Jurnal Pendidikan MIPA
e-ISSN: 2685-5488 | p-ISSN: 1411-2531
URL: https://jpmipa.fkip.unila.ac.id/index.php/jpmipa
Jounal's DOI: http://doi.org/10.23960/jpmipa

Vol. 27, No. 3, 2026
Article ID: 1387
Pages: 1338-1360

Development of a Prophetic-Based Physics Classroom Management Model Using the ADDIE Approach to Promote Holistic Student Learning

Imas Ratna Ermawati[1,*], Sugianto[1], Martin[1], Nuraeni Nanda Sari[1], Dasmo[2], & Lismawati[3]
[1]Department of Physics Education, Universitas Muhammadiyah Prof. DR. HAMKA, Indonesia
[2]Department of Physics Education, Universitas PGRI Indraprasta, Indonesia
[3] Department of Islamic Religious Education, Universitas Muhammadiyah Prof. DR. HAMKA, Indonesia

*Corresponding email: imas_re@uhamka.ac.id

Received: 18 May 2026 *Accepted: 17 July 2026* *Published: 30 July 2026*

Abstract: This study aims to develop a prophecy-based physics classroom management model through the ADDIE approach to support student learning holistically. This study used a Research and Development (R&D) method consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation. The analysis stage revealed that physics learning management is still dominated by cognitive aspects and has not been optimally integrated with prophetic values. Therefore, a classroom management model was developed that integrates the values of *shiddiq* (honesty), *amanah* (responsibility), *tabligh* (communicative and collaborative attitude), and famonah (wisdom and critical thinking) into physics learning. The model was validated by three experts in the fields of physics education, educational management, and Islamic education. The validation results showed a feasibility level of 91.5%, which is categorized as very feasible. Implementation was carried out with physics education students for 14 learning sessions. The findings indicate improvements in prophecy-based classroom planning, collaborative implementation, spiritual reflection, holistic evaluation, and student participation, with an average N-Gain score of 0.61 in the moderate category and an effect size of 1.03 in the large category. Qualitatively, this learning model creates a more participatory, reflective, collaborative, and meaningful learning environment. The integration of prophetic values into classroom management also contributes to strengthening students' scientific character, spiritual awareness, and active engagement in learning. The novelty of this research lies in the development of a prophecy-based physics classroom management model that systematically integrates the values of *shiddiq*, *amanah*, *tabligh*, and famonah in the ADDIE cycle and examines its quantitative and qualitative impacts on physics learning. The developed model shows potential for wider application in other science learning to realize education that is not only oriented toward academic achievement, but also toward character building and sustainably strengthening students' prophetic values.

Keywords: classroom management, physics learning, prophetic values, ADDIE, holistic learning.

Article's DOI: https://doi.org/10.23960/jpmipa.v27i3.pp1338-1360

INTRODUCTION

The development of science and technology in the 21st century requires education to focus not only on conceptual mastery and academic achievement, but also on character formation, social skills, and students' spiritual awareness. In the context of higher education, particularly in physics learning, instructional practices still tend to emphasize cognitive aspects such as theoretical understanding, conceptual mastery, and mathematical problem-solving, while affective, moral, and spiritual dimensions have not been optimally integrated. The results of the needs analysis obtained through observation, interviews, and questionnaires showed that the average questionnaire score from two lecturers reached 85%, which is included in the high need category for developing a classroom management model

based on prophetic values. Meanwhile, the average questionnaire score from 22 students reached 82%, indicating a need for a more humanistic learning model based on prophetic values. The results of this initial analysis indicate a real need for a learning model that is able to integrate religious/prophetic values with mastery of physics concepts and student character development. According to Ramma et al. (2018), the affective domain in physics learning is often neglected because the focus of learning is more directed at developing cognitive aspects. In addition, research by Afrialdi et al. (2026) showed that integrating moral and character values in physics learning is still a challenge, so a learning strategy is needed that can connect the cognitive, affective, and moral dimensions in an integrated manner. In fact, modern education emphasizes the importance of developing individuals holistically by integrating intellectual, emotional, social, and spiritual aspects as part of meaningful learning (Miller et al., 2005; Nasir et al., 2024). Therefore, innovative learning approaches are needed to integrate science with character values and spirituality so that the learning process becomes more meaningful and humanistic.

Classroom management plays an important role in determining the success of the learning process. According to educational management theory, the functions of planning, implementation, and evaluation must be carried out systematically to ensure effective teaching and learning activities. Learning success does not solely depend on lecturers' ability to deliver instructional materials. Classroom management is also considered one of the most challenging aspects of managing the learning process, attracting the attention of both experienced and novice lecturers (Mulyadi, 2018). Classroom management refers to lecturers' efforts to maintain a conducive classroom atmosphere and create conditions that support learning objectives (Koutrouba et al., 2018). Learning management is defined as the efforts of teachers or lecturers to plan, implement, and evaluate learning activities in order to achieve educational goals effectively and efficiently (Arends, 2012). Effective classroom management can minimize student boredom caused by ineffective and inefficient learning activities. Conversely, lecturers who lack classroom management skills may contribute to poor student behavior, which can further affect social behavior in the broader community (Laine et al., 2019).

Classroom management also involves several important elements originating from lecturers, students, families, and educational facilities (Chan et al., 2019). One of the most significant factors hindering effective classroom management is the lecturer or instructor themselves. Classroom management issues are commonly encountered by both novice and experienced lecturers (Aliyyah et al., 2018). In addressing this complexity, holistic education emerges as a relevant solution because it focuses not only on academic achievement but also on the development of students' physical, social, emotional, and spiritual potential (Hasibuan et al., 2008). Various studies have shown that physics classroom management based on active learning, inquiry-based learning, and collaborative learning can improve student engagement and learning outcomes (Hake, 1998; Docktor & Mestre, 2014; Dau et al., 2022). However, most of these studies still focus on cognitive aspects and science process skills. Meanwhile, dimensions of scientific character, responsibility, and spiritual awareness of students have not received adequate attention (Fraser, 2015).

In modern education, these values play an important role in balancing students' intellectual, emotional, and spiritual dimensions, enabling them to face contemporary challenges with strong moral principles (Siroj et al., 2024). The integration of Islamic values into classroom management has become an increasingly relevant strategic approach in modern educational

contexts. Islamic values such as honesty, discipline, justice, and compassion provide a strong foundation for establishing effective classroom management systems. Understanding the implementation of prophetic values can support their application in everyday life. These prophetic values also help students integrate religious understanding directly into the learning process (Vahlia et al., 2022).

Prophetic education operationally internalizes educational elements such as objectives, students, educators, curriculum, media, and evaluation, all of which incorporate the three pillars of prophetic values (Emawati et al., 2023). Prophetic education, developed by Kuntowijoyo, offers an integrative educational framework through four main values: *shiddiq* (honesty), *amanah* (responsibility), *tabligh* (effective communication), and *fathanah* (intelligence and wisdom). Integrating these prophetic values into physics classroom management is expected to create a more meaningful learning environment oriented toward character building and relevant to the challenges of 21st-century life. Prophetic education seeks to produce observable attitudes and behaviors, including: (1) *shiddiq*, meaning truthfulness, honesty, and consistency; (2) *amanah*, meaning trustworthiness, professionalism, and responsibility; (3) *tabligh*, meaning fairness, courage, and assertiveness; and (4) *fathanah*, meaning intelligence, analytical thinking, and critical reasoning (Maelasari et al., 2019). Understanding the implementation of prophetic values can be directly applied in daily life (Hartini et al., 2022). By integrating prophetic values, physics classroom management is expected not only to produce graduates who are academically competent but also individuals who possess honesty, discipline, communication skills, and wisdom in their attitudes and actions. This finding is in line with various studies showing that science education still focuses more on knowledge transfer and academic achievement than on developing students' values, character, and spirituality (Holbrook & Rannikmae, 2007).

To address these needs, this study employed the ADDIE approach (Analysis, Design, Development, Implementation, and Evaluation) as the framework for model development. The ADDIE model was selected because it provides systematic and flexible stages for developing learning innovations, ranging from needs analysis to the evaluation of instructional product effectiveness (Branch, 2020; Molenda, 2015). This approach enables the development of a classroom management model that is not only theoretically valid but also practically applicable in physics learning at the higher education level. The integration of prophetic values into each ADDIE stage is expected to produce a classroom management model that supports holistic, collaborative, reflective, and meaningful learning.

The novelty of this study lies in the development of a prophetic-based physics classroom management model that integrates the values of *shiddiq*, *amanah*, *tabligh*, and *fathanah* into every component of learning management through the ADDIE approach. This model is oriented not only toward mastery of physics concepts but also toward strengthening students' scientific character, spiritual awareness, and social skills. Therefore, this study is expected to provide theoretical contributions to the development of value-based science education and practical contributions to creating more holistic and humanistic physics learning in higher education. Based on the explanation above, the purpose of this study is to develop a prophetic-based physics classroom management model using the ADDIE approach to enhance students' holistic learning and to analyze the feasibility and effectiveness of the developed model in supporting integrative physics learning that combines cognitive, affective, social, and spiritual aspects.

Previous studies have discussed prophetic learning, holistic education, and classroom management separately. However, limited studies have developed a prophetic-based classroom management model in physics learning using the ADDIE approach to support holistic learning in higher education.

The prophetic approach emphasizes not only mastery of concepts but also the internalization of values, ethics, and reflective awareness as part of the learning process. In this context, the prophetic approach offers an integrative framework that combines scientific dimensions and transformative values. However, its implementation in physics classroom management is still limited and not systematically structured. On the other hand, learning development models such as ADDIE provide a systematic methodological foundation in designing, developing, and evaluating learning interventions on an ongoing basis. Therefore, this research is relevant to developing a prophetic-based physics classroom management model through the ADDIE approach to improve students' holistic learning, while contributing to strengthening physics learning practices that are more integrative, adaptive, and oriented towards character formation and 21st-century competencies. Based on the analysis of needs and problems above, this research aims to develop a prophetic-based physics classroom management model that integrates the values of *shiddiq*, *amanah*, *tabligh*, and famonah into the basic physics learning process. Specifically, this research aims to answer the research questions, namely: (1) what are the characteristics of a physics class management model specifically for basic physics courses based on prophecy that is suitable for application in physics learning in higher education; (2) what is the level of validity of the model developed based on expert assessments; (3) what is the level of practicality of the model based on lecturers' and students' assessments; and (4) what is the response of users (students) to the implementation of the developed physics class management model based on prophecy. These research questions form the basis for the process of model development, validation, and evaluation carried out at each stage of the research.

METHOD

Participants

The research participants consisted of lecturers, experts, and students involved in various stages of model development. Participants in this study were divided into three groups: (1) a team of three expert validators: a Physics Education Expert, an Educational Management Expert, and an Islamic Education Expert. These three experts played a role in assessing the validity of the content, construction, and the suitability of prophetic values in the model; (2) Lecturers teaching basic Physics courses, during the needs analysis and model implementation stages; (3) Participants in the limited trial phase consisted of 22 students with a composition of 8 male students and 14 female students from the Physics Education Study Program taking the Basic Physics II course, consisting of second semester students in the 2024-2025 academic year of the Faculty of Teacher Training and Education, Muhammadiyah University Prof. Dr. Hamka, for 14 learning sessions. Students were selected using purposive sampling techniques based on the following inclusion criteria: (1) active students of the Physics Education Study Program; (2) registered in the Basic Physics II course; (3) had completed the prerequisite courses, namely Basic Physics I and Calculus I; (4) have participated in the entire series of model implementation and data collection; and (5) are willing to be research participants. These criteria were set to obtain participants with relatively homogeneous academic backgrounds so that the evaluation of the model's effectiveness better reflects the influence of model implementation rather than differences in participants' initial abilities.

Table 1. Demographic and characteristics of the participants (n=22)

Characteristics	Category	n	Percentage (%)
Gender	Male	8	36.4
	Female	14	63.6
Semester	Semester 2	22	100
Prerequisite Courses	Passed Basic Physics I	22	100
	Passed Calculus I	22	100
GPA	2.75 – 3.00	10	45.5
	3.01 – 3.50	12	54.5
	3.60 – 4.00	0	0
Age	18- 20 Year	22	100

The GPA categories presented in Table 1 were used solely to describe the participants' academic characteristics and were not used as inclusion criteria in sample selection. The equivalence of participants' initial academic abilities was verified through a pretest administered prior to model implementation. The pretest aimed to measure students' initial understanding of basic physics concepts to ensure that all participants had relatively comparable initial abilities before participating in the intervention.

Research Design and Procedure

This study employed a Research and Development (R&D) method using the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The R&D approach was selected because the study aimed to develop an educational product in the form of a prophetic-based physics classroom management model that is valid, practical, and effective in supporting students' holistic learning. The ADDIE model was chosen due to its systematic and flexible procedures for designing, developing, implementing, and evaluating instructional innovations (Branch, 2020; Molenda, 2015). This research was conducted from September 2024 to January 2025 at the Physics Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University Prof. Dr. Hamka.

The research procedure followed the five stages of the ADDIE model as described below. In the analysis stage, an initial needs analysis was conducted involving 2 physics lecturers and 22 students from the Physics Education Study Program. Participants were selected using a sampling method because they were directly involved in basic physics teaching and learning activities and were considered capable of providing relevant information regarding prophecy-based physics classroom management. Data were collected through classroom observations, interviews with lecturers and students, and documentation related to the physics learning process. The analysis focused on classroom management conditions, student engagement, implementation of character values in learning, and the need for a holistic learning approach. The results show that physics learning is still dominated by cognitive achievement orientation and has not been optimally integrated with prophetic values. In addition, students need a more humanistic, reflective, and value-based learning environment to increase engagement and meaning in learning.

The design stage focused on developing the framework of the prophetic-based physics classroom management model. At this stage, theories of classroom management, prophetic education, and holistic learning were integrated into the model design. The model was developed based on four major prophetic values: *shiddiq* (honesty), *amanah* (responsibility), *tabligh*

(communicative and collaborative attitudes), and *fathanah* (intelligence and wisdom). This stage also produced several supporting learning instruments, including: (1) the syntax of the prophetic-based classroom management model; (2) Observation sheets for model implementation; (3) Student perception questionnaires; (4) Prophetic character assessment rubrics.

During the development stage, the model design and supporting instruments were validated by a panel of experts consisting of: (1) A physics education expert;(2) an educational management expert; (3) an Islamic and prophetic education expert. The validation process aimed to assess: (1) the appropriateness of the model concept;(2) the clarity of the model syntax and components; (3) the integration of prophetic values; (4) the feasibility of implementing the model in physics learning. Suggestions and feedback from the validators were used to revise and improve the model before implementation.

The implementation stage involved a limited trial conducted with students of the Physics Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University Prof. Dr. Hamka. The model was implemented during physics learning activities for 14 meetings. During implementation, lecturers applied prophetic-based learning syntax consisting of: (1) Learning orientation; (2) Physics concept exploration; (3) Integration of prophetic values; (4) Collaborative discussion; (5) Spiritual reflection; (6) Holistic evaluation. At this stage, observations were conducted to examine classroom activities, student engagement, classroom management practices, and the development of students' prophetic character.

The evaluation stage was conducted through both formative and summative evaluation. Formative evaluation was carried out throughout the implementation process to continuously improve the model, while summative evaluation was conducted to determine the overall effectiveness of the model. The evaluation focused on: (1) the effectiveness of the model in enhancing holistic learning; (2) the improvement of student engagement;(3) the strengthening of scientific and spiritual character;(4) the feasibility of the model based on student responses and classroom observations. The findings from this stage served as the basis for refining instructional specifications and character integration within the developed model.

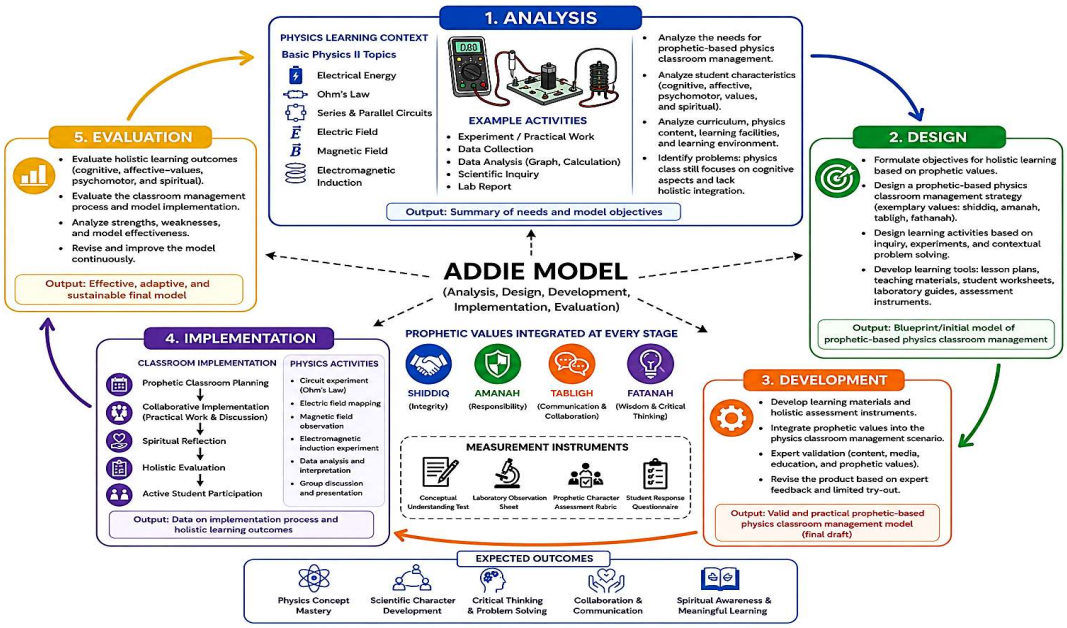

Figure 1. Prophetic-based classroom management model

Figure 1 illustrates that the prophetic-based classroom management model begins with input components consisting of student characteristics, curriculum, learning environment, and institutional support. The process stage integrates prophetic values into classroom management activities, including planning, organizing, implementation, monitoring, and reflection. The outputs include cognitive achievement, scientific character, social competence, and spiritual awareness, leading to holistic and meaningful physics learning outcomes.

Research Instruments

The research instruments consisted of an observation sheet, an interview guide, a needs analysis questionnaire, an expert validation sheet, and a user response questionnaire. The observation sheet and interview guide were used to obtain information regarding the initial conditions of physics classroom management. The initial needs analysis questionnaire was used to identify classroom management practices and the need for a prophetic-based classroom model. The questionnaire consisted of several statements related to the integration of prophetic values in physics learning and the need for a more holistic learning approach.

The questionnaire consisted of several statements related to the integration of prophetic values in physics learning and the need for a more holistic learning approach. The Prophetic Character Assessment Rubric was developed to assess students' character development during the implementation of the prophecy-based physics classroom management model. This rubric consists of four dimensions representing core prophetic values: (1) *shiddiq* / honesty, where students report experimental observations and laboratory results honestly without manipulating data; (2) *amanah* / responsibility, where students complete learning assignments, laboratory activities, and assigned responsibilities on time and responsibly; (3) *tabligh* / communication and collaboration, where students communicate scientific ideas clearly, actively participate in group discussions, and respect the opinions of others during collaborative learning; (4) *fathanah* / critical and wise thinking, where students analyze physics problems critically, develop evidence-based solutions, and justify conclusions logically. Each dimension consists of five observable behavioral indicators, resulting in a total of 20 assessment indicators. This rubric uses a five-point rating scale ranging from 1 (very low) to 5 (very high). The total score obtained from the rubric is converted into a percentage and interpreted according to the achievement criteria.

The expert validation sheet was used to assess the model's feasibility in terms of content, construction, and application. In contrast, the user response questionnaire was used to measure the practicality of the model after implementation. The content validity of the research instrument was assessed using Aiken's V coefficient based on expert assessment. Aiken's V coefficient was chosen because it is widely used to evaluate the relevance and representativeness of instrument items in development research. Three instruments in this study, (1) Classroom Management Questionnaire was given to 22 students to measure their perceptions about the implementation of the developed model, (2) Observation Sheet was filled by the lecturer of Basic Physics 2 course during the implementation phase to document the use of the model implementation, Conceptual understanding test consisting of questions developed from five dimensions of the prophecy-based physics classroom management model was given before and after implementation. This test measures students' understanding of the classroom management concept integrated into the Basic Physics II learning process. (3) The Holistic Learning Rubric was used to assess students' holistic learning outcomes. Before implementation, all instruments underwent content

and construct validation by three expert validators representing Physics Education, Educational Management, and Islamic Education. The validity of the instrument items was calculated using Aiken's V, while the internal consistency of the questionnaire was assessed using Cronbach's Alpha.

The coefficient was calculated using the formula proposed by Aiken (1985). Aiken's V coefficient was chosen because it is widely used to evaluate the relevance and representativeness of instrument items in development research. Content validity was assessed using Aiken's V. Aiken's V coefficient was calculated using Equation (1), where r represents the score given by each expert, l€ is the lowest score on the rating scale, n is the number of experts, and c is the number of response categories on the validation instrument. In this study, the expert validation instrument used a five-point Likert scale ranging from 1 (very inappropriate) to 5 (very appropriate); therefore, c = 5. V is Aiken's validity coefficient, s is the score given by the expert minus the lowest score on the scale, n is the number of experts, and c is the number of rating categories. The resulting Aiken's V value ranges from 0 to 1, with values closer to 1 indicating higher content validity. Following Aiken (1985), an Aiken's V value above 0.80 indicates that the instrument has satisfactory content validity. The reliability of the instrument was evaluated using the Cronbach's Alpha coefficient. Meanwhile, the reliability of the instrument was analyzed using the Cronbach's Alpha coefficient. An instrument is considered reliable if its Cronbach's Alpha value is e" 0.70.

Data Analysis Technique

Data analysis techniques using quantitative and qualitative methods to obtain information about the effectiveness of the physics class management model based on prophecy through the ADDIE approach.

Quantitative data were used to obtain pre-test and post-test scores, N-Gain analysis, and Effect Size using Cohen's d to determine the level of improvement and influence of the developed model. N-Gain analysis was used to determine the level of model effectiveness using the N-Gain calculation (Coletta & Steinert, 2020)

The interpretation criteria used for data analysis, including normalized gain or N-Gain, effect size, expert validation, and achievement of prophetic character, are summarized in Table 2.

Table 2. Gain score classification

Analysis Component	Categori	Interpretation
Normalized Gain (N-Gain) (Coletta & Steinert, 2020)	g ≥ 70	High
	$0.30 \leq g < 0.70$	Moderate
	g < 0.30	Low
Cohen's d value (Cohen,1988)	0.20	Small
	0.50	Medium
	≥ 0.80	Large
Prophetic Character Achievement (Brown et al., 2023; American Association of Colleges and Universities [AAC&U], 2009; Khan & Alam, 2017)	81% – 100%	Highly Achieved
	61% – 80%	Achieved
	41% – 60%	Moderately Achieved
	21% – 40%	Less Achieved
	0 – 20 %	Not Achieved
Expert Validation (Sugiono, 2019)	86%–100%	Highly Feasible
	71%–85%	Feasible
	56%–70%	Moderately Feasible
	<56%	Not Feasible

Student Response (Sugiono, 2019)	81–100%	Very Positive
	61–80%	Positive
	41–60%	Moderately Positive
	21–40%	Less Positive
	0–20%	Negative

In addition, the study also used Cohen's d Effect Size analysis to determine the magnitude of the influence of model implementation on students' holistic learning.

The development of prophetic character was analyzed using descriptive quantitative procedures based on observational data related to the indicators of *shiddiq*, *amanah*, *tabligh*, and *fathanah*. This interval is used to provide a practical interpretation of the level of demonstration of prophetic character indicators, namely *shiddiq*, *amanah*, *tabligh*, and *fathanah*, during classroom activities. The use of percentage-based categories is consistent with descriptive evaluation procedures commonly applied in educational assessment studies.

In addition to quantitative analysis, researchers also used thematic qualitative analysis to explore students' experiences, spiritual reflections, and responses to the implementation of the prophecy-based physics classroom management model. Qualitative data were obtained through observations, student reflection notes, limited interviews, and open-ended questionnaire responses. The analysis was conducted through data reduction stages, namely sorting and focusing data according to the research focus, followed by a coding process to identify units of meaning. These codes were then grouped into categories, and from these categories, main themes were drawn that describe the patterns of student experiences. To maintain data validity, source triangulation was used by comparing the results of observations, interviews, and reflection documents.

This research was conducted after obtaining permission from the Physics Education Department of Muhammadiyah University Prof. Dr. Hamka. Prior to data collection, all participating students were provided with an explanation of the research's purpose, procedures, benefits, and form of involvement. Participation in the study was voluntary, and each participant provided informed consent before participating in any research activity, including observations, interviews, and completing the research instruments.

Researchers guarantee that participant identities will be kept confidential by using codes or anonymization for all analyzed data. All data will be used solely for research purposes and will not be shared with other parties. This research was not submitted for approval from an ethics committee. However, the entire research process was carried out with reference to the ethical principles of research on human subjects, namely respecting participant autonomy, maintaining data confidentiality, minimizing risks, and ensuring that participation is voluntary.

Qualitative interview data were manually analyzed using the thematic analysis approach developed by Braun & Clarke (2006). The coding process was conducted entirely by the researcher without the use of qualitative data analysis software such as NVivo or ATLAS.ti.; (1) all interview recordings were transcribed verbatim and read repeatedly to achieve a better understanding of the data, (2) relevant statements related to the implementation of the prophecy-based physics classroom management model were identified and manually coded initially, (3) similar codes were grouped into broader categories based on conceptual similarities, (4) the categories were reviewed and refined to

ensure that they accurately represented the participants' responses, (5) key themes were developed to explain students' perceptions of classroom management implementation, collaborative learning, prophetic and spiritual reflection, and holistic learning experiences, (6) the identified themes were interpreted and triangulated with classroom observations and student questionnaire data to strengthen the credibility of the qualitative findings.

■ RESULT AND DISCUSSION

This study produced a Prophetic-Based Physics Classroom Management Model developed using the ADDIE approach, consisting of Analysis, Design, Development, Implementation, and Evaluation stages. The development process involved lecturers, students, and expert validators from various fields to ensure the theoretical and practical validity of the model.

Analysis Stage

The needs analysis results obtained through observation, interviews, and questionnaires showed that the average questionnaire score from two lecturers reached 85%, categorizing the need for a high-value-based classroom management model. Meanwhile, the average questionnaire score from 22 students reached 82%, indicating a need for a more humanistic learning model based on prophetic values. These findings indicate the necessity of a prophetic-based classroom management model to enhance students' holistic development, including cognitive, affective, psychomotor, and character dimensions.

This finding is consistent with the perspective of Robbins & Colter (2018), who argue that needs analysis in educational management should be based on an honest understanding of students' actual conditions to ensure appropriate instructional decision-making. The analysis also revealed a gap between existing instructional practices and the demands of 21st-century learning, which emphasize active student engagement. According to Branch (2020), the analysis stage in the ADDIE model identifies learning needs comprehensively as the basis for instructional model development.

Students' difficulties in understanding abstract physics concepts are also consistent with the view that science learning requires experience-based and meaning-construction approaches (Hmelo-Silver, 2020). Furthermore, the lack of value integration indicates that holistic educational approaches encompassing cognitive, affective, and spiritual dimensions have not yet been optimally implemented (Zohar & Barzilai, 2023).

Design Stage

At the design stage, the prophetic-based classroom management model was developed by integrating learning management theory (Robbins et al., 2018), prophetic education concepts (Kuntowijoyo, 2006), and holistic education principles (Miller et al., 2005). The model design consisted of three major pillars: (1)Prophetic Planning, in which lecturers designed instructional activities by integrating the values of *shiddiq*, *amanah*, *tabligh*, and *fathanah*; (2) Prophetic Implementation, in which learning activities emphasized collaboration, empathy, and scientific-spiritual reflection;(3) Holistic Evaluation, in which learning outcomes were assessed based on cognitive, affective, and spiritual domains.

The implementation of the prophecy-based physics classroom management model was carried out during fourteen meetings in the Basic Physics II course. This model was applied when discussing topics specified in the semester's learning plan, including electrostatics, electric circuits, magnetism, electromagnetic induction, and electromagnetic waves. Table 3 summarizes the steps of the Basic Physics II topic 2 used in the learning process during the implementation period.

In addition, several supporting instruments were developed, including classroom observation sheets, student perception questionnaires, and prophetic character assessment rubrics. Dick, Carey, & Carey (2015) state that the design stage in instructional development requires pedagogical intelligence and strategic precision to achieve learning objectives effectively. To strengthen the systematic structure of the design stage, the prophetic learning syntax within the ADDIE framework is presented in Table 3.

These findings are consistent with the instructional design principles of the ADDIE model, which emphasize clarity in learning

Table 3. Design syntax of the prophetic-based learning model

Stage	Learning Activities	Lecturer's Role	Student's Role	Prophetic Values
Orientation	The lecturer introduces learning objectives by presenting contextual physics phenomena, such as electrical energy, magnetic fields, and electromagnetic induction, and explains them in everyday life to stimulate students' curiosity and intention to learn.	Explain learning objectives and connect physics concepts to real-life contexts and provide motivation.	Recalling previous material and expressing ideas about the material to be presented	Sincerity, awareness
Exploration	Students practice physics concepts through experiments in problem-solving activities, such as analyzing Ohm's Law, series and parallel circuits, electric fields, magnetic fields, and electromagnetic induction. Students collect experimental data, analyze it, and draw conclusions to build scientific understanding.	Facilitate research activities and provide practical guidance.	Conducting practical work, analyzing data critically, formulating explanations based on evidence, and reporting practical results honestly.	*Shiddiq* (intellectual honesty), *Fathanah* (critical thinking),
Integration	Students connect physics concepts with prophetic values by reflecting on the responsible use of electrical energy, honesty in reporting lab results, environmental awareness, and ethical decision-making in science and technology.	Guiding students in integrating scientific concepts with prophetic values and their application in everyday life.	Connecting scientific knowledge with responsibility or ethics, environmental conservation, and personal character development.	*Amanah*, Responsibility
Discussion	Students present the results of the practicum, compare various problem solutions, discuss conceptual misunderstandings, and provide constructive feedback to their peers.	Provide direction regarding discussions, provide reflection, and encourage active participation.	Collaborate respectfully, communicate with scientific arguments, value diverse opinions, and reflect well on the results of learning experiences.	Collaboration, *Tabligh*

Evaluation	Students complete assignments conceptually and through problem-solving, reflect on the learning process, and evaluate the application of prophetic values throughout learning activities.	Evaluate conceptual understanding, scientific reasoning, collaboration, and character development.	Reflect on learning achievements and evaluate personal attitudes and responsibilities.	*Amanah*, Responsibility

sequences (Branch, 2020). The integration of values at each stage also demonstrates that the model is oriented not only toward cognitive achievement but also toward affective and spiritual development. Furthermore, the development stage in ADDIE aims to produce feasible and high-quality instructional products (Branch, 2020). This approach aligns with the theory of meaningful learning, which suggests that learning becomes more effective when connected to life experiences and values (Novak, 2021). Reflective strategies have also been shown to enhance students' metacognitive awareness (Schraw et al., 2022).

Development Stage

At the development stage, the model was validated by a panel of experts consisting of: (1) a physics education expert focusing on content suitability and instructional structure; (2) an educational management expert focusing on classroom management and managerial integration; and (3) an Islamic education expert focusing on prophetic values and spiritual dimensions. The validation proces was conducted through assessment sheets and in-depth discussions. The results are presented in Table 4

The overall validation score reached 91.5%, categorized as highly feasible. Feedback from the

Table 4. Expert validation results

No	Aspect	Expert 1	Expert 2	Expert 3	Mean (1-5)	Mean (%)	Category
1	Suitability of the model with learning theory	91.8	92.0	91.9	4.60	92	Highly Feasible
2	Clarity of model components (objectives, syntax, roles, instruments)	90.0	90.0	90.0	4.50	90	Highly Feasible
3	Integration of prophetic values in classroom management	92.5	92.7	93.0	4.64	93	Highly Feasible
4	Implementation feasibility	90.8	91.0	91.0	4.55	91	Highly Feasible
	Overall Mean				4.58	91.5	Highly Feasible

experts was used to refine the lecturer guidelines and students' spiritual reflection formats following learning activities. These findings are in line with Widiastuti and Nurhasanah (2021), who found that character-based instructional development can improve scientific thinking skills and social empathy among science students. The findings also support the principle of development research that expert validation is a crucial step in ensuring product quality before implementation

(Plomp & Nieveen, 2020). The integration of prophetic values within the product also contributes to the growing emphasis on character-based learning in higher education (Lickona, 2021).

Prior to the implementation phase, the research instruments were tested for validity and reliability to ensure their appropriateness in accurately measuring the research variables. The instruments tested included a questionnaire, observation sheets, and a rubric for assessing students' holistic learning. Validity testing was conducted through expert judgment involving three validators: a physics education expert, a learning management expert, and an educational evaluation expert.

Table 5. Validity and reliability test results

No	Instrument	Aiken's Value	Category	Cronbach's Alpha	Category
1	Classroom Management Questionnaire	0.87	Valid	0,91	Very Reliable
2	Observation Sheet	0.84	Valid	-	-
3	Holistic Learning Rubric	0.86	Valid	-	-
Average		0,86	Valid	0.91	Very Reliable

Table 5 shows that all instruments were categorized as valid with an average validity score of 0.86, making them suitable for use in research after minor revisions were made according to the validator's suggestions. Furthermore, a reliability test was conducted using the Cronbach's Alpha coefficient to measure the internal integrity of the instruments. The reliability test results showed that the classroom management questionnaire obtained a Cronbach's Alpha value of 0.91, the observation sheet a value of 0.88, and the holistic learning rubric a value of 0.90. These values indicate that all instruments are in the highly reliable category because they have a reliability coefficient greater than 0.70.

Thus, the research instrument is declared valid and reliable so that it can be used in the implementation stage of the prophetic-based physics class management model through the ADDIE approach.

Implementation Stage

Implementation: At this stage, the validated model was tested on Physics Education students at Muhammadiyah University Prof. Dr. Hamka. Student responses to the prophetic-based physics classroom management model were collected through a perception questionnaire given to 22 students. The questionnaire measured three main aspects, namely student involvement in learning, prophetic and spiritual reflection, and the meaning of holistic learning.

The analysis results show that the student engagement aspect achieved 83.4%, while the prophetic and spiritual reflection aspects and the meaning of holistic learning each achieved 85.7%. Overall, the average percentage of student responses reached 84.9%, which is in the feasible

Table 6. Student responses to the prophetic-based physics class management model

Aspect	Percentage (%)	Category
Student Involvement in Learning	83.4	Very Positive
Prophetic and Spiritual Reflections	85.7	Very Positive
The Meaning of Holistic Learning	85.7	Very Positive
Average	84.9	Very Positive

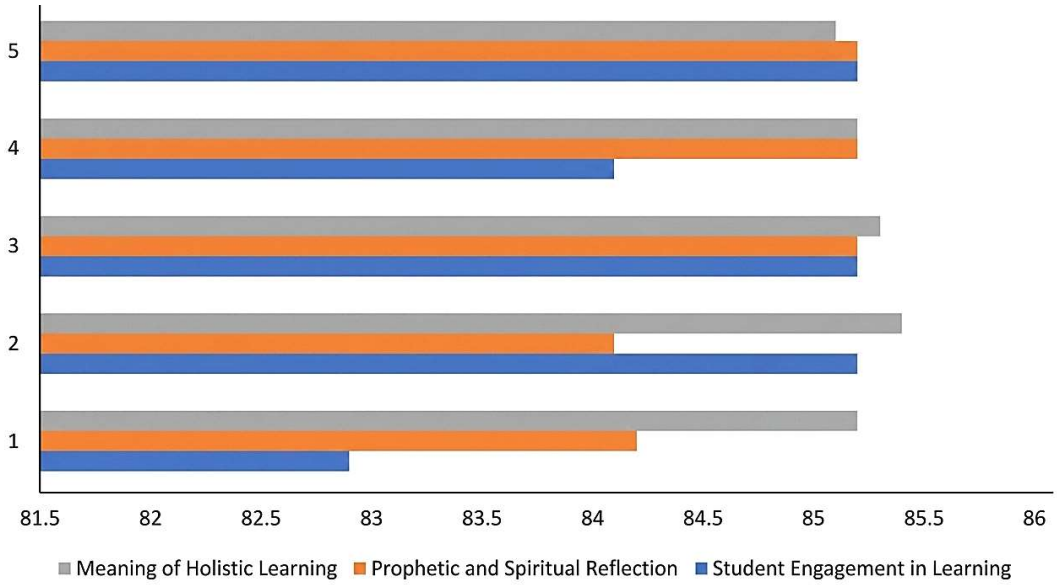

Figure 2. Student responses to the prophetic-based physics class management model

category. These findings indicate that students gave a positive response to the implementation of the prophecy-based physics classroom management model. Students assessed that the model was able to increase engagement in learning, encourage reflection on prophetic values, and help them understand physics learning more meaningfully. These results indicate that the developed model has a good level of acceptance and practicality for application in physics learning in higher education.

Meanwhile, the learning process was conducted over fourteen meetings using the prophetic model syntax. Pre-test and post-test data were collected using a classroom management perception questionnaire completed by 22 students to measure their conceptual understanding of the prophecy-based physics classroom management model in the Basic Physics II course. The test items were developed from five dimensions of the model: prophetic classroom planning, collaborative implementation, spiritual reflection, holistic evaluation, and student participation. Thus, the pre-test and post-test scores reflect students' conceptual understanding of these dimensions, not an evaluation of the lecturer's classroom management performance. The results showed significant improvements in various aspects of classroom management, as presented in Table 7 below.

Table 7. Conceptual understanding test the prophetic-based physics classroom management model

No	Classroom Management Aspect	Pre-score (%)	Post-score (%)	N-Gain / Category	p-Value	Effect Size (d) / Category
1	Prophetic classroom planning	78	92	0.64 / Moderate	<0.001	0.88 / Large
2	Collaborative implementation	75	90	0.60 / Moderate	<0.001	0.94 / Large
3	Spiritual reflection	69	87	0.58 / Moderate	<0.001	1.13 / Large
4	Holistic evaluation	70	88	0.60 / Moderate	<0.001	1.13 / Large
5	Student participation	72	89	0.61 / Moderate	<0.001	1.06 / Large
	Average			0.61 / Moderate		1.03 / Large

The comparison between pre-implementation and post-implementation results demonstrated consistent improvement across all classroom management aspects.

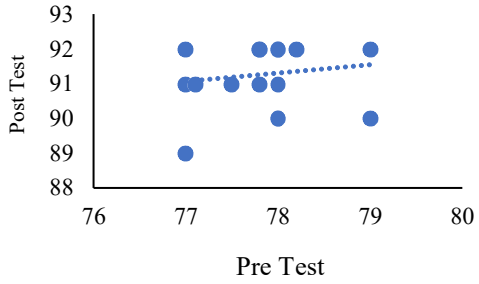

Figure 3a. Prophetic classroom planning

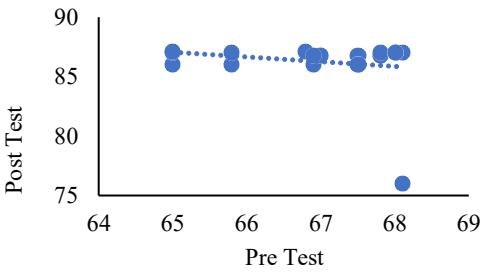

Figure 3c. Spiritual reflection

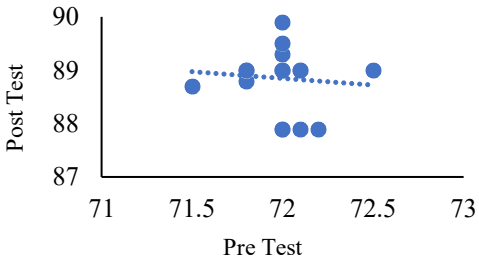

Figure 3e. Student participation

Figure 3 presents a comparison between students' pre-test and post-test scores across the five dimensions of the Prophetic-based Physics Classroom Management Model. Overall, all

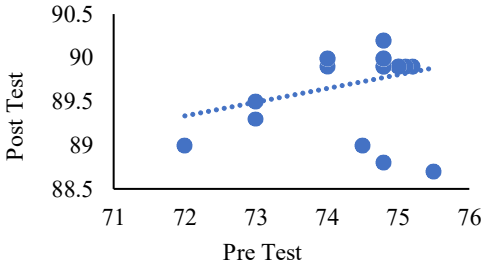

Figure 3b. Collaborative implementation

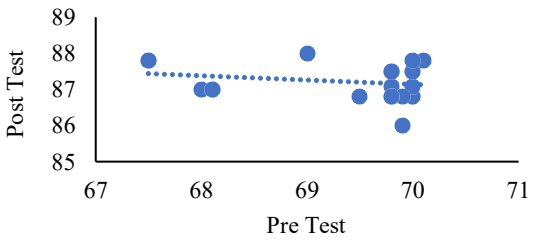

Figure 3d. Holistic evaluation

Figure 3. Prophetic-based physics classroom management model

dimensions showed higher post-test scores than pre-test scores, indicating that the implementation of the developed model positively contributed to students' holistic learning outcomes. As shown in Figure 3a, the Prophetic Classroom Planning dimension showed a substantial increase in students' scores after the model's implementation. This finding suggests that integrating prophetic values into lesson planning provides clearer learning objectives and fosters students' readiness to engage in physics learning activities. Figure 3b illustrates the improvement in the Collaborative Implementation dimension. The increase in post-test scores indicates that collaborative learning activities encourage active participation, effective communication, and shared responsibility among students during classroom learning. Figure 3c shows a positive change in the Spiritual Reflection dimension. Students demonstrated greater awareness of how to connect physics concepts

with ethical and spiritual values after participating in learning activities designed within the Prophetic Classroom Management framework. Figure 3d presents a comparison of scores in the Holistic Evaluation dimension. Higher post-test scores indicate that the evaluation process successfully assessed students' cognitive, affective, and behavioral development, reflecting the holistic orientation of the learning model. Finally, Figure 3e illustrates an increase in student participation. The increase in post-test scores indicates that students became more actively engaged in class discussions, collaborative problem-solving, and reflective learning activities during the implementation of the model. Overall, these findings indicate that the Prophetic Physics Classroom Management Model effectively improved all five dimensions of classroom management.

The results in Table 7 show consistent improvements across all aspects of classroom management following the implementation of the prophetic-based classroom management model. The highest N-Gain score was observed in the prophetic classroom planning aspect (g = 0.64), indicating that lecturers were able to integrate prophetic values more effectively into lesson planning and teaching preparation. This finding suggests that planning-related activities were most responsive to the intervention. In contrast, the spiritual reflection aspect demonstrated the lowest N-Gain score (g = 0.58), implying that developing reflective spiritual practices may require a longer period of habituation and reinforcement within classroom activities. Despite its lower relative gain, this aspect produced one of the largest effect sizes (d = 1.13), indicating that the intervention produced substantial and meaningful changes among participants. Furthermore, the relatively similar N-Gain values across all aspects (0.58–0.64) suggest that the developed model contributed to a balanced improvement in classroom management practices rather than affecting only a specific dimension. This pattern shows that the prophetic-based approach successfully integrates planning, implementation, evaluation, participation, and spiritual reflection into a coherent classroom management framework.

Meanwhile, Figure 2 presents the N-Gain scores for each aspect of classroom management after implementing the prophecy-based physics classroom management model. The highest increase was observed in the prophetic classroom planning aspect (g = 0.64), indicating that lecturers became better able to integrate prophetic values into learning planning. In contrast, the spiritual reflection aspect showed the lowest increase (g = 0.58), indicating that reflective spiritual activities require further strengthening during implementation in the classroom. Nevertheless, all aspects achieved moderate N-Gain scores (0.58–0.64), indicating a consistent positive impact of the developed model across all dimensions of classroom management.

The implementation of the prophecy-based physics classroom model not only resulted in positive learning responses but also facilitated the internalization of prophetic values and the development of students' prophetic character. The relationship between these findings is summarized in Figure 4.

Figure 4 shows that implementing the Prophetic-Based Physics Classroom Model not only increases student engagement in learning but also encourages the internalization of prophetic values. This finding suggests that integrating physics learning activities with prophetic principles creates a conducive learning environment that supports both cognitive achievement and character development.

The results of the study indicate that implementing a prophecy-based physics classroom management model not only improves students' cognitive aspects but also strengthens spiritual reflection in the learning process. During

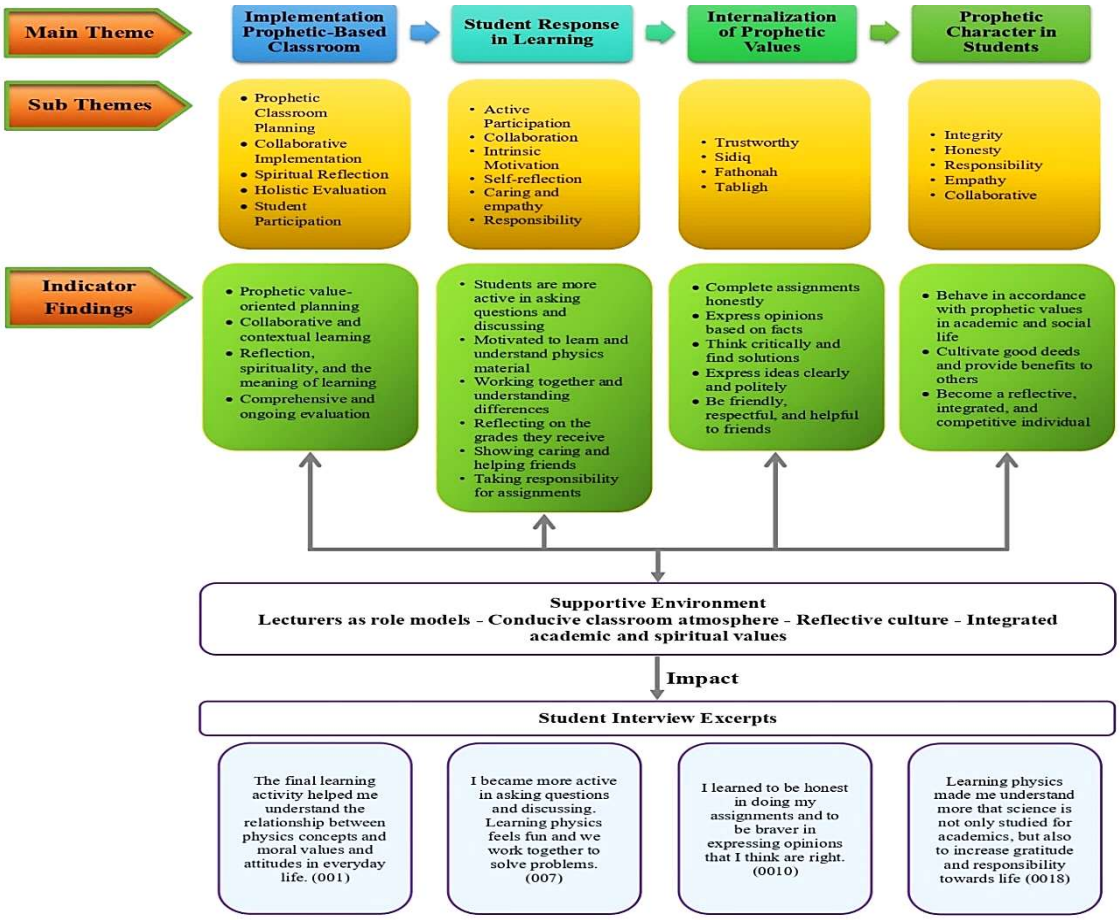

Figure 4. Concept map of the results of the implementation of the prophetic-based physics class model

the reflection activities, students demonstrated the ability to connect physics concepts with life values, gratitude, and academic responsibility.

This finding is supported by the results of student interviews, which stated that physics learning became more meaningful because it not only focused on calculations and theoretical concepts, but also on spiritual values and learning ethics. One student (code 0018) stated, "Learning physics made me understand more that science is not only studied for academics, but also to increase gratitude and responsibility towards life." Another student (001) also said: "The final learning activity helped me understand the relationship between physics concepts and moral values and attitudes in everyday life." The results of observations showed that students became more active, reflective, and demonstrated a collaborative attitude during the learning process. These results indicate that integrating prophetic values into classroom management can support holistic learning that includes the intellectual, social, emotional, and spiritual aspects of students. However, because the study was conducted on a limited pilot, these findings require further testing to assess the sustainability of the changes.

Overall, these findings strengthen previous studies indicating that value-based instructional models are effective not only descriptively through N-Gain improvement but also through strong practical impacts on students' holistic learning. Hussin (2018) similarly reported that integrating spiritual values into science learning enhances

ethical and collaborative scientific communication. Rahmawati et al. (2023) also emphasized that value-based learning significantly improves student engagement and learning meaning. Therefore, this model has strong potential for broader implementation in value-based physics learning contexts. These findings are also consistent with recent studies demonstrating that value-based and reflective learning models can simultaneously improve students' learning outcomes and attitudes (Kim & Hannafin, 2021).

Evaluation Stage

At the evaluation stage, both formative and summative evaluations were conducted. Formative evaluation was carried out during each meeting to assess the continuity of model implementation and the effectiveness of prophetic reflection activities. Meanwhile, summative evaluation was conducted after implementation to evaluate the overall feasibility, effectiveness, and acceptance of the model.

The evaluation results indicated that the prophetic-based classroom management model effectively improved learning quality holistically, including: (1) increased active student engagement; (2) strengthening of scientific character, including honesty, critical thinking, and responsibility; (3) increased spiritual awareness regarding the orderliness of natural laws.

The integration of prophetic values within each ADDIE stage created a holistic learning process in which students' intellectual, emotional, social, and spiritual dimensions developed in a balanced manner, as presented in Table 8.

Table 8. Integration of prophetic values within the ADDIE framework

ADDIE Stage	Prophetic Value	Observed Behavior Indicators	Holistic Outcomes
Analysis	*Shiddiq*	Students honestly identify prior knowledge, openly express learning difficulties, and objectively explain physics learning needs. Lecturers identify student learning characteristics before planning instruction.	Increased honesty and scientific awareness in identifying learning needs.
Design	*Amanah*	Lecturers develop semester learning plans that integrate physics concepts with prophetic values. Students complete preparatory assignments responsibly and commit to the mutually agreed-upon learning objectives (course contract).	Responsible learning planning and teaching oriented towards prophetic values.
Development	*Fathanah*	Lecturers develop learning materials and practical exercises. Students solve physics problems, design simple practical exercises, and propose evidence-based solutions.	Improve conceptual understanding, critical thinking skills, and creativity.
Implementation	*Tabligh*	Students present lab results, collaborate effectively in groups, communicate scientific ideas clearly, and provide constructive feedback. Lecturers facilitate interactive discussions and guide collaboration.	Improve social responsibility, communication, and collaboration.
Evaluation	Integrative	Students engage in self-reflection on conceptual understanding and prophetic	Sustainable moral, spiritual and

	character, while lecturers evaluate cognitive achievement, participation, collaboration, and character development.	intellectual development.

The holistic results shown in Table 8 are derived from the convergence of quantitative and qualitative findings. The development of academic responsibility and value integration is reflected in the improvement of prophetic class planning with N-Gain = 0.64. Social and spiritual development is supported by increased student participation (N-Gain = 0.61) and classroom observations showing stronger collaboration and communication among students. Furthermore, intellectual and spiritual balance is evidenced by an increase in the spiritual reflection aspect (N-Gain = 0.58) and supported by interview findings where students reported an increase in gratitude, responsibility, and awareness of the relationship between scientific concepts and moral values. These findings indicate that these holistic results are not merely conceptual assumptions but have been verified through empirical evidence obtained during the implementation process.

The evaluation stage in ADDIE aims to assess the effectiveness and feasibility of the model comprehensively (Branch, 2020). Positive student responses indicated a high level of acceptance of the model. According to Kirkpatrick (2021), instructional evaluation includes not only learning outcomes but also participants' reactions and engagement. In this study, positive responses served as indicators of successful model implementation. However, several limitations should be considered, particularly regarding the sample size and implementation context. Therefore, broader-scale studies are recommended for future research (Reeves & Lin, 2020).

Overall, the Prophetic-Based Physics Classroom Management Model not only improved academic achievement but also fostered holistic learning that integrates science, values, and spirituality. This finding reinforces Miller's perspective that holistic learning is a process of whole-person development involving mind, heart, and action (Miles & Huberman, 1992)

■ CONCLUSION

This study develops a prophetic-based physics classroom management model that systematically integrates prophetic values into every stage of classroom management to support holistic learning in higher education. Operationally, this model consists of five interrelated dimensions of classroom management: prophetic classroom planning, collaborative implementation, spiritual reflection, holistic evaluation, and active student participation. These dimensions are implemented by integrating the prophetic values of *shiddiq* (honesty), *amanah* (responsibility), *tabligh* (communication and collaboration), and *fathanah* (critical and wise thinking) into learning activities, laboratory practicums, classroom interactions, and assessment processes. Consequently, this model not only facilitates students' conceptual understanding of Basic Physics 2 but also fosters scientific character, reflective awareness, collaborative skills, and spiritual development within an integrated classroom management framework.

Validation results indicate the model achieved a high level of feasibility, with an average expert validation score of 91.5% categorized as highly feasible. Implementation results demonstrated positive improvements in various aspects of classroom management, including class planning, collaborative implementation, spiritual reflection, holistic evaluation, and student participation. An average N-Gain score of 0.61 indicates moderate effectiveness, while an effect size of 1.03 indicates the model's strong practical

impact on improving learning quality. However, because this study used a single-group trial design without a control group, these improvements require further processing as an initial indication of the model's potential and cannot yet be fully attributed to the intervention developed.

In addition, the findings revealed that the integration of prophetic values contributed not only to cognitive development but also to the enhancement of students' scientific character, reflective awareness, collaboration skills, and spiritual understanding. The learning process became more participatory, meaningful, and value-oriented. However, these findings are still indicative and require further testing through research designs involving control groups and a broader sample size.

Theoretically, this study contributes to the development of holistic and value-based science education by integrating classroom management theory, prophetic education, and the ADDIE instructional design framework into a comprehensive learning model. Practically, the model can serve as an alternative framework for lecturers and educators in designing more reflective, character-oriented, and transformative physics learning environments in higher education.

However, interpretation of the effectiveness results requires caution because this study used a single-group experimental design without a control group and involved a limited number of participants in a single institutional context. Therefore, further research with a more robust experimental design, involving a comparison group and a larger sample, is needed to more conclusively test the model's effectiveness and expand the generalizability of the findings.

REFERENCES

Aliyyah, R. R., Djuanda, U. (2018). *Management of lower grade at amaliah elementary school ciawi*. 81–95. https://doi.org/10.31227/osf.io/z26fq

Afrialdi, R. M., Astalini, Kurniawan, D. A. (2026). Reconstruction of teachers' strategies in cultivating honest character through physics learning: a systematic synthesis based on values, affective, and cognitive. *Integrated Science Education Journal*, *7*(2), 287–298. https://doi.org/10.37251/isej.v7i2.2313

Anu Laine, Maija Ahtee , Liisa Näveri. (2020). Impact of teacher's actions on emotional atmosphere in mathematics lessons in primary school, *International Journal of Science and Mathematics Education, 18*(1), 163–185. https://doi.org/10.1007/s10763-018-09948-x

American Association of Colleges and Universities. (2009). *VALUE rubrics (valid assessment of learning in undergraduate education).*
https://www.aacu.org/value/rubrics

Arends, R I. (2012). Learning to teach, ninth edition. new york: mcgraw-hill.

Branch, R. M. (2020). Instructional design: the ADDIE approach. springer.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, *3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Brown, M., McGrath, R. E., Bier, M. C., Johnson, K., & Berkowitz, M. W. (2023). A comprehensive meta-analysis of character education programs. *Journal of Moral Education, 52*(2), 119–138. https://doi.org/10.1080/03057240.2022.2060196

Chan, F., Kurniawan, A. R., N., Herawati, N., Efendi, R. N., & Mulyani, J. S. (2019). Teachers' strategies in classroom management in elementary schools. *International* Journal *of Elementary Education*, *3*(4), 439. https://doi.org/10.23887/ijee.v3i4.21749

Coletta, V. P., & Steinert, J. J. (2020). Why normalized gain should continue to be used in analyzing preinstruction and postinstruction scores on concept inventories. *Physical Review Physics Education Research*, *16*(1), 1–7. https://doi.org/10.1103/PhysRevPhysEducRes.16.010108

Darwin et al. (2025). A systematic approach in curriculum administration and management to achieve holistic learning. *Inculco Journal of Christian Education, 5*(1). https://e-journal.stakanakbangsa.ac.id/index.php/ijce/article/view/234

Dou, R., Brewe, E., Potvin, G., Zwolak, J. P., & Hazari, Z. (2018). Understanding the development of interest and self-efficacy in active-learning undergraduate physics courses. *International Journal of Science Education, 40(13)*. https://doi.org/10.1080/09500693.2018.1488088

Dick, W., Carey, L., & Carey, J. O. (2015). *The systematic design of instruction* (8th ed.). Pearson Education

Docktor, J. L., & Mestre, J. P. (2014). Synthesis of discipline-based education research in physics. Physical Review Special Topics Physics Education Research, 10(2). https://doi.org/10.1103/PhysRevSTPER.10.020119

Ermawati, I. R., Sugianto, S., & Hartini, T. I. (2023). Development of a statistical physics module based on the learning cycle integrated with prophetic values. *Jurnal Pendidikan Fisika Universitas Muhammadiyah Metro, 12*(2), 123–135. http://dx.doi.org/10.24127/jpf.v11i2.8785

Fraser, B. J. (2015). Classroom learning environments. In R. Gunstone (Ed.), *Encyclopedia of science education*. 154–157. Springer. https://doi.org/10.1007/978-94-007-2150-0

Hake, R. R. (1998). Interactive-engagement versus traditional methods: A six-thousand-student survey of mechanics test data for introductory physics courses. *American Journal of Physics, 66*(1), 64–74. https://doi.org/10.1119/1.18809

Hartini, T. I., Martin, Ermawati, I.R. (2022). The effectiveness of virtual laboratories in prophetic-integrated electronics practicum learning. *Jurnal Inovasi Pendidikan Fisika dan Riset Ilmiah, 6*(2), 145–158. https://doi.org/10.30599/jipfri.v6i2.1623

Hasibuan, M. S. P. (2006). *Basic Management: Concepts and Problems*. Jakarta: Bumi Aksara

Hussin, W. N. T. W. (2018). Integrating spiritual values in science education: A holistic approach. *International Journal of Instruction, 11*(4), 135–150. https://doi.org/10.12973/iji.2018.1149a

Hmelo-Silver, C. E. (2020). Problem-based learning: What and how do students learn *Educational Psychology Review*, *32*(3), 1–20.

Jack Holbrook & Miia Rannikmae. (2007). The Nature of Science Education for Enhancing Scientific Literacy, *International Journal of Science Education*, *29*(11), 1347–1362, https://doi.org/10.1080/09500690601007549

Khan, S., & Alam, M. (2017). *Outcome-based quality assessment framework for higher education*. arXiv. https://doi.org/10.48550/arXiv.1703.06063

Kim, C., Hannafin, M. J. (2021). Scaffolding problem solving in technology-enhanced learning environments. *Educational Technology Research and Development*, *69*(2), 1–25.

Kirkpatrick, D. L. (2021). *Evaluating Training Programs: The Four Levels*. Berrett-Koehler.

Kuntowijoyo. (2006). *Islam as Science: Epistemology, Methodology, and Ethics*. Yogyakarta: Tiara Wacana.

Koutrouba, K., Markarian, D. A., & Sardianou,

E. (2018). Classroom management style: Greek teachers' perceptions. *International Journal of Instruction, 11*(4), 641–656. https://doi.org/10.12973/iji.2018.11440a

Lickona, T. (2021). Character education revisited. *Journal of Moral Education*, 50(1),1–15.

Lili Rahmawati, Romizah, & Zulhadi. (2024). The important role of curriculum administration in education. *Jurnal Pendidikan Indonesia (PJPI), 1*(2), 263–268. https://ejournal.lapad.id/index.php/pjpi

Maelasari, N., Sunendar, D., & Sastromiharjo, A. (2019). Mind mapping learning model based on prophetic values to improve exposition writing skills of Grade X students at SMAN 1 Baleendah Bandung. In *Seminar Internasional Riksa Bahasa*. http://proceedings2.upi.edu/index.php/riksabahasa/article/view/1024

Majid, N. (2025). The epistemology of prophetic education as the foundation of Islamic education. *Jurnal Pendidikan Islam, 9*(1), 1–16.

Mestre, J. P. (2001). Implications of research on learning for the education of prospective science teachers. *Physics Education, 36*(1), 44–51. https://doi.org/10.1088/0031-9120/36/1/307

Miles, M. B., Huberman, A. M. (1992). *Qualitative Data Analysis*. Jakarta: Universitas Indonesia Press.

Miller, J. P. (2005). *Holistic Learning and Spirituality in Education: Breaking New Ground*. New York: State University of New York Press.

Molenda, M. (2015). In search of the elusive ADDIE model. *Performance Improvement, 54*(2), 40–42. https://doi.org/10.1002/pfi.21461

Mulyadi. (2018). Diagnosis of learning difficulties in schools. *Jurnal Tarbiyah Al-Awlad, 8*(1), 18–23.https://ejournal.uinib.ac.id/jurnal/index.php/alawlad/article/view/1596

Nasir, M., Rijal, M. K., Primarni, A., Lima, L., & Prastawa, S. (2024). Philosophical foundations of holistic education in the 21st century. *International Journal of Educational Narratives*, *2*(6), 471-482.

Novak, J. D. (2021). Meaningful learning: The essential factor for conceptual change. *Science Education, 105*(2), 1–15.

Plomp, T., Nieveen, N. (2020). *Educational design research*. Netherlands Institute for Curriculum Development.

Rahmawati, Y. (2023). Value-based science learning and student engagement. *Journal of Science Education Research*.

Reeves, T. C., Lin, L. (2020). The research we have is not the research we need. *Educational Technology Research and Development, 68*(4), 1–10.

Ramma, Y., Bholoa, A., Watts, M., & Nadal, P. S. (2018). *Teaching and learning physics using technology: making a case for the affective domain*. Education Inquiry, *9*(2), 210–236. https://doi.org/10.1080/20004508.2017.1343606

Robbins, S. P., Coulter, M. (2018). *Management* (14th ed.). Pearson Education.

Robbins, S. P. (2016). *Organizational behavior*. Jakarta: Salemba Empat.

Sanusi Herman. (2019). Implementation of holistic learning in improving students' interest and motivation. In *Proceedings of the National Seminar, 1*, 3–34. https://www.ejournals.umma.ac.id/index.php/prosiding/article/view/351

Schraw, G., Moshman, D. (2022). Metacognitive theories. *Educational Psychology Review*, *34*(1), 1–20.

Siroj, M., Untung, S. (2024). Islamic education management in shaping students' character. *Jurnal Pendidikan Modern, 6*(4), 152–

165. https://journalversa.com/s/index.php/jpm/article/view/3234/3714

Sriyanta, K., Mujahid. (2025). Holistic education in developing student character. *TsaQofah: Jurnal Pendidikan Guru Indonesia,* 5(2), 1639–1646. https://doi.org/10.58578/tsaqofah.v5i2.4899

Sugiyono. (2019). *Educational research methods: quantitative, qualitative, and r&d approaches*. Bandung: Alfabeta.

Syukri Fathudin, Ahmad Widodo, Touheed Ahmed. (2024). Implementation and impact of environment-based holistic education on students: A case study in nature schools. *Humanika: Kajian Ilmiah Mata Kuliah Umum, 24*(2), 193–204. https://doi.org/10.21831/hum.v24i2.76954

Vahlia, I., Sholiha, S., Afwan, B. (2022). Implementation of prophetic value-based learning in entrepreneurship courses to build students' character. *Jurnal Lentera Pendidikan Pusat Penelitian LPPM UM Metro, 7*(1), 1–9. https://ojs.ummetro.ac.id/index.php/lentera/article/view/2089

Wallace, C. S., Prather, E. E., Milsom, J. A., Johns, K., & Manne, S. (2021). Students taught by a first-time instructor using active learning teaching strategies outperform students taught by a highly regarded traditional instructor. *Journal of College Science Teaching, 50*(4), 30–39. https://doi.org/10.48550/arXiv.2004.09684

Widiastuti, A., Nurhasanah, N. (2021). Development of character-based teaching materials to improve students' scientific thinking skills. *Jurnal Pendidikan Karakter, 11*(2), 243–258. https://doi.org/10.21831/jpk.v11i2.39482

Zohar, A., Barzilai, S. (2023). Higher-order thinking in science education. *Journal of Research in Science Teaching, 60*(1), 1–25.