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ADDIE Based Islamic Values Integrated Social Studies Ebook Development: Enhancing Nusantara Islam Conceptual Understanding and Religious Character among Madrasah Students

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ABSTRACT

Social Studies learning in madrasah requires instructional materials that connect social concepts with Islamic values, yet available materials often remain general and less systematic. This study aimed to develop an Islamic values integrated Social Studies ebook on international cooperation and examine its validity, practicality, and effectiveness in improving students' conceptual understanding of Nusantara Islam and religious character. This research employed a Research and Development approach using the ADDIE model combined with a quasiexperimental nonequivalent control group design involving 50 students at MTs Taswirul Afkar Surabaya. Data were collected through needs analysis, expert validation sheets, practicality questionnaires, conceptual understanding tests, and a religious character inventory. The product mapped international cooperation content with Nusantara Islamic values, including ta'awun, ukhuwah insaniyah, and wasathiyyah, and was developed into an ebook containing concept maps, contextual materials, reflection activities, worksheets, and evaluation tasks. Expert validation showed high feasibility in the media dimension (97.4%) and content dimension (98.5%), while student practicality responses were very good. Implementation results indicated that the ebook improved conceptual understanding and supported religious character development. Thus, the ebook is valid, practical, and effective as a value integrated digital instructional material for madrasah Social Studies learning.

1. Introduction

Social Studies learning has an important role in helping students understand social life, cultural diversity, citizenship, and human interaction in society (Desyani et al., 2025). In the Indonesian context, Social Studies can also become a strategic subject

for strengthening students' awareness of multicultural life, tolerance, and social harmony. Digital book based Social Studies learning has been reported to support students' understanding of multicultural education and social learning experiences (Budiamai et al., 2021). Digital learning materials in Social Studies have also been shown to improve students' social skills more effectively than printed textbooks (Sariyatun et al., 2021). Recent articles in the Journal of Educational Sciences also show increasing attention to instructional media, interactive digital books, affective skills, needs analysis, and ADDIE based development in educational research (Alfikry et al., 2026; Asmelawati et al., 2026; Mutiasari et al., 2026; Salamor & Wuryandani, 2026; Tarigan et al., 2026). Therefore, the development of Social Studies instructional materials needs to consider not only cognitive achievement but also social, affective, and characterrelated learning outcomes.

In madrasah, Social Studies learning has a wider responsibility because it is expected to support the integration of Islamic values in the learning process. Islamic education plays an important role in shaping and developing students' character, especially when religious and moral values are connected with social realities experienced by students (Komalasari & Yakubu, 2023). This means that religious character formation should not only be placed in Islamic Religious Education subjects, but can also be strengthened through other subjects, including Social Studies (Sanusi & Ahsani, 2024). In this study, the integration of Islamic values is placed within the framework of the Love Based Curriculum or *Kurikulum Berbasis Cinta*, which emphasizes the need to connect learning content with religious values and students' social life (Sahrandi, 2024). This framework is relevant because Social Studies discusses real social relations, while Islamic values provide ethical orientation for responding to those relations.

Preliminary observations at MTs Taswirul Afkar Surabaya showed that the Social Studies instructional materials used in the classroom were still mostly general in orientation. The learning materials used by teachers, such as textbooks, worksheets, and PowerPoint slides, had not systematically integrated Nusantara Islamic values into the topic being taught. This condition is relevant to previous findings that Social Studies learning often requires more innovative and interactive teaching materials to improve students' learning outcomes (Maladerita et al., 2023; Rahmah et al., 2025). The lack of systematically integrated materials may cause students to understand Social Studies mainly as factual and conceptual knowledge, without sufficiently connecting it to Islamic values and religious character. Consequently, a digital instructional product is needed to bridge the gap between Social Studies concepts, Islamic values, and character education in madrasah learning.

The topic of international cooperation is one of the Social Studies materials that has strong potential to be integrated with Nusantara Islamic values. International cooperation contains values such as solidarity, peace, justice, mutual respect, and cooperation among nations. These values are closely related to the principles of Islam Nusantara, which emphasizes moderation, tolerance, social harmony, and appreciation of local wisdom (Fuadi et al., 2024). Islam Nusantara values can also function as social ethics that promote tolerance and social solidarity in Indonesia's multicultural society (Setiawan & Stevanus, 2023). Therefore, connecting

international cooperation with Nusantara Islamic values can help students understand that Social Studies concepts are not separated from religious and moral values. Values such as *ta'awun*, *ukhuwah insaniyah*, and *wasathiyyah* can become conceptual bridges that make Social Studies learning more meaningful for madrasah students.

Several research gaps remain. First, studies on digital Social Studies materials have mostly focused on general learning outcomes, social skills, or multicultural understanding, while studies specifically targeting students' conceptual understanding of Nusantara Islam are still limited. Second, studies that examine the effectiveness of a Social Studies ebook on two learning outcomes simultaneously, namely conceptual understanding as a cognitive aspect and religious character as an affective aspect, are rarely found. Third, there is limited research that develops an Islamic values integrated Social Studies ebook within a madrasah context that implements the Love Based Curriculum as a distinctive institutional framework. Based on these gaps, this study aimed to produce an ebook that is valid, practical, and effective in enhancing students' conceptual understanding of Nusantara Islam and religious character at MTs Taswirul Afkar Surabaya.

2. Methodology

Before describing the procedural steps, the conceptual framework guiding this study is presented in Figure 1. It illustrates how the identified field problems led to a needs analysis, which was informed by both field study and literature study, and how this analysis directed the development of the Islamic values integrated Social Studies ebook on international cooperation. The framework also shows that the product was evaluated for its effectiveness, with the intended outcome being improved understanding of Nusantara Islam concepts and stronger religious character among students.

Figure 1 shows that the field problems, namely the lack of systematic integration of Islamic values into Social Studies materials, the continued use of conventional materials, students' limited understanding of Nusantara Islam, and the underdeveloped religious character formed the basis for the needs analysis. This analysis was strengthened through field study and literature study, and it directed the development of the Islamic values integrated ebook on international cooperation. The product was then evaluated to determine whether it was effective or not effective, with the effective outcome expected to improve students' understanding of Nusantara Islam concepts and their religious character.

This study employed a Research and Development approach using the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation (Martatiyana et al., 2023; Munthe et al., 2025; Komariah et al., 2024). The ADDIE model was selected because it provides a systematic sequence for developing instructional materials, beginning with the identification of learning needs and ending with product evaluation and revision (Branch, 2009). The development approach was combined with a quasi experimental nonequivalent

control group design to examine the effectiveness of the product under classroom conditions. The participants consisted of 50 Grade IX students at MTs Taswirul Afkar Surabaya. They were distributed into an experimental class of 25 students using the Islamic values integrated ebook and a control class of 25 students using conventional instructional materials. Purposive sampling was used because the classes had been institutionally formed before the research and could not be randomly reorganized.

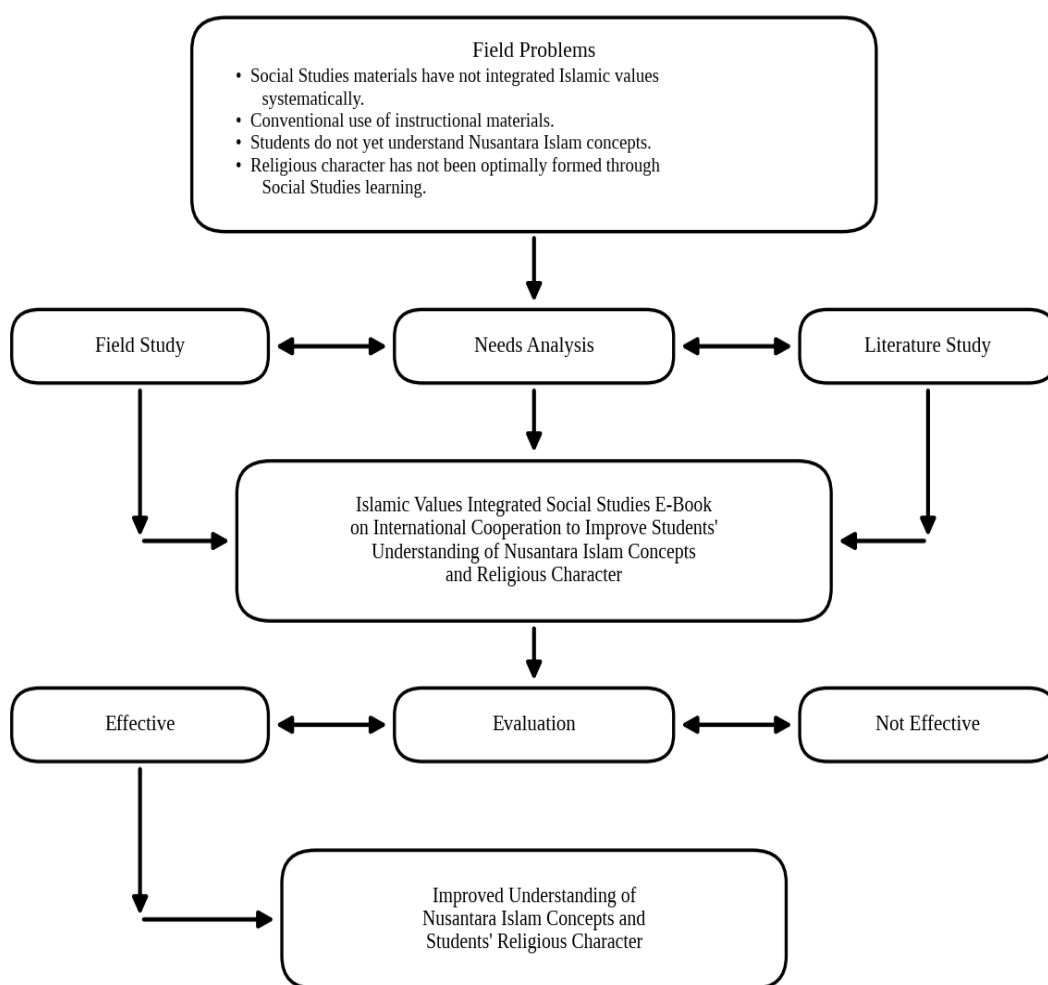


Figure 1. Conceptual Framework of the Study

The development procedure followed five stages. The analysis stage identified curriculum demands, classroom problems, user needs, and the gap between Social Studies materials and Islamic value integration. The design stage produced the ebook blueprint, material sequence, concept map, storyboard, value integration matrix, reflection activities, worksheets, and evaluation items. The development stage transformed the blueprint into an interactive PDF ebook and involved expert validation from a media expert and a content expert. The implementation stage applied the revised ebook in the experimental class, while the control class used textbooks and PowerPoint materials. The evaluation stage analyzed validation, practicality, pretestposttest results, N-Gain scores, and feedback from validators

and students to produce the final revised product. The flow of the development and effectiveness testing is presented in Figure 2.

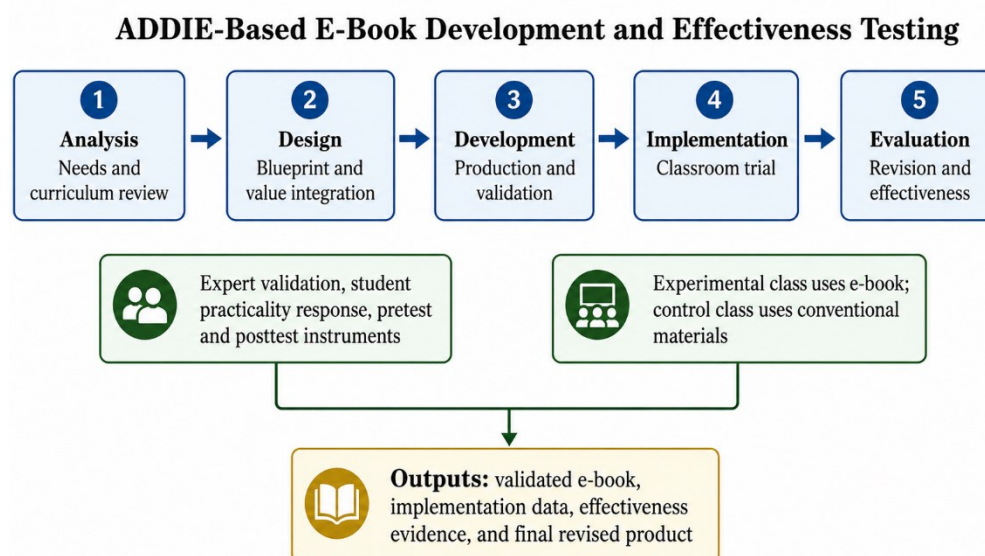


Figure 2. Flow of ADDIE Based ebook Development and QuasiExperimental Effectiveness Testing

The detailed development procedure is summarized in Table 1. Each stage produced an output that became the basis for the following stage.

Table 1. ADDIE Development Procedures in This Study

ADDIE Stage	Main Purpose	Activities in This Study	Output
Analysis	Identifying learning needs and problems	Observing Social Studies learning, interviewing the teacher, analyzing curriculum documents, and identifying the lack of Islamic values integrated materials	Needs analysis and product development basis
Design	Preparing the product design	Designing learning objectives, material sequence, concept map, Islamic value integration, reflection activities, worksheets, and evaluation items	Initial ebook design and storyboard
Development	Producing and validating the product	Developing the ebook in interactive PDF format, validating it with media and content experts, and revising the product based on suggestions	Validated ebook draft
Implementation	Applying the product in learning	Using the revised ebook in the experimental class, while the control class used conventional materials	Learning implementation data
Evaluation	Measuring product quality and effectiveness	Analyzing expert validation, student practicality responses, pretestposttest results, and N-Gain scores	Final product and effectiveness results

Instrument

Five instruments were employed in this study. The instruments included expert media validation sheets, expert content validation sheets, student practicality questionnaires, conceptual understanding tests, and religious character inventories. The ebook was developed as an interactive PDF incorporating a Nusantara Islam concept map as an advance organizer, content articulated through the principles of *ta'awun*, *ukhuwah insaniyah*, and *wasathiyyah*, relevant Qur'anic and hadith based reinforcement, structured value reflection activities, student worksheets requiring real world value application, and an evaluation component. The specifications of the research instruments are presented in Table 2.

Table 2. Research Instrument Specifications

Instrument	Variable	Items	Format	Validation
Expert media validation sheet	Design and media feasibility	29	Likert 5	Independent expert judgment
Expert content validation sheet	Content and curriculum feasibility	17	Likert 5	Independent expert judgment
Student practicality questionnaire	Product practicality	18	Likert 5	Expert judgment
Conceptual understanding test	Nusantara Islam understanding (Bloom C2-C3)	20	Multiple choice	$r > 0.396$; $\alpha = 0.931$
Religious character inventory	Religious character (<i>hablun minallah, hablun minannas, hablun minal alam</i>)	20	Likert 5	$r > 0.396$; $\alpha = 0.931$

Data Collection

Data collection proceeded across three sequential phases. In the preliminary study phase, data were gathered through semi structured interviews with Social Studies teachers and students, classroom observation across three sessions, and document analysis of the institutional syllabus and lesson plans to map the gap between curriculum demands and existing instructional materials. In the development phase, two independent expert validators assessed the product using standardized validation sheets, consisting of 29 items for media and 17 items for content. Product revisions were implemented following validation before small group and large group practicality trials using an 18item questionnaire. In the effectiveness testing phase, pretest instruments were administered to both the experimental and control classes. Following two instructional sessions, identical posttest instruments were administered to measure changes in conceptual understanding and religious character.

Data Analysis

All statistical analyses were conducted using SPSS version 26 at $\alpha = .05$. Product validity and practicality were analyzed using percentage score conversion. Prior to parametric testing, normality was verified using ShapiroWilk and homogeneity using Levene's test. Withingroup changes were examined using paired

sample tests, while between group posttest differences were examined using independent sample tests. N-Gain was calculated to determine the magnitude of improvement and interpreted using Hake's categories (Hake & Reece, 1999). The data analysis procedures are presented in Table 3.

Table 3. Data Analysis Procedures by Research Objective

Research Objective	Analytic Technique	Decision Criterion
Product feasibility	Percentage score conversion	At least 81% = highly feasible; 6180% = feasible
Product practicality	Percentage score conversion	At least 81% = very good; 6180% = good
Data normality	ShapiroWilk test	$p > .05$ = normally distributed
Variance homogeneity	Levene test	$p > .05$ = homogeneous
Withingroup prepost effectiveness	Paired sample test	$p < .05$ = statistically significant
Betweengroup difference	Independentsample ttest	$p < .05$ = statistically significant
Magnitude of improvement	Normalized Gain	$g < .30$ = low; $.30.70$ = moderate; at least $.70$ = high

3. Results and Discussion

Before presenting the quantitative findings, this section first explains how the Islamic values-integrated Social Studies ebook was developed and implemented during the study. This explanation is important because the product examined in this research was not merely a digital version of printed material, but an instructional medium designed through the ADDIE model to connect Social Studies concepts with Nusantara Islamic values. In the experimental class, the ebook was used as the main instructional material during two learning sessions on international cooperation. Students were guided to read the concept map, study the contextual materials, discuss examples of cooperation among nations, complete value reflection activities, and answer evaluation tasks. Meanwhile, the control class learned the same topic using conventional instructional materials, namely textbooks and PowerPoint slides.

Analysis Stage: User Needs and Product Rationale

The analysis stage was conducted through classroom observation, interviews with the Social Studies teacher and students, and analysis of curriculum documents and lesson plans. The results showed that Social Studies learning at MTs Taswirul Afkar Surabaya still relied mainly on general textbooks, worksheets, and PowerPoint slides. These materials helped students understand factual and conceptual content, but they did not yet provide a systematic connection between the topic of international cooperation and Nusantara Islamic values. The analysis also indicated that students needed learning materials that were concise, visually clear, accessible through digital devices, and equipped with activities that could guide them to connect Social Studies concepts with religious and social values. The results of the needs analysis are summarized in Table 4.

Table 4. Results of Needs Analysis

Data Source	Main Findings	Implications for ebook Development
Classroom observation	Learning relied on textbooks, worksheets, and PowerPoint slides; Islamic values were not systematically integrated into Social Studies materials.	The ebook should integrate Social Studies concepts and Islamic values within each learning component.
Teacher interview	The teacher needed digital materials that support curriculum demands and help students relate international cooperation to religious character.	The product should include learning objectives, concept maps, value reflection, and evaluation tasks.
Student interview	Students needed concise, visually organized, and accessible materials that could be used through digital devices.	The ebook should use clear navigation, simple language, and mobile friendly pages.
Curriculum and lesson plan analysis	The topic of international cooperation contains values of peace, cooperation, solidarity, and respect for diversity.	The material should be mapped to ta'awun, ukhuwah insaniyah, wasathiyyah, justice, and responsibility.

The findings in Table 4 indicate that the development of the ebook was necessary for three reasons. First, the curriculum required learning materials that could strengthen students' social understanding and religious character simultaneously. Second, the teacher needed an instructional medium that did not place Islamic values as additional moral messages, but integrated them directly into the Social Studies content. Third, students needed digital materials that were easier to access and more engaging than conventional printed materials. Therefore, the product was designed to respond to the gap between curricular expectations, classroom practice, and students learning needs. This finding supports the importance of needs analysis in instructional product development, as emphasized in recent teaching material development research (Tarigan et al., 2026).

Design Stage: Ebook Blueprint and Islamic Value Integration

Based on the analysis results, the design stage focused on preparing the ebook blueprint, learning objectives, material sequence, concept map, Islamic value integration plan, reflection activities, student worksheets, and evaluation items. The ebook was designed around the topic of international cooperation because this topic contains values closely related to Nusantara Islam, such as mutual assistance, peace, justice, respect for diversity, and human brotherhood. These values were then connected with *ta'awun*, *ukhuwah insaniyah*, and *wasathiyyah* so that students could understand international cooperation not only as a political or economic concept, but also as a form of ethical and religious responsibility in social life. The structure of the ebook was arranged from simple to complex learning components, as shown in Figure 3.

E-Book Storyboard and Navigation Structure

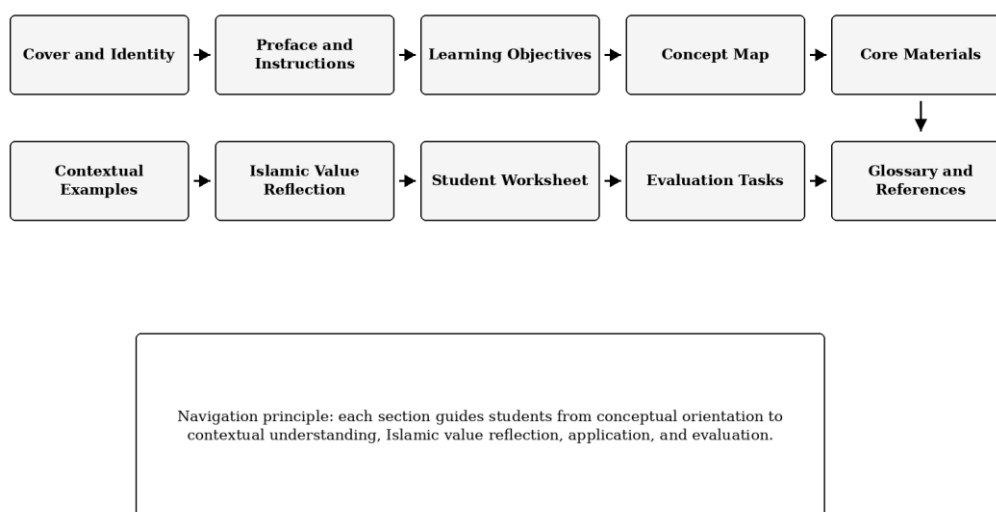


Figure 3. Ebook Storyboard and Navigation Structure

Figure 3 shows that the design began with the cover and introduction, followed by learning objectives, a concept map, core materials, contextual examples, Islamic value integration, guided reflection, student worksheets, and evaluation tasks. This sequence was intended to guide students from orientation to conceptual understanding, then to reflection and application. To ensure that the integration of Islamic values was systematic, the design stage also produced an Islamic value integration matrix. This matrix mapped each subtopic of international cooperation with relevant Nusantara Islamic values, religious reinforcement, and student reflection activities. The integration matrix is presented in Figure 4.

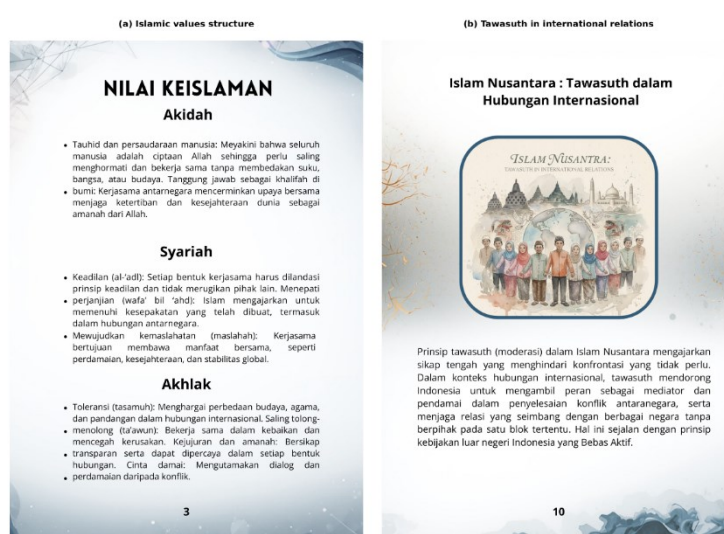


Figure 4. Islamic Value Integration Matrix in the E-book Design

Figure 4 indicates that Islamic values were not inserted as separate quotations, but were connected with concepts, examples, questions, and learning activities. Through this design, students were expected to construct meaning by relating new Social Studies concepts to values already familiar in their religious and madrasah environment. This design principle is consistent with meaningful learning theory, which explains that new knowledge becomes easier to understand when it is connected to relevant prior knowledge (Ausubel et al., 1978). It also aligns with the TPACK perspective because the design integrates technology, pedagogy, and content knowledge into one coherent instructional product.

Development Stage: Product Realization and Expert Validation

The development stage transformed the blueprint into an interactive PDF ebook. The product included a Nusantara Islam concept map as an advance organizer, international cooperation materials, contextual illustrations, embedded Islamic values, guided reflection prompts, student worksheets, and evaluation questions. The cover and opening page were designed to represent the identity of Social Studies learning in a madrasah context. The prototype display of the cover and opening page is presented in Figure 5.



Figure 5. Prototype Display of the Ebook Cover and Opening Page

Figure 5 illustrates how the product identity was organized through the title, topic, grade level, and value orientation. The opening page introduced learning objectives and instructions to help students understand the learning flow before entering the core materials. The development also produced learning pages that combined Social Studies content with value reflection activities. Figure 6 presents the prototype display of the reflection and worksheet pages.



Figure 6. Prototype Display of Value Reflection and Student Worksheet Pages

Figure 6 shows that students were guided to connect the concept of international cooperation with *ta'awun*, *ukhuwah insaniyah*, and *wasathiyyah*. The reflection component was intended to help students move from conceptual understanding to personal and social reflection. After the initial product was developed, expert validation was conducted to assess media and content feasibility. The results of media expert validation are presented in Table 5, while the results of content expert validation are presented in Table 6.

Table 5. Expert Media Validation Results by Aspect

Aspect	Items	Score	Max.	Percentage (%)	Category
Display design	110	39	40	97.5	Highly feasible
Graphic and media quality	1115	20	20	100.0	Highly feasible
Ease of use	1622	27	28	96.4	Highly feasible
Consistency and media standards	2329	27	28	96.4	Highly feasible
Total		113	116	97.4	Highly feasible

Table 6. Expert Content Validation Results by Aspect

Aspect	Items	Score	Max.	Percentage (%)	Category
Curriculum alignment	13	12	12	100.0	Highly feasible
Content feasibility	47	15	16	93.8	Highly feasible
Content presentation	811	16	16	100.0	Highly feasible
Student characteristics alignment	1214	12	12	100.0	Highly feasible
Language quality	1517	12	12	100.0	Highly feasible
Total		67	68	98.5	Highly feasible

The media dimension reached 97.4%, while the content dimension reached 98.5%. These results indicate that the ebook met both technical design and content curriculum standards. The validators provided several suggestions for product

improvement. The media validator suggested strengthening the representativeness of Nusantara Islamic identity in the cover design and optimizing mobile device accessibility. The content validator suggested adding more explicit value reflection rubrics so that students could more clearly connect the material with religious character formation. These suggestions were incorporated before the product was implemented in the classroom. The high validation results support previous development studies showing that systematic design procedures can produce feasible digital and interactive learning media (Alfikry et al., 2026; Asmelawati et al., 2026; Salamor & Wuryandani, 2026).

Implementation Stage: Classroom Application, Practicality, and Effectiveness

The implementation stage was conducted after the ebook had been revised based on expert validation. In the experimental class, the teacher used the ebook as the main instructional material. The learning activities began with an introduction to the topic and learning objectives, followed by reading the concept map, discussing international cooperation, analyzing examples related to Nusantara Islamic values, completing guided reflections, and answering evaluation tasks. In the control class, the teacher taught the same topic using conventional instructional materials. This procedure allowed the study to compare the learning outcomes of students who used the Islamic values-integrated ebook with those who used conventional materials. Student practicality responses are presented in Table 7.

Table 7. Product Practicality by Aspect: Small Group and Large Group Trials

Aspect	Small Group (%) n = 10	Large Group (%) n = 30	Category
Content feasibility	85.6	84.3	Very good
Presentation and display	90.4	87.1	Very good
Language quality	88.0	85.8	Very good
Utility and learning motivation	87.6	88.1	Very good
Overall	87.8	86.3	Very good

Table 7 shows that the ebook was very good for classroom use. The small group trial obtained an overall practicality score of 87.8%, while the large group trial obtained 86.3%. These results indicate that students considered the ebook accessible, understandable, visually appropriate, and useful for supporting learning motivation. The highest scores were found in presentation and display in the small group trial and utility and learning motivation in the large group trial. This suggests that the visual structure and digital format of the ebook helped students engage more actively with the material. This finding is consistent with digital learning studies showing that interactive and accessible materials can support students' motivation and learning effectiveness (Ramadhani & Khusniati, 2022; Sun & Pan, 2021). Before the effectiveness test was conducted, normality and homogeneity assumptions were examined. The results are presented in Table 8. These tests were conducted to ensure that parametric analyses could be used to compare pretest and posttest scores.

Table 8. Descriptive Statistics, Normality, and Homogeneity Summary

Group	Pretest M (SD)	Posttest M (SD)	Increase	ShapiroWil k Pre (p)	ShapiroWil k Post (p)	Levene Pre (p)	Levene Post (p)
Experimental (n = 25)	62.20 (8.549)	84.40 (7.263)	+22.20	.204	.111	.062	.292
Control (n = 25)	70.40 (6.110)	71.00 (5.951)	+0.60	.051	.056	.062	.292

Table 8 shows that all datasets were normally distributed and homogeneous because the significance values were greater than .05. Descriptive statistics also indicate that the experimental class experienced a higher increase than the control class. The within-group and between-group statistical tests are presented in Table 9 and Table 10.

Table 9. Paired sample test Results: Within-Group Pre Post Comparison

Group	Pretest M	Posttest M	Mean Diff.	SD Diff.	95% CI	t	df	p
Experimental	62.20	84.40	22.200	11.822	[27.080, 17.320]	9.390	24	.000
Control	70.40	71.00	0.600	1.658	[1.285, 0.085]	1.809	24	.083

Table 10. Independent Sample t-Test Results: Between-Group Posttest Comparison

Comparison	Exp. M	Control M	Mean Diff.	Levene F (p)	t	df	p	95% CI
Posttest Exp. vs Control	84.40	71.00	13.400	1.134 (.292)	7.135	48	.000	[9.624, 17.176]

The implementation also showed that the ebook supported students' conceptual understanding of Nusantara Islam. The experimental class experienced a substantial increase from pretest to posttest, while the control class showed only a limited increase. The posttest comparison also indicated that students who learned using the Islamic values-integrated ebook achieved higher conceptual understanding than students who learned using conventional materials. N-Gain results are presented in Table 11 to clarify the magnitude of improvement in both groups.

Table 11. Normalized Gain Results by Group

Group	N-Gain Mean (%)	N-Gain (01 Scale)	SD	Min	Max	Category
Experimental (n = 25)	56.08	0.5608	21.34	28.57	90.00	Moderate
Control (n = 25)	1.87	0.0187	5.29	0.00	20.00	Low

Table 11 shows that the experimental class obtained a moderate N-Gain, whereas the control class obtained a low N-Gain. These results support the argument that meaningful learning occurs when new concepts are connected to students' prior knowledge and value systems. In this study, Nusantara Islamic values functioned

as conceptual anchors that helped students understand international cooperation in a more contextual and meaningful way. The ebook also contributed to religious character development because the value reflection activities encouraged students to interpret international cooperation through social religious values such as mutual assistance, tolerance, human brotherhood, and peaceful coexistence. This finding supports prior arguments that moral and religious education becomes more meaningful when connected with students' social realities (Komalasari & Yakubu, 2023; Lickona, 1991). It also confirms that digital instructional materials can be designed not only to strengthen cognitive learning outcomes, but also to support affective learning outcomes (Aini, 2022; Hajar, 2024; Mashudi & Hilman, 2024; Mutiasari et al., 2026).

From Vygotsky's Zone of Proximal Development perspective, the ebook provided scaffolding through concept maps, guided questions, value reflection prompts, and worksheets (Vygotsky, 1978). These components helped students move from simple recognition of Social Studies concepts to a higher level of interpretation and application. The teacher's role during implementation remained important because the ebook did not replace classroom interaction; instead, it organized learning resources and activities so that discussion could become more focused. Therefore, the effectiveness of the product can be understood as the result of the interaction between digital media, teacher facilitation, and students' prior religious cultural knowledge.

Evaluation Stage: Product Revision, Strengths, and Limitations

The evaluation stage was conducted formatively and summatively. Formative evaluation was carried out through expert comments and student practicality responses. The revisions included improving the cover design, optimizing readability on mobile devices, strengthening Islamic value reflection rubrics, and refining several instructions in the student worksheets. Summative evaluation was conducted by analyzing product feasibility, practicality, pretest posttest results, and N-Gain scores. Overall, the evaluation results showed that the developed ebook was valid, practical, and effective for supporting Social Studies learning in a madrasah context. The revision results and their effects on the product are summarized in Table 12.

Table 12. Summary of Product Evaluation and Revision

Evaluation Source	Input or Finding	Revision or Follow Up
Media expert	Cover identity and mobile device accessibility needed improvement.	The cover design was strengthened and page readability was adjusted for mobile access.
Content expert	Religious character formation needed more explicit reflection guidance.	Value reflection rubrics were added to each subsection.
Small group trial	Students responded positively to display and presentation, but some instructions required clarification.	Worksheet instructions were simplified and made more sequential.

Evaluation Source	Input or Finding	Revision or Follow Up
Largegroup trial	Students considered the ebook useful for motivation and understanding.	The final version maintained the main design and refined language consistency.
Effectiveness testing	Experimental students showed better conceptual improvement than control students.	The product was retained as a feasible instructional medium for broader trials.

The ebook has several strengths. First, it integrates cognitive and affective learning by connecting international cooperation with Nusantara Islamic values. Second, it provides structured learning components, including concept maps, contextual materials, reflection activities, worksheets, and evaluation tasks. Third, it is accessible as a digital instructional material, making it suitable for students who are familiar with mobile based learning. Fourth, the use of the ADDIE model makes the development process systematic because each stage produces clear outputs that guide the next stage. These strengths indicate that the product can function as a pedagogical bridge between Social Studies concepts and religious character education in madrasah settings.

However, the ebook also has several limitations. First, the implementation was conducted in a limited number of learning sessions, so the long term impact on religious character formation could not be fully measured. Second, the product focused mainly on the topic of international cooperation, which is more closely related to social religious values such as tolerance, cooperation, and brotherhood. The environmental dimension of religious character was not yet explored in depth. Third, the implementation of the ebook requires students to have adequate access to digital devices. Fourth, the measurement of religious character still relied mainly on self report instruments, which may be influenced by social desirability. Future research should involve longer implementation, broader topics, behavioral observation, and portfolio based assessment to obtain a more comprehensive picture of students' character development.

4. Conclusion

This study produced values integrated based Islamic values-integrated Social Studies ebook for Grade IX madrasah students on the topic of international cooperation. The development process showed that students and teachers needed instructional materials that were not only digital and accessible, but also capable of connecting Social Studies concepts with Nusantara Islamic values in a systematic manner. The resulting ebook integrates *ta'awun*, *ukhuwah insaniyah*, and *wasathiyyah* through concept maps, contextual materials, value reflection activities, worksheets, and evaluation tasks. The validation, practicality, and implementation findings indicate that the ebook is appropriate for classroom use and can support students' conceptual understanding of Nusantara Islam while contributing to religious character formation. Therefore, the study successfully answers the research objective by demonstrating that value integrated digital instructional materials can function as a pedagogical bridge between cognitive Social Studies learning and affective character education in madrasah settings. However, the study

was conducted in a limited context and within a relatively short intervention period, so broader implementation and longer observation are recommended for future research.

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