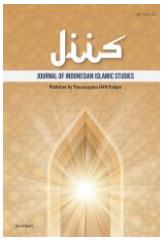
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Developing Digital Student Worksheets Using the Search, Solve, Create, and Share (SSCS) Model to Teach Islamic Etiquette toward Parents and Teachers to Eighth-Grade Students at MTs Nurul Hidayah Salubua, Luwu Regency

Suleha Nasrum[1]✉, Fatmarida Sabani[2], Muhammad Guntur[3]

[1-3] Master's Program in Islamic Religious Education, UIN Palopo, Indonesia

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Abstract

This study developed and evaluated a digital student worksheet (LKPD) based on the Search, Solve, Create, and Share (SSCS) model for teaching Islamic etiquette toward parents and teachers to eighth-grade students. Employing a research and development approach based on the 4D model (Define, Design, Develop, and Disseminate), the study was conducted at MTs Nurul Hidayah Salubua, Luwu Regency. Participants included three expert validators, one Akidah Akhlak teacher, and 13 students in a limited classroom trial. Data were obtained through observations, interviews, expert validation forms, teacher and student response questionnaires, documentation, and a posttest, and were analyzed using descriptive quantitative and qualitative procedures. The resulting 29-page digital worksheet was produced as an A4 PDF and incorporated all four SSCS stages. Expert validation scores were 97.14% for media, 93.33% for language, and 92.00% for content, meeting the study's "highly valid" criteria. Practicality scores were 83.33% for the teacher and 83.44% for students, both classified as "highly practical." The mean posttest score among the 13 students was 89.23 out of 100. These results indicate favorable expert evaluations, positive user perceptions, and high post-instruction attainment in the limited trial. However, because no pretest or comparison group was included, the findings cannot establish learning gains or the worksheet's comparative effectiveness.

✉ Email Correspondent:
sulehanasrum@gmail.com

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Introduction

Akidah Akhlak (Islamic Creed and Morals) education plays an important role in shaping students' attitudes and conduct, ensuring that Islamic values are not merely understood as theoretical knowledge but are also practiced in everyday life (Indonesia, 2022). This subject integrates religious understanding with the cultivation of virtuous character through students' daily experiences (Suprianto, 2023). Effective implementation therefore requires appropriate instructional materials and learning activities that actively engage students. Preliminary observations conducted in September 2025 at MTs Nurul Hidayah Salubua, Luwu Regency, including classroom observations, interviews with the Akidah Akhlak teacher and eighth-grade students, and a review of instructional documentation, identified a need for more engaging, systematically organized digital learning materials and activities that promote active participation. The preliminary findings also highlighted the need for instructional support in learning about appropriate conduct toward parents and teachers. Accordingly, this study focused on developing a digital student worksheet (Lembar Kerja Peserta Didik, LKPD) based on the Search, Solve, Create, and Share (SSCS) model as an alternative learning resource designed to structure learning activities and foster student engagement.

Akidah Akhlak education differs from instruction concerned exclusively with conceptual mastery. Its objectives extend beyond students' ability to define terms, recall concepts, or answer questions; the values learned are also expected to inform their attitudes and behavior (Romdoniyah, Fida Fadilatul, 2024). Consequently, Akidah Akhlak instruction requires learning processes through which students can understand moral values, relate them to authentic situations, and consider their application in daily life. Research on Akidah Akhlak instruction in madrasahs has shown that classroom practices and teachers' instructional strategies contribute to character formation through habituation, role modeling, and the integration of moral values into learning activities (Suprianto, 2023a).

An important topic in eighth-grade Akidah Akhlak is proper conduct toward parents and teachers. This topic is particularly relevant to students' experiences at home and at school and requires connections between moral values and real-life situations so that religious understanding extends beyond cognitive knowledge toward the internalization of moral principles (Nur et al., 2026). It encompasses respect, courteous speech, obedience in matters of goodness, and appreciation for parents and teachers (Nawawi, 2021). Learning about these forms of conduct requires not only conceptual understanding but also the capacity to reason about appropriate responses to specific situations. In this study, learning attainment was assessed using a posttest consisting of content-comprehension questions and scenario-based items requiring students to identify appropriate actions. The posttest was intended to describe students' learning attainment after using the SSCS-based digital worksheet. Actual conduct in everyday life and the internalization of moral values, however, require separate forms of assessment and cannot be inferred from posttest performance alone.

Teaching appropriate conduct toward parents and teachers is especially important as students enter a developmental stage characterized by expanding social interactions and increasing independence. At this stage, their social experiences extend beyond family members and teachers to peers and digital environments. These changes call for moral

education that helps students evaluate their actions and make decisions grounded in the values they have learned. Research on integrating moral values into Akidah Akhlak instruction indicates that technological developments and increasingly complex social environments require teaching that addresses not only cognitive outcomes but also the affective and behavioral dimensions of learning (Zahro, Fathimatuz, Daniya Royyana, Fiqih Nurghifari, 2025).

These circumstances indicate that lessons on conduct toward parents and teachers should be designed contextually. Students can examine familiar situations, such as expressing opinions to parents, responding respectfully to disagreements with teachers, using courteous language, helping parents, appreciating teachers, and maintaining appropriate behavior during learning activities. Such scenarios can help students move beyond identifying appropriate behavior to understanding the reasons for, and potential consequences of, their choices (Silberman, 2013). Active learning provides opportunities to search for information, engage in discussion, practice skills, and reflect on the subject matter (Kolb, 2015).

At the same time, technological advances offer opportunities for teachers to develop instructional materials that better reflect students' characteristics and learning needs. Digital resources can provide flexible access to learning content and support the integrated presentation of text, images, activities, and other learning materials. Research on Canva-based digital materials for moral education has indicated that digital media can present content in a more engaging and organized manner (S. et al., 2024). Nevertheless, producing effective digital resources involves more than converting printed materials into electronic files. Digital learning materials must also incorporate activities that encourage students' active involvement in the learning process.

One instructional model that supports these objectives is Search, Solve, Create, and Share (SSCS). This model organizes learning into four interconnected stages. During Search, students identify problems and seek relevant information; during Solve, they analyze problems and determine possible solutions; during Create, they develop solutions or learning products; and during Share, they communicate their ideas and outcomes to others (Pizzini, n.d.). Together, these stages offer a structured sequence through which students can participate actively in information seeking, problem solving, product creation, and communication.

Applying SSCS to Akidah Akhlak instruction offers a way to connect cognitive activities with students' understanding of moral values. For the topic of conduct toward parents and teachers, Search may involve identifying everyday ethical dilemmas; Solve may guide students in evaluating actions consistent with moral principles; Create may involve producing responses, conclusions, messages, or simple learning products; and Share may provide opportunities to communicate and discuss their ideas. In this way, learning activities do not merely convey information about appropriate conduct but also encourage students to consider how moral principles can be applied to real-life situations.

Previous studies suggest that the SSCS model can be integrated into the development of instructional materials. Elvanuari et al. (2024) developed an SSCS-based electronic worksheet within an Islamic context and reported favorable feasibility assessments and student responses. Similarly, Songkilawang et al. (2024) developed

SSCS-based instructional materials for relations and functions and reported a student response rate of 87.40%. These studies demonstrate the application of SSCS to different instructional contexts. In contrast, the present study focuses on developing an SSCS-based digital worksheet for Akidah Akhlak, specifically the topic of appropriate conduct toward parents and teachers among eighth-grade students at MTs Nurul Hidayah Salubua, Luwu Regency.

Elvanuari et al. (2024) developed an Islamic-context SSCS-based electronic worksheet on the excretory system to support students' science process skills. The present study differs by applying the SSCS framework to the development of a digital worksheet on conduct toward parents and teachers for eighth-grade madrasah students. Its distinctive feature is the integration of the four SSCS stages into activities that guide students in gathering information, analyzing moral dilemmas, identifying appropriate responses, and producing and presenting their work. Thus, the study's contextual contribution lies in applying SSCS within digital instructional materials for Akidah Akhlak topics closely related to students' everyday lives.

In response to this gap, the study aimed to develop an SSCS-based digital student worksheet tailored to the subject matter and students' learning needs and to assess its expert-judged validity, perceived practicality based on teacher and student responses, and posttest learning attainment in a limited trial. The proposed contribution is the integration of digital worksheet design, the SSCS model, and Akidah Akhlak content on conduct toward parents and teachers into a single instructional resource linking information seeking and problem solving with consideration of moral values in everyday life.

Method

This study employed a research and development (R&D) approach using the 4D development model proposed by Thiagarajan, Semmel, and Semmel, comprising Define, Design, Develop, and Disseminate. It sought to develop an SSCS-based digital worksheet on conduct toward parents and teachers for eighth-grade students at MTs Nurul Hidayah Salubua, Luwu Regency. Preliminary observations were conducted in September 2025, and the main study was implemented at the school from August 18 to 28, 2026. Participants comprised one Akidah Akhlak teacher, 13 eighth-grade students involved in the limited trial, and three experts who evaluated the media, language, and content dimensions. Needs-analysis interviews were conducted with the teacher and a number of students. The research product was the SSCS-based digital worksheet on appropriate conduct toward parents and teachers.

Product development proceeded through four stages. Define involved analyzing instructional needs, student characteristics, content, tasks, concepts, and learning objectives through observations, interviews, and document analysis. Design involved preparing the worksheet in A4-sized PDF format using Canva, structuring activities around the SSCS stages, and developing research instruments. Develop involved preparing the product, securing validation from three experts, and revising it in response to their feedback. Disseminate was implemented on a limited basis through a two-session classroom trial. Students completed SSCS activities collaboratively in groups and subsequently took an individual posttest.

Data were collected through observation, interviews, expert validation forms, teacher and student response questionnaires, a posttest, and documentation. Qualitative data were analyzed descriptively to identify instructional needs and explain recommendations for product improvement. Expert ratings and user responses were converted into percentages by dividing the obtained scores by the maximum possible scores and multiplying by 100. Expert validation used a five-point Likert scale, whereas the response questionnaires used a four-point scale. The resulting percentages were interpreted according to the validity and practicality criteria adopted in the study.

Learning attainment was analyzed descriptively using posttest scores from the 13 participating students. The mean was obtained by dividing the sum of students' scores by the number of test takers. Because the study did not include a pretest or a comparison group, posttest scores were interpreted only as an indication of attainment after using the digital worksheet; they were not used to establish learning gains or the product's comparative effectiveness. The research was conducted with permission from the school.

Results

Instructional Needs Analysis

The needs analysis was undertaken during the Define stage. It drew on classroom observations conducted in September 2025, an interview with the Akidah Akhlak teacher on September 3, 2025, an analysis of student characteristics, and a review of the content and instructional activities. Findings indicated that instruction predominantly relied on lectures, question-and-answer sessions, assignments, and textbooks. The use of digital learning materials was still developing, while opportunities for exploration and problem solving had not been fully optimized. Students were already familiar with digital devices, and the topic of conduct toward parents and teachers was closely connected to their daily experiences. These findings indicated a need for more varied, interactive, and contextually relevant learning materials.

The developed content covered the meaning of proper conduct toward parents and teachers, relevant scriptural and religious foundations, forms of filial devotion and respect, and the benefits of practicing these values. The intended learning outcomes included understanding the concept of adab, identifying appropriate behavior, analyzing ethical dilemmas, and determining responses consistent with Islamic teachings. These objectives were incorporated into the Search, Solve, Create, and Share stages: retrieving information (Search), analyzing and resolving problems (Solve), producing responses or ideas (Create), and communicating outcomes (Share). This integration informed the development of a digital worksheet intended to facilitate more active and contextual learning activities. Students' understanding of the material following instruction was assessed using an individual posttest.

Table 1 summarizes the needs-analysis findings and their implications for developing the SSCS-based digital worksheet.

Table 1. Needs Analysis for the Development of the SSCS-Based Digital Worksheet

Aspect analyzed	Observed findings	Developmental needs
Instructional process	Teaching relies on lectures, question-and-answer sessions, assignments, and textbooks	More active and varied instructional materials
Digital instructional materials	The use of digital learning materials is still developing	A worksheet accessible in digital format
Student activities	Exploration and problem-solving activities have not been fully optimized	Information-seeking, discussion, and problem-solving activities
Use of digital devices	Students are familiar with digital devices	Digital resources used with teacher guidance
Teacher needs	The teacher needs more varied and interactive teaching materials	A systematic, engaging worksheet that supports instruction
Content characteristics	The content relates to students' family and school lives	Contextual content and problem scenarios
Learning activities	Activities are needed for retrieving information, solving problems, producing outputs, and presenting findings	Integration of the Search, Solve, Create, and Share stages

The needs-analysis findings informed the design of the SSCS-based digital worksheet. Product development took into account student characteristics, subject content, learning objectives, and the need for more active and contextual learning experiences.

Design of the SSCS-Based Digital Worksheet

The Design stage produced a prototype digital worksheet based on Search, Solve, Create, and Share (SSCS) for the topic of appropriate conduct toward parents and teachers. The product was created in Canva as an A4 PDF (21 × 29.7 cm) comprising 29 pages, including the front and back covers. It can be accessed on smartphones, laptops, and desktop computers and may also be printed when necessary.

The worksheet comprises student identification details, a preface, learning competencies, instructions for use, instructional content, SSCS activities, a final assessment, and a closing section. The initial design was refined following feedback from academic supervisors and validation by media, language, and content experts before classroom implementation. An individual posttest was included as a final assessment to describe learning attainment after use of the worksheet. Table 2 outlines the product structure.

Table 2. Structure of the SSCS-Based Digital Worksheet

No.	Worksheet component	Designed content
1	Cover	Title, grade, school identification, topic, illustrations, and author
2	Identification	Student or group identification details
3	Preface	Introduction to using the worksheet
4	Learning competencies	Competencies relevant to the topic
5	Instructions	Guidance on how to use the worksheet
6	Learning content	Islamic etiquette toward parents and teachers
7	Search	Retrieving information and identifying problems

No.	Worksheet component	Designed content
8	Solve	Analyzing problems and determining solutions
9	Create	Producing answers, ideas, or learning products
10	Share	Communicating or presenting outcomes
11	Final assessment	Assessment items used as the posttest
12	Closing section	Concluding part of the worksheet

In the initial design, the SSCS stages were embedded in worksheet activities related to conduct toward parents and teachers. In Search, students read, observe, identify ethical dilemmas, and retrieve relevant information. In Solve, they analyze the dilemmas and discuss possible responses in light of the content studied. In Create, they develop answers, ideas, or simple products based on group analysis and discussion. Finally, in Share, students present their group work and respond to feedback from their peers. These activities were designed to support students' understanding of adab, identification of appropriate conduct, analysis of ethical dilemmas, and selection of responses consistent with Islamic values.

Validity and Practicality of the Digital Worksheet

The digital worksheet was assessed by three validators: one media expert, one language expert, and one content expert. Ratings were assigned on a five-point Likert scale. The validation scores were 97.14% for media, 93.33% for language, and 92.00% for content, all falling within the "highly valid" category according to the study's criteria. The validators' comments informed revisions before practicality testing, including the addition of QR codes at the media expert's suggestion, revisions to passages identified by the language expert, and modifications to the content based on the subject expert's feedback. Because each dimension was assessed by only one validator, these results represent individual expert judgments and do not establish inter-rater agreement within any dimension.

Table 3. Expert Validation Results for the Digital Worksheet

Validation dimension	Items	Raters	Score obtained	Maximum score	Percentage	Classification
Media expert	14	1	68	70	97.14%	Highly valid
Language expert	15	1	70	75	93.33%	Highly valid
Content expert	15	1	69	75	92.00%	Highly valid

Expert validation informed revisions to the digital worksheet before the practicality trial. Media-related revisions included adding a QR code to the front cover and incorporating links to instructional videos and a Google Form for assessment items. Textual revisions were made in accordance with the language expert's recommendations, while feedback from the content expert guided further refinement. The revised worksheet was then used in the practicality trial to collect teacher and student responses.

Table 4. Practicality Assessment Based on the Teacher's Responses

Dimension	Percentage	Classification
Presentation	84.38%	Highly practical
Content	81.25%	Highly practical
Language	87.50%	Highly practical

Dimension	Percentage	Classification
Overall	83.33%	Highly practical

As shown in Table 4, the teacher's responses yielded an overall score of 83.33%, categorized as "highly practical" under the study's criteria. Practicality was also assessed using students' responses after they had used the SSCS-based digital worksheet in class. The students' results are presented in Table 5.

Table 5. Practicality Assessment Based on Students' Responses

Dimension	Percentage	Classification
Content	81.73%	Highly practical
Presentation	83.01%	Highly practical
Language	85.57%	Highly practical
Overall	83.44%	Highly practical

Students' Posttest Attainment in the Limited Trial

The Disseminate stage was implemented on a limited scale through classroom use of the SSCS-based digital worksheet in eighth-grade Akidah Akhlak lessons at MTs Nurul Hidayah Salubua. Thirteen students participated in two instructional sessions. They completed the SSCS activities in groups and subsequently took an individual posttest to assess their understanding of the content following instruction.

The students obtained a combined score of 1,160 out of a maximum possible 1,300 points, equivalent to a mean score of 89.23 on a 0–100 scale. These results describe students' attainment after using the digital worksheet. However, because neither a pretest nor a comparison group was included, the findings cannot demonstrate improvement in learning outcomes or establish the product's comparative effectiveness.

Table 6. Students' Posttest Attainment

Indicator	Result
Number of students	13
Total score	1,160
Maximum possible score	1,300
Mean posttest score	89.23
Reported "effectiveness" percentage	89.23%
Classification under study rubric	Very effective

The mean posttest score of 89.23 indicates students' attainment following instruction with the SSCS-based digital worksheet. However, without pretest data or a comparison group, this result does not demonstrate that learning outcomes improved as a result of the intervention.

Discussion

The Need for an SSCS-Based Digital Worksheet

The development of an SSCS-based digital worksheet addressing conduct toward parents and teachers was informed by the instructional needs of eighth-grade Akidah Akhlak students at MTs Nurul Hidayah Salubua. The needs analysis indicated that teaching still relied primarily on lectures, question-and-answer sessions, assignments, and

textbooks, while the use of digital resources and opportunities for exploratory and problem-solving activities required further development.

Because proper conduct toward parents and teachers is closely related to students' everyday lives, its instruction should connect conceptual understanding with practical application. The SSCS model was selected because it provides structured opportunities to retrieve information (Search), solve problems (Solve), develop ideas or products (Create), and communicate outcomes (Share).

The needs analysis further highlighted the importance of providing more varied and interactive instructional materials. The availability of digital infrastructure and students' positive responses to digital media and collaborative activities were additional considerations in designing the worksheet.

Direct observations and interviews conducted in September 2025 indicated that MTs Nurul Hidayah Salubua had reasonably adequate digital-learning infrastructure, including a computer laboratory and Wi-Fi access. Students were also accustomed to bringing and using smartphones. These conditions supported the development of an SSCS-based digital worksheet, while making it necessary to account for students' access to devices and internet connectivity during lessons.

From a pedagogical perspective, these findings are consistent with active-learning principles, which position students as active participants in the learning process. Silberman argues that engaging students in doing, discussing, and practicing provides more meaningful learning experiences than instruction centered solely on receiving information. In the present study, these principles were operationalized through activities involving information retrieval, discussion of ethical dilemmas, selection of appropriate responses, production of answers or simple works, and communication of ideas.

These instructional needs can also be understood through experiential learning, which emphasizes experience, reflection, conceptual development, and application. This perspective is relevant to conduct toward parents and teachers because students can relate moral principles to their experiences within family and school settings. In the SSCS-based worksheet, such connections are supported through identifying problems, discussing possible responses, preparing written or creative outputs, and communicating conclusions. These activities create opportunities to relate conceptual understanding to familiar situations.

The SSCS model addresses these needs through a structured sequence of activities. Search prompts students to identify problems involving everyday conduct; Solve guides them in considering actions consistent with moral values; Create provides opportunities to formulate responses or solutions; and Share encourages students to communicate their reasoning. The sequence is intended to connect subject-matter understanding with its potential application in everyday life.

These findings are broadly consistent with studies by Elvanuari, Zulfiani, and Rosyidatun on Islamic-context SSCS-based electronic worksheets and by Anggraeni, El Islami, and Nestiadi on SSCS-based student worksheets. Both studies reported favorable feasibility evaluations and student responses for instructional materials incorporating SSCS. This correspondence supports the potential relevance of SSCS as an organizing framework for learning activities. The present study differs in applying the model to Akidah

Akhlak, specifically conduct toward parents and teachers, so that problem-solving activities are directed not only toward academic answers but also toward evaluating behavior in light of moral principles.

Design Considerations for the SSCS-Based Digital Worksheet

The digital worksheet was designed with reference to students' characteristics, instructional content, usability, and available technology. It was produced using Canva in PDF format and can be accessed using smartphones, laptops, or desktop computers. The format offers flexibility for classrooms in which students use different types of devices.

The integration of SSCS is the central feature of the product design. Although the four stages have distinct functions, they are interrelated: Search guides students in locating and identifying information; Solve supports analysis and problem solving; Create enables the production of learning outputs; and Share provides opportunities to communicate findings. Thus, the worksheet does not merely present explanations and questions but also establishes a sequence of activities through which students work during instruction.

The digital format also has implications for instructional flexibility. PDF files can be accessed on different devices without requiring a dedicated worksheet application. Canva facilitates the structured arrangement of text, images, illustrations, and activities. In developing instructional materials, visual design serves to support the presentation of content; consequently, aesthetic considerations should enhance, rather than detract from, readability and comprehension.

The systematic organization of the worksheet—from the cover and student identification details to instructions, learning content, and student activities—also supports classroom implementation. This structure helps students follow the intended sequence of tasks. Accordingly, the design combines content, visual presentation, and instructional activities within an organized learning process.

The distinctive feature of the worksheet is the integration of digital instructional materials with SSCS activities that address moral values. Rather than directing students immediately to a final answer, the design requires them to seek information, understand a problem, identify an appropriate response, produce an output, and communicate their reasoning. For the topic of conduct toward parents and teachers, this process creates opportunities to connect moral knowledge with situations that students may encounter in their lives.

The design is consistent with earlier research showing that SSCS can be incorporated into both electronic and printed worksheets to facilitate student engagement and problem solving. The present study extends this application to Akidah Akhlak instruction. In this context, SSCS is intended not only to structure cognitive activities but also to support students in understanding and considering the application of moral values to everyday situations.

Validity and Practicality of the SSCS-Based Digital Worksheet

The digital worksheet obtained validation scores of 97.14% from the media expert, 93.33% from the language expert, and 92.00% from the content expert. All three scores fell within the "highly valid" category. These assessments indicate that the product met the validity criteria used for media, language, and content prior to classroom use.

Nevertheless, expert review identified revisions, including the addition of QR codes, correction of specific passages, and verification of content alignment with eighth-grade Akidah Akhlak instruction. These recommendations were incorporated into the revised product.

The findings are broadly consistent with studies by Elvanuari, Zulfiani, and Rosyidatun and by Anggraeni, El Islami, and Nestiadi on the development of SSCS-based instructional materials. Anggraeni and colleagues reported validation ratings of 90.20% from a content expert, 87.70% from a teaching-materials expert, and 90.97% from a practitioner, together with a mean student response score of 86.07%. These findings indicate favorable expert evaluations and user perceptions in that study. Direct numerical comparisons, however, should be made cautiously because the instruments and evaluation dimensions differed from those used in the present research.

In terms of practicality, the teacher's response score was 83.33%, while the mean student response score was 83.44%. Both were categorized as "highly practical" according to the study's assessment criteria. The findings suggest that the teacher and participating students perceived the SSCS-based digital worksheet positively. However, questionnaire responses reflect perceived practicality and do not, on their own, establish the product's usability across diverse teaching conditions.

Expert validation and user responses provide complementary perspectives on the quality of the SSCS-based digital worksheet. Expert assessments informed product refinement, while the teacher's and students' responses indicated acceptance of the product during the limited trial. Accordingly, the findings support the product's expert-assessed validity and perceived practicality but do not substitute for direct observational evidence of its usability in a wider range of classroom settings.

Students' Posttest Attainment in the Limited Trial

The study evaluated students' post-instruction attainment using a posttest administered after they had used the digital worksheet. The combined score was 1,160 out of 1,300 possible points, yielding a mean of 89.23 and an attainment percentage of 89.23%. Under the classification system adopted in the study, this percentage was labeled "very effective"; however, the classification describes posttest attainment rather than an established causal effect of the worksheet.

This level of posttest performance indicates that students demonstrated a high degree of content mastery after participating in instruction with the SSCS-based digital worksheet. One feature of the product that may support the learning process is its structured sequence of activities, through which students seek information, analyze problems, generate responses, and communicate their work. Accordingly, learning activities extend beyond the passive reception of content to provide opportunities for students to process information and articulate their understanding.

These findings can be considered alongside Sari's study, which reported an 87.40% student response rate for an SSCS-based worksheet. Because that result concerns users' acceptance of the product, it is more directly relevant to the practicality dimension than to the interpretation of learning attainment. Studies by Elvanuari, Zulfiani, and Rosyidatun and by Anggraeni, El Islami, and Nestiadi also provide a broader context for SSCS-based

learning-material development. Comparisons should nevertheless account for differences in product formats, subject matter, research instruments, and participants.

In the present study, students' posttest attainment may be discussed in relation to the alignment between the content and activities embedded in the worksheet. Students did not simply read about appropriate conduct toward parents and teachers; they also searched for information, examined ethical dilemmas, formulated ideas, and communicated their conclusions. This sequence offered opportunities to connect Akidah Akhlak content with situations familiar to the participants.

The mean posttest score of 89.23 must be interpreted in light of the research design. Only a posttest was administered after the SSCS-based digital worksheet had been used; no baseline pretest data or comparison group was available. Therefore, the score indicates attainment after instruction but does not demonstrate learning gains attributable to the product. Possible contributions from students' prior knowledge, the teacher's instruction, and the classroom conditions cannot be disentangled from the observed performance. The interpretation of the findings is consequently limited to the available empirical evidence.

Conclusion

This study developed a digital student worksheet based on the Search, Solve, Create, and Share (SSCS) model for teaching Islamic etiquette toward parents and teachers to eighth-grade students at MTs Nurul Hidayah Salubua, Luwu Regency. The product was developed using the four-stage 4D model: Define, Design, Develop, and Disseminate. The development process addressed the need for more varied and interactive learning materials that encourage students to seek information, solve problems, produce learning outputs, and communicate their findings.

The validation results demonstrated that the developed worksheet met the criteria for high validity, with scores of 97.14% for media, 93.33% for language, and 92.00% for content. Practicality assessments also indicated positive responses, with scores of 83.33% from the teacher and 83.44% from students, both categorized as highly practical. In the limited trial involving 13 students, the mean posttest score reached 89.23. This finding indicates students' learning attainment following the implementation of the worksheet; however, it does not establish learning improvement or the effectiveness of the product because the study did not include a pretest or comparison group.

The principal contribution of this study is the integration of the four SSCS stages into a digital worksheet for teaching Islamic etiquette toward parents and teachers. By combining information seeking, problem-solving activities, the creation of learning outputs, and the communication of findings, the worksheet provides an alternative instructional resource for facilitating structured and contextual Akidah Akhlak learning.

Nevertheless, the findings should be interpreted in light of several limitations. The trial was conducted with a small group of 13 students at a single madrasah, limiting the generalizability of the results. Product evaluation relied on expert validation and teacher and student response questionnaires, while learning attainment was assessed only through a posttest. Furthermore, no follow-up assessment was conducted to examine the retention of learning outcomes. Therefore, the findings primarily support the validity and practicality of the developed product rather than its effectiveness in improving learning outcomes.

Future research should examine the implementation of SSCS-based digital worksheets with larger and more diverse student populations across different educational settings. Studies employing pretest–posttest designs and comparison groups are recommended to provide stronger evidence of learning improvement. Follow-up assessments could also investigate the retention of learning outcomes and the internalization of moral values. Further product development may extend the worksheet to other Akidah Akhlak topics and incorporate interactive features, such as automated feedback, multimedia activities, and integrated digital assessment. Subsequent studies could also explore the potential of SSCS-based digital worksheets to support critical thinking, problem-solving, collaboration, and the development of students' moral character.

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