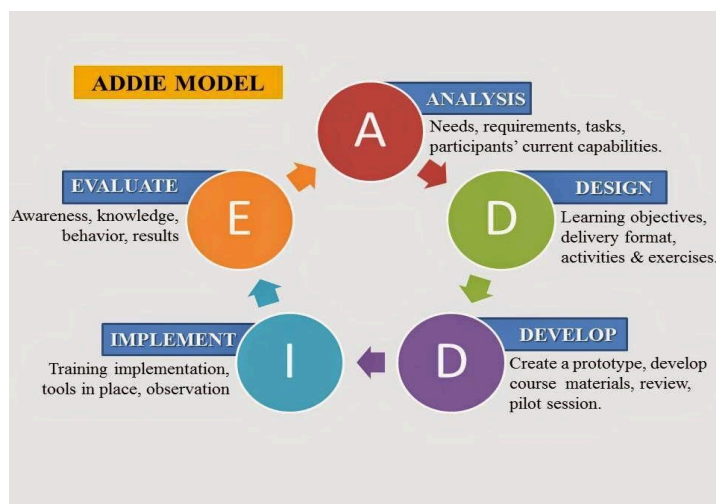
This research is research and development using the ADDIE model. This type of research is descriptive qualitative research. This research and development was conducted systematically, namely by conducting research first and then development. The purpose of this research is to assist teachers in the teaching and learning process so that students can actively participate in learning and easily understand the material in relation to their daily lives in the Qur'an Hadith class VII material on the Mercy of Allah SWT at MTs Darul Amin Palangka Raya.

This research was conducted in October 2024 at MTs Darul Amin Palangka Raya, with the informant being the Qur'an Hadith subject teacher, Nurmadiyah S.Ag, at MTs Darul Amin Palangka Raya, who helped complete this research. This research on the development of teaching modules based on Merrill's Principle of Instruction model used the ADDIE development model. The ADDIE model itself is a development model that is structured and has a systematic sequence that is also related to problem solving, namely, that related to learning resources.

ADDIE stands for Analyze, which is the initial stage of conducting observations to be able to know and understand the actual conditions. Design, determining the overall content, namely 1) analyzing the content of the teaching module, 2) designing the flow or syntax in learning by applying Merrill's Principle of Instruction model, 3) selecting teaching material competencies, 4) making the connection between the material examples and real life as easy as possible, and 5) implementing the teaching module. Development, this stage is the most important stage, which is to carry out development so as to produce a good and appropriate product, namely the development of teaching modules based on Merrill's. Implementation: this stage presents the finished product of the teaching module that has been implemented using Merrill's model. Evaluation is the final stage of seeing the suitability of the components that apply to the teaching modules used by teachers. The data collection techniques used are observation, interviews, and documentation.

The module development adopts the learning principles from Merrill's Principles of Instruction, which include five main elements: Task-Centered, which focuses on solving real problems relevant to students' lives. Activation, which links new learning to prior knowledge. Demonstration, which provides practical demonstrations to understand concepts. An application that involves students in the real-world application of the material being studied. Integration, which encourages students to integrate knowledge into their daily lives. The development of teaching modules based on Merrill's Principle of Instruction at MTs Darul Amin has proven effective in creating relevant, interactive, and meaningful learning.

This model supports students in critical and creative thinking, but its implementation requires further support in terms of resources and teacher training. With more focused modules, Qur'an Hadith learning can be more targeted and contextual, helping students understand concepts in depth and in an applicable manner.



**Figure 1. ADDIE Model**

## **Research Findings and Discussion**

The results obtained in the development research that has been carried out are teaching modules with harmonized syntax and the application of Merrill's Principle of Instruction learning model related to the Qur'an Hadith subject for grade VII on the material Rahmat Allah Swt, which is very relevant to use because it can provide in-depth explanations of the material and its connection to everyday life. This study uses the ADDIE development model with five stages, which are described as follows:

### **1. Analyze**

In the initial analysis stage, it is important to identify and understand the needs based on the existing conditions. This helps to determine the extent to which the learning objectives and student understanding have been achieved in meeting the needs of the students. The analysis stage is divided into two parts, namely needs analysis and material analysis. The needs analysis stage is carried out to identify problems or obstacles faced by teachers in designing and implementing teaching modules for the Qur'an Hadith subject at MTS Darul Amin Palangka Raya.

Based on interviews with Qur'an Hadith teachers, learning in the classroom has implemented the Merdeka Curriculum and uses teaching modules as a reference or guideline in the learning process. However, teachers are constrained in designing teaching modules because they are still in the process of adapting to new policies and regulations related to this independent curriculum.

There are advantages and disadvantages to these teaching modules. Among the advantages are: 1) they help facilitate the teaching and learning process for teachers, 2) learning is planned, 3) learning is focused, and 4) they focus on achieving the designed learning objectives. There are almost no disadvantages to the teaching module, but teachers find it difficult because the standard components of the module framework are not available. Therefore, for the sake of perfection, the module has been revised repeatedly so that it is considered suitable for use. Meanwhile, the analysis of the material presented in the module

is in line with the curriculum requirements and can enrich students' understanding in depth through the application of the teaching module using Merrill's Principle of Instruction, which connects theory and practice related to everyday life.

## 2. Design

This stage involves determining the content of the overall design being developed (Ghani & Daud, 2018). In this design stage, there are several activity plans, namely: 1) Analyzing the content of the teaching module, which involves understanding the content of the teaching module to ensure that learning is delivered in accordance with learning objectives and student needs. 2) Designing, related to the flow or syntax in learning systematically by applying Merrill's Principle of Instruction model. 3) Selecting teaching material competencies, which involves determining the skills or knowledge that students are expected to achieve through the learning process. 4) Creating relevant examples or illustrations, which involves providing real-life examples related to the material so that students can easily understand it. 5) Implementing the teaching module, which involves using the module that has been designed and developed in teaching and learning activities.

## 3. Development

The development stage is an important activity in producing good and appropriate products (Rachma et al., 2023). This stage involves modifying the teaching module by applying the learning model with the following stages of Merrill's Principle of Instruction.

### Task Centered

Learning is facilitated when students apply it to real-world problems. The connection to the real world is necessary for students to find meaning in their learning. They use real examples from the lives of learners, from their peers, and from the wider community, making the subject broader and relevant to learners. This is achieved by applying abstract concepts to concrete situations, both in the classroom through physical tasks and through discussions of examples of how this applies outside the classroom context. Discussions should be conducted with the whole class, as well as with peers in groups. When learners are involved in solving relevant problems, the information becomes important to them. Learning becomes interesting when it is relevant. Merrill recommends that all learning should be based on real-world problems that need to be solved (Lau, 2020). Students' critical and creative thinking skills can be trained through learning that requires students to explore, inquire, discover, and solve problems, so that one of the learning models that can be assumed to be able to improve students' critical and creative thinking skills is the problem-based learning model.

- Guru meminta peserta didik membentuk kelompok dengan 3-4 anggota untuk berdiskusi. (Integrasi) tentang penugasan apa dampak negatif yang timbul bagi orang yang tidak mensyukuri Rahmat yang Allah swt berikan dalam kehidupan sehari-hari. (berbasis masalah) masing-masing orang 1 jawaban di setiap kelompok.

Figure 2. Problem-based task-centered implementation



### Activation

Learning is activated when students can connect current learning with previous learning. Teaching often aims for high-level abstract understanding, without ensuring that students are ready and able to understand it. When previous learning is ignored, students are prone to forgetting new concepts introduced by the teacher. It is essential that prior knowledge is taken into account and that new learning is linked to what is already known and previously constructed. In addition, learning must be done gradually and as a whole subject; taking the next step in learning, but then applying it to the entire subject. This means that new learning must be challenging for students so that they are interested and engaged, but not so challenging that they feel overwhelmed, while using prior understanding to build new understanding. Irrelevant learning is quickly forgotten, but activated learning will be retained (Pirmansyah, 2021). This is implemented in the teaching module as follows.

b. Apersepsi: Guru menarik perhatian peserta didik dengan mengajukan pertanyaan pemantik seputar menghubungkan materi baru yang akan dipelajari dengan pengetahuan yang sudah dimiliki siswa sebelumnya. (aktivasi pengetahuan awal)

**Figure 3.** Implementation of the Activation Stage

### Demonstration

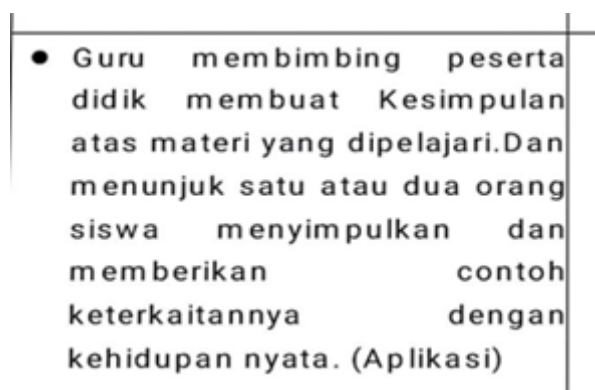
Learning is facilitated when students see practical demonstrations of how to solve problems. A teacher who stands in front of the class and constantly explains the lesson will quickly lose the interest of the students. Learning must include demonstrations of new concepts as well as instructions about them. According to Merrill, demonstrations have two levels: Informational and Illustrative. Informational demonstrations can be applied broadly but are general and abstract. Illustrative demonstrations cannot be applied broadly but are specific to a single case study or situation. It is important to ensure that there are many illustrative demonstrations during learning to show students how to use the new information. Using several examples will also help them in the transfer or flexible application of new learning to new situations. Learning can be effective if learners are not only given one-way demonstrations of learning instruments, but also given a variety of problems. (Rahadianto, 2023). This is implemented in the teaching module as follows.

- Guru menggunakan media berupa video pembelajaran terkait materi yang mendukung pemahaman siswa lebih mendalam kaitannya dalam dunia nyata ( Demonstrasi konsep)

**Figure 4.** Demonstration stage implementation

## Application

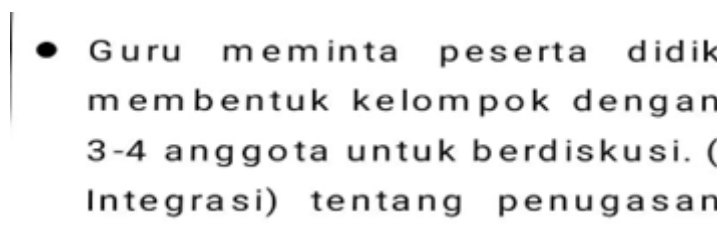
Learning is facilitated when students can use new information in meaningful ways. Agreed upon in all learning and teaching theories, the use of practical applications to solve real-world problems makes learning meaningful and increases the chances of good understanding and information retention. Multiple-choice quizzes and similar testing exercises only test the ability to recall recent learning, and do not assess deep understanding or mastery of concepts. Real, practical, and situational application of new learning across multiple lessons will help learners engage meaningfully with new learning. Other application strategies include procedural assessment, which means allowing learners to decide the next step in a procedure, then assessing whether the choice is correct or incorrect. The use of these applications and assessment strategies allows learners to engage with new learning in an abstract way that is meaningful. Implemented in the teaching module as follows.



**Figure 5.** Application phase implementation

## Integration

Learning has been facilitated by AR & AI, enabling students to actively interact with what they have learned through discussions, debates, and presentations. Students need to take in new learning and integrate it into their existing knowledge schema so that they can continue to apply that knowledge in the future and build on it. Critical evaluation of their own learning and that of their peers allows learners to organize their learning with AR & AI. Finding relevance, learning applications, and critical evaluation provide opportunities for learners to engage with learning in different ways. This means they can organize their learning in ways that are meaningful to them so that they can remember it and continue to apply it in the future. This principle returns teaching to its first principle, namely that learners must find relevance in their learning and be able to integrate it into their current and future understanding. (Syafri, 2023). Implemented in teaching modules as follows.



**Figure 6.** Implementation of the Integration stage

Based on the results of the discussion, it can be understood that the application of Merrill's Principles of Instruction has several advantages, including:

### 1. Focus on problem-solving.

These principles encourage problem-solving-centered learning, which allows students to apply their knowledge in real-world contexts. This helps improve conceptual understanding and problem-solving skills.

**2. Utilizing existing knowledge.**

This model recognizes the importance of utilizing existing knowledge as a foundation for new knowledge. By connecting new learning with prior knowledge, learners can build a deeper and more relevant understanding.

**3. Actively involving learners.**

These principles encourage active participation by learners in the learning process, whether through discussion, simulation, or problem solving. This helps increase learner motivation and engagement.

**4. Integrating learning in a real-world context.**

This model encourages the integration of knowledge in real contexts, which helps students see the relevance of their learning to their daily lives and future goals.

The Disadvantages of Merrill's Principles of Instruction include the following:

**1. Dependence on effective instructional design.**

The successful application of these principles depends on good instructional design. If not done properly, learners may not be able to fully benefit from the learning.

**2. Requires adequate resources.**

Some principles in this model, such as the use of demonstrations and direct application, may require adequate resources, such as instructional videos or interactive simulations. This may limit the accessibility and full implementation of this model in some learning contexts.

**3. Not suitable for all types of learning.**

Although this model is effective in many learning contexts, there may be certain types of learning that are not entirely suitable for these principles. For example, more theoretical or conceptual learning may not make optimal use of these principles.

**4. Implementation**

At this stage, the researcher presented the teaching module that had implemented Merrill's Principles of Instruction in their entirety. The following is the teaching module after the implementation of Merrill's Principles of Instruction.



Pertemuan 2		
PENDAHULUAN	<p>a. Kegiatan awal:</p> <ul style="list-style-type: none"> <li>Guru memulai kegiatan dengan memberi salam, menyapa peserta didik dan menanyakan kabar.</li> <li>Setelah itu, peserta didik dan guru bernyanyi dan berdoa Bersama Doa dapat dipimpin oleh salah satu peserta didik</li> <li>Guru mengecek kehadiran peserta didik</li> <li>Selanjutnya guru mengondisikan peserta didik agar siap melaksanakan pembelajaran, salah satunya dengan mengingatkan tentang aturan belajar.</li> </ul> <p>b. Apersepsi: Guru menarik perhatian peserta didik dengan mengajukan pertanyaan pemantik seputar menghubungkan materi baru yang akan dipelajari dengan pengetahuan yang sudah dimiliki siswa sebelumnya. (aktivasi pengetahuan awal)</p> <p>c. Guru menyampaikan tujuan pembelajaran</p> <p>d. Guru menyampaikan kegiatan yang akan dilakukan.</p>	
Kegiatan inti	<p><b>Kegiatan 1</b></p> <p><b>Isi Kandungan Hadist Riwayat Bukhari dari Abu Hurairah ( Rahmat Allah melebihi murka-Nya)</b></p> <p>أبي هريرة عن النبي قل إن الله لما قص الحق كتب عنده فوق عرشه إن رَحِمْتِي ثَقَلَبِ غَضِي (رواه البخاري)</p> <p>Artinya: Dari Sahabat Abu Hurairah ra. Rasulullah Saw, bersabda, "Tatkala Allah menciptakan para makhluk.</p>	<p><b>Kegiatan 2</b></p> <p><b>Ayat yang Berisi Perintah Menggunakan Akal dalam Al-Qur' an Surah Ali Imran ayat 190</b></p> <p>لَا إِلَهَ إِلَّا هُوَ فَاعْبُدْهُ تَعْلَمُونَ مَا نَزَّلْنَا مِنَ الْقُرْآنِ حَقْلًا عَلَنًا فَسَبِّحْهُ بِالْغَدَاةِ وَالْآسَاءِ وَمِنَ اللَّيْلِ فَسَبِّحْهُ وَإِدْبَارَ النُّجُومِ</p> <p>Artinya: Sesungguhnya dalam penciptaan langit dan bumi serta pergantian malam dan siang terdapat tanda-tanda (kebesaran Allah) bagi orang</p>
	<p>Dia menulis dalam kitab-Nya, yang kitab itu terletak di sisi-Nya di atas "Arsy, "Sesungguhnya rahmat-Ku lebih mengalahkan kemurkaan-Ku." (HR. Bukhari)</p> <ul style="list-style-type: none"> <li>Guru menyampaikan materi tentang pengertian Isi kandungan Hadist Riwayat Bukhari dari Abu Hurairah</li> <li>Guru menggunakan media berupa video pembelajaran terkait materi yang mendukung pemahaman siswa lebih mendalam kaitannya dalam dunia nyata ( Demonstrasi konsep)</li> <li>Guru memberikan kesempatan kepada peserta didik untuk bertanya apabila ada yang belum dipahami</li> </ul>	<p>yang berakal,(Ali Imran: 190)</p> <ul style="list-style-type: none"> <li>Guru menyampaikan ayat Al- Qur' an tentang ayat Al-Qur' an yang Berisi Perintah Menggunakan Akal dalam Al- Qur' an Surah Ali Imran ayat 190</li> <li>Guru memperdalam materi sebelumnya, bisa dengan menggunakan metode tanya jawab kepada peserta didik.</li> <li>Pada pertemuan ini guru bisa memanfaatkan waktu untuk peserta didik setoran</li> </ul>

**Figure 8.** Teaching modules have been implemented using Merrill's Principle of Instruction model.

The above is a teaching module that the researcher has designed in accordance with the application of Merrill's Principle of Instruction learning model. From the comparison that can be seen, if the teaching module were revised, the content coverage would still be very broad and not focused on the core discussion. With the application of Merrill's model and consultation with the seventh-grade Qur'an Hadith teacher on the material Rahmat Allah SWT, the teaching module can now be used as expected, and also directs the presentation of examples related to material relevant to everyday life, which makes it easier for students to understand the material in depth.

## 5. Evaluation

At this stage, the suitability of the content and completeness of the teaching modules used by teachers are assessed against the applicable standards in the teaching module components presented in the following table.

No	Module Components	Available	None
1.	General Information		
	A. Modul Identification		
	a. Author's name	✓	
	b. School level	✓	
	c. Year of compilation		✓
	d. Class	✓	
	e. Semester		✓
	f. Time allocation		✓
	g. Phase	✓	
	h. Main subject	✓	
	i. Element	✓	
	B. Prior competency	✓	
	C. Profile of Pancasila Students	✓	
	D. Facilities and infrastructures	✓	
	E. Target learners	✓	
	F. Learning Model	✓	
	G. Learning strategies		✓
	H. Learning methods		✓

2.	CORE COMPONENTS		
	A. Learning outcomes	✓	
	B. Learning objectives	✓	
	C. Meaningful Comprehension		✓
	D. Leading questions	✓	
	E. Learning preparations	✓	
	F. Learning activities	✓	
	G. Assesment	✓	
	H. Evaluation and remedial	✓	
3.	APPENDIX		
	A. LKPD	✓	
	B. Reading materials for teachers and students		✓
	C. Glosarium	✓	
	D. References	✓	

From the contents of the module above, it can be seen that there are several components that have not yet been included in the teaching module, because teachers also admit that they are still learning and adjusting to the new policy regulations related to this independent curriculum.

### Conclusions and Recommendations

In the ADDIE Analyze model development stage, the analysis stage is carried out to understand learning needs and the constraints faced by teachers in designing modules. The main constraints include adapting to new teaching module components and repeated revisions to achieve the appropriate standards. In the Design stage, the module content is designed by adjusting the learning syntax based on Merrill's principles, including selecting relevant teaching materials and linking learning to real-world contexts. Development: The module is developed by applying the five stages of Merrill's principles, such as problem-based tasks, interactive demonstrations, and procedural assessments that actively involve students. Implementation: The refined module is implemented to compare its effectiveness before and after revision. The new module shows an increased focus on the core discussion and the relevance of the material to students' daily lives. Evaluation: An evaluation was conducted to measure the completeness of the teaching module. The results showed that although many components of the module had been fulfilled, some aspects, such as learning strategies and teacher reading materials, were not fully included. The development of a teaching module based on Merrill's Principle of Instruction at MTs Darul Amin demonstrated its effectiveness

in creating relevant, interactive, and meaningful learning. The results showed that this model supported students in critical and creative thinking. Furthermore, teachers need training in the use of Merrill's Principle of Instruction to be able to develop similar models. Further research is recommended to assess the effectiveness of the module quantitatively.

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