

Strategies Of Islamic Religious Education Teachers In The Use Of Tajwid Archer Educational Game Media As A Companion Media For Tajweed Learning

Diki Kurnia^{1*}, Fahmi Maulana², Siti Khurota A'yunin³

Sekolah Tinggi Agama Islam Nahdlatul Ulama Pacitan^{*1, 2, 3}

^{*1}email: diki28092@gmail.com

²email: maulanafahmi2@gmail.com

³email : sitikhurotaayunin@gmail.com

Abstract: This study aims to examine the strategies of Islamic Religious Education teachers in utilizing *the Tajwid Archer* educational game as a supporting medium in teaching tajwid at SMP Negeri 1 Kebonagung, Pacitan Regency. This research focuses on analyzing teachers' strategies at all stages of planning, implementation, and evaluation, as well as identifying supporting and inhibiting factors that affect the integration of digital game-based media in tajwid learning. This study uses a descriptive qualitative approach with a case study design. Data were collected through classroom observations, structured interviews, and documentation involving Islamic Religious Education teachers, students, and principals. The validity of the data is ensured through source triangulation and triangulation techniques to obtain credible and systematic findings. The findings reveal that teachers apply structured strategies in three main stages. In the planning stage, the teacher harmonizes the tajwid material, especially the rules of nun sukun and mim breadfruit with interactive game features and technical and pedagogical aspects prepared. In the implementation stage, teachers integrate conceptual explanations with game-based practices, encouraging active participation, motivation, and independent learning. At the evaluation stage, teachers conduct reflective assessments through score monitoring, oral questions, and feedback, which show an improvement in students' understanding of tajweed rules and their learning engagement. Supporting factors include teachers' digital competence, institutional support, and adequate facilities, while inhibiting factors include administrative constraints, uneven device ownership, and internet dependence.

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Abstrak: Penelitian ini bertujuan untuk mengkaji strategi guru Pendidikan Agama Islam dalam memanfaatkan permainan edukasi *Tajwid Archer* sebagai media pendukung dalam pengajaran tajwid di SMP Negeri 1 Kebonagung, Kabupaten Pacitan. Penelitian ini berfokus pada analisis strategi guru di seluruh tahapan perencanaan, pelaksanaan, dan evaluasi, serta mengidentifikasi faktor-faktor pendukung dan penghambat yang mempengaruhi integrasi media berbasis game digital dalam pembelajaran tajwid. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan desain studi kasus. Data dikumpulkan melalui observasi kelas, wawancara terstruktur, dan dokumentasi yang melibatkan guru Pendidikan Agama Islam, siswa, dan kepala sekolah. Validitas data dipastikan melalui triangulasi sumber dan triangulasi teknik untuk mendapatkan temuan yang kredibel dan sistematis. Temuan tersebut mengungkapkan bahwa guru menerapkan strategi terstruktur dalam tiga tahap utama. Pada tahap perencanaan, guru menyelaraskan materi tajwid khususnya aturan nun sukun dan mim sukun dengan fitur permainan interaktif dan aspek teknis serta pedagogis yang disiapkan. Pada tahap pelaksanaan, guru mengintegrasikan penjelasan konseptual dengan praktik berbasis permainan, mendorong partisipasi aktif, motivasi, dan belajar mandiri. Pada tahap evaluasi, guru melakukan penilaian reflektif melalui pemantauan skor, pertanyaan lisan, dan umpan balik, yang menunjukkan peningkatan pemahaman siswa tentang aturan tajwid dan keterlibatan belajar mereka. Faktor pendukung meliputi kompetensi digital guru, dukungan kelembagaan, dan fasilitas yang memadai, sementara faktor penghambat melibatkan kendala administrasi, kepemilikan perangkat yang tidak merata, dan ketergantungan internet.

Kata Kunci: Strategi Guru PAI; Game Edukatif; Tajwid Archer; Pembelajaran Tajwid; Media Digital.

A. Introduction

Learning the Qur'an is an important part of Islamic Religious Education because it plays a crucial role in shaping students' faith and character (M. Untung Sudaryanto & Ainur Rofiq Sofa, 2025). One of the important skills that need to be mastered in learning the Qur'an is the ability to read correctly based on the rules of tajwid (Zaeni,

2023). Tajwid serves as a guide for pronouncing letters correctly, maintaining clear meanings, and preserving the authenticity of the Qur'anic recitation, making its understanding very important in the learning of Qur'anic reading (Nurul Qomariyah & Ainur Rofiq Sofa, 2024).

In learning, the success of the learning process greatly depends on the methods used by the teacher in teaching (Andini, et al., 2024). Learning strategies are considered as a structured plan in the form of a broad outline of actions to achieve predetermined goals (Mubarokah, 2025). Teachers play an important role as planners, implementers, and evaluators in the learning process, with the responsibility of creating effective and meaningful learning experiences for their students (Buna'i, 2021). Therefore, the success of learning tajwid does not only depend on the material being taught, but is also influenced by the teacher's ability to design and implement learning strategies that align with the nature and character of the students, including the use of appropriate learning media.

Learning media has become a very important part in conveying messages or information that contains the meaning or purpose of learning (Hasan, et al., 2021). With the advancement of technology, the use of digital-based learning media is becoming increasingly necessary in the field of education. Digital technology helps the learning process become more interactive, engaging, and aligned with the needs of students in today's modern era. One of the innovations in learning media that uses technology is educational games (Sari & Munir, 2024). This game is a form of learning media that combines game elements with lesson materials to make the learning process more active, enjoyable, and meaningful (Najuah., 2022). Educational games also provide immediate feedback, a system of challenges, and rewards that can help naturally build children's learning enthusiasm (Abdillah, et al., 2022). This aligns with the nature of today's students in the digital era who prefer learning thru interactive technology methods rather than traditional ways. Therefore, the use of educational games can be a good choice of learning media to improve the quality of tajwid learning. One of the innovations in game-based learning media for teaching tajwid is the *Tajwid Archer* Game. This media is an interactive form of learning designed to help students

understand tajwid rules thru play (Pradhana, et al., 2023)). This media uses images, interactions, and playable games so that students can learn actively thru direct experience (Elisyah, et al., 2024)

Another study conducted by (Husman, 2020) shows that the use of tajwid learning applications can improve children's ability to read the Qur'an, particularly in understanding and correctly applying the rules of recitation. Meanwhile, (Amrulloh, 2024) emphasizes that using media in the form of games, including tajwid cards, can make students more active in learning because this approach is more interactive compared to traditional methods. Additionally, research conducted by (Aliya & Ilmiani, 2024) also shows that the use of educational games in the learning process can enhance student participation and engagement actively, making learning more effective and meaningful.

Based on the findings of the research, it can be concluded that learning media that use games and digital technology have excellent ability to increase students' enthusiasm for learning, engagement, and understanding of subject matter. However, most of these studies focus more on the impact, effectiveness, or development of learning media, while research on teachers' strategies in utilizing educational game media ranging from planning, implementation, to evaluation in the learning process is still limited. Therefore, this study focuses on the analysis of Islamic Religious Education teachers' strategies in the use of *the Tajwid Archer Game* as a companion medium in tajwid teaching, in order to provide new ideas or methods to improve teaching strategies that utilize digital media.

This phenomenon also occurred at SMPN 1 Kebonagung in Pacitan Regency, where Islamic Religious Education teachers utilized the educational game *Tajwid Archer* as a supplementary tool for Tajwid learning. As a relatively new application, the use of *Tajwid Archer* requires teachers to act not merely as media operators but also as learning architects. The novelty of this application necessitates a comprehensive strategy, from the preparation stage (scenario design), through the process stage (synchronizing material with gameplay), to the reflection stage (evaluating the media's effectiveness on students' understanding of Tajwid). This strategy is crucial to ensure

that the game's use is not merely entertainment but remains grounded in precise Tajwid scientific substance.

The excellence of *Tajwid Archer* is not only evident in student responses in class but has also gained wider recognition regionally. This educational game media is the innovative work of Islamic Religious Education teachers from SMPN 1 Kebonagung, who won second place in the 2025 East Java Provincial Islamic Religious Education Teachers Learning Game Competition. This achievement demonstrates the high value of the *Tajwid Archer* media and its institutional recognition as an Islamic Religious Education learning innovation relevant to the demands of the digital era.

This recognition strengthens *Tajwid Archer's* position as a learning medium that is not merely experimental. It also emphasizes that this media's significant potential must be supported by planned, reflective, and contextual teacher strategy management. Understanding how teachers navigate preparation and reflection in using this new media will provide new contributions to the development of digital-based Islamic Religious Education learning methodologies.

Based on this description, this study aims to examine in-depth the strategies of Islamic Religious Education teachers in utilizing the *Tajwid Archer* educational game as a supporting medium for Tajwid learning, focusing on the series of strategies, from preparation and process to reflection, and their impact on student understanding.

B. Research Methods

This research uses a descriptive qualitative approach with a case study design to deeply examine the strategies of Islamic Religious Education teachers in utilizing the educational game *Tajwid Archer* as a supplementary media for teaching Tajwid at SMP Negeri 1 Kebonagung, Pacitan Regency. This approach was chosen because it allows the researcher to understand the phenomenon comprehensively in a natural context, emphasizing the process, meaning, and dynamics of interaction between teachers and students during the learning process. The data sources consist of primary data obtained directly from the Islamic Religious Education teacher of the eighth grade as the main informant, as well as secondary data derived from the school principal, students, and

relevant supporting documents. Data collection techniques were carried out through observation, structured interviews, and documentation (Sugiyono & Lestari, 2024).

To ensure the validity of the data, this study applies source triangulation and technique triangulation as proposed by Moleong. Source triangulation is carried out by comparing information from teachers, students, and the principal, while technique triangulation is conducted by combining the results of observations, interviews, and documentation on the same subjects. Through these procedures, the data obtained can be cross-verified, resulting in valid, credible, and systematic findings regarding the implementation of the *Tajwid Archer* game in tajwid learning.

C. Results and Discussion

1. The strategy of PAI teachers as designers, implementers, and evaluators of learning

Regarding the strategy of Islamic Religious Education teachers as planners, implementers, and evaluators of learning, Buna'i revealed that a teacher's duties are closely related to their role in the learning process, where this role is very dominant in efforts to achieve teaching objectives. As educators, teachers have a significant responsibility to manage the entire educational process through three main stages: planning, implementing, and reflecting on the results of the educational process (Buna'i, 2021).

a. Teacher Planning Stage

Buna'i stated that in the planning stage, teachers are responsible for formulating learning components comprehensively by aligning teaching materials with educational goals, time availability, and the development of knowledge. The design of the materials and methods must be adjusted to the characteristics, abilities, and actual conditions of the students to ensure functional and systematic learning. In addition, the teacher acts as a mediator in selecting effective and efficient learning strategies and media to align with the instructional methods that will be applied in the classroom (Buna'i, 2021).

Field observations indicate that the teacher begins by identifying specific material, namely the rules of Nun Sukun and Mim Sukun found in Tajwid material. The teacher emphasized that helping students memorize and understand

letters and tajwid rules automatically thru repetitive practice in a game by shooting the letters. This educational game aims for the created application to not only be used for entertainment but truly become a supplementary or additional tool that aligns with school subjects in accordance with the theory (Rosarian & Dirgantoro, 2020). Teachers design game levels such as mountain areas, jungles, oceans, and deserts for challenge terrains that align with the rules of Tajwid reading. In making this innovation, the researchers found that teachers relied more on the Google AI Studio platform as the basis for creating the game. The strategic reason why this platform was chosen is because of its flexibility in continuously updating releases, such as adding scoreboard features, removing distracting visual light effects, having a multiplayer game mode, and dynamically updating game speed, unlike other platforms.

The teacher independently organizes the game content to be simpler and focuses on the rules of Tajwid pronunciation letters that have previously been studied theoretically. Before being used in class, the Islamic Religious Education teacher prepares themselves technically and pedagogically for the use of the *Tajwid Archer* game. Before starting, the teacher prepares the devices such as smartphones or laptops so that the application can be accessed smoothly, then distributes the pre-saved devices to the students so they can open the game link. In addition to preparing the technical aspects, the teacher also made pedagogical preparations by initially explaining the target levels that students should achieve in that session. The teacher connected the tajwid material that had been learned in the previous session with the game that would be used to introduce the topic and reinforce initial understanding.

The meticulously executed design planning strategy has proven to be of high quality, as it secured second place in the learning innovation competition at the regional level of the Ministry of Religious Affairs. Thus, the preparation stage strategy carried out by the teacher demonstrates the alignment between theoretical planning and practical implementation in the field. The teacher not only prepares

the materials and media technically but also ensures the readiness of the environment, facilities, and institutional support. This proves that thorough planning is a key factor in supporting the effectiveness of using the *Tajwid Archer* game as a supplementary media for Tajwid learning, while also strengthening the role of teachers as designers of innovative learning that is adaptive to the development of educational technology.

b. Teacher's Role in the Implementation of the *Tajwid Archer* Game

In the implementation phase, according to (Buna'i, 2021), the teacher acts as a manager who provides facilities and conducive learning conditions, while also serving as a motivator to foster active student engagement. As a presenter and communicator, the teacher manages the delivery of material to ensure it is easily absorbed, while also fulfilling the roles of facilitator and guide to help students overcome learning difficulties. The implementation of the *Tajwid Archer* Game in the classroom demonstrates the teacher's role not only as a material presenter but also as a manager of learning resources and a motivator for students. The strategy for implementing this game serves as a supplementary learning medium. The activity begins with a brief presentation on the basic concepts of tajwid, followed by practice thru smartphone gameplay. This pattern shows that the teacher continues to prioritize concept mastery as the main foundation before students enter the game-based learning stage.

From the aspect of facility management and learning conditions, the teacher optimally utilizes the available devices to support the teaching and learning activities. Smart TV is used to present rules, game mechanics, and to display game usage simulations. Thru this medium, students gain a comprehensive understanding of the gameplay procedures before practice begins. The use of the Smart TV also helps to focus students' attention so that instructions can be delivered clearly and evenly. In addition, the use of smartphones is regulated according to school policy to ensure that their use remains controlled and focused on educational purposes, not just entertainment.

Classroom management was evident when the teacher first demonstrated how to play the game in front of all the students. This demonstration aims to minimize confusion and ensure that students understand the flow of the game, the targets to be aimed at, and the connection between the chosen letters and specific tajwid rules. When the game session takes place, the teacher actively moves around the classroom to monitor and ensure the involvement of every student. This step creates a learning atmosphere that is orderly, directed, yet still lively and interactive, allowing students to learn comfortably and effectively.

During the implementation of the *Tajwid Archer* Game, the classroom dynamics demonstrated quite intense interaction. Students appeared enthusiastic, discussing the target letters, and striving for the highest score. In this context, the teacher functioned as a motivator by providing encouragement, appreciating student achievements, and fostering a healthy competitive spirit through a scoring system and leaderboard. These efforts aimed to increase self-confidence and foster interest in learning tajwid material previously considered difficult and uninteresting.

The components and structure of the *Tajwid Archer* Game also supported this motivational process. The main character, the Tajwid Knight, symbolized the students as guardians of the accuracy of Quranic recitation. This representation instilled the value of responsibility and identity within the learners.

Regarding the target and learning objectives, the teacher emphasized that each targeted letter must conform to the tajwid rules being studied, such as Idgham Mimi, Ikhfa Syafawi, Idzhar Halqi, Iqlab, and other rules. Through this approach, the game was directly integrated with the theoretical material explained previously. Thus, games serve not merely as entertainment but as a training tool that strengthens students' understanding and retention of Tajwid concepts.

When students encounter difficulties understanding the rules of Tajwid, the teacher pauses the game and immediately provides a more in-depth theoretical explanation. In this process, the teacher uses limited scaffolding, where students who fail to pass a certain level are not immediately assisted but are instead given

the freedom to repeat the game's challenges on their own. This strategy encourages children to think independently and solve problems on their own. After the game is over, each student's score can be viewed through the game channel, allowing them to determine who scored the highest. The teacher also awards prizes to students with the highest scores and uses a post-game question-and-answer method to ensure the knowledge gained is retained and understood.

Observations indicate that the implementation of the *Tajwid Archer* game reflects the teacher's role as a learning manager, as described by (Buna'i, 2021). Teachers manage facilities through the targeted use of Smart TVs and smartphones to maintain a conducive classroom environment.

Teachers also act as motivators by providing appreciation and prizes, which boost students' enthusiasm and confidence. As presenters and communicators, teachers explain the material before and after the game, ensuring students understand and effectively answer Tajwid concepts.

Furthermore, teachers act as facilitators by guiding and providing opportunities for students to repeat levels independently. Overall, learning is active, focused, and enhances students' understanding and motivation.

c. Teacher Stage in Evaluating the Use of the *Tajwid Archer* Game

In the final stage of learning, the approach used by Islamic Religious Education teachers focuses on a reflective process to evaluate the extent to which the *Tajwid Archer* Game has successfully strengthened students' understanding of Tajwid. Buna'i's theoretical foundation explains that a teacher's primary role as an evaluator is to assess the success of the learning process and provide feedback to improve the quality of education. Evaluation is conducted continuously by monitoring student progress over time and serves to measure the achievement of objectives to determine whether the material has been mastered and the methods used are appropriate. Evaluation results also provide feedback for teachers to improve subsequent learning. In the Islamic Religious Education context, evaluation is multidimensional, assessing not only cognitive aspects but also the success of instilling religious values in students (Buna'i, 2021).

First, in terms of continuously evaluating student progress, teachers monitor their progress by viewing scores obtained at each level of the game. A level system and leaderboards help teachers continuously monitor student progress, allowing them to understand the position and progress of each student in their group. This monitoring was not only conducted after the lesson was completed, but also continued throughout the game.

Second, regarding measuring goal achievement, evaluation was conducted through a post-game question-and-answer discussion and direct observation of students' ability to determine the rules of Tajwid. The results showed that most students were able to distinguish various rules of Tajwid readings, such as ikhfa, idgham, iqlab, and idzhar, more quickly and accurately. This means that the learning objective of improving Tajwid understanding through the use of game media has been achieved, and the method used is considered quite effective.

Third, in providing feedback, information from game scores and student responses is used by the teacher to reflect on the learning process. If a student has not reached a certain level or is still making mistakes in determining the rules of Tajwid, the teacher will re-explain the material or provide more in-depth emphasis on that topic. Thus, the assessment results are used to refine and improve the quality of future lessons.

Fourth, evaluation is conducted from various aspects, particularly within the context of Islamic religious learning. The assessment not only assesses cognitive understanding of the laws of tajwid but also involves affective attitudes such as responsibility, honesty in play, cooperation, and a passion for maintaining the authenticity of Quranic recitation, as represented by the Tajwid Knight character. This indicates a process of value transfer in learning.

In general, the assessment of the *Tajwid Archer* Game implementation indicates that learning not only improves participants' understanding of tajwid material but also provides teachers with ongoing information to systematically improve the teaching and learning process and focus on achieving educational goals.

The students' high enthusiasm in providing technical suggestions demonstrates a strong emotional connection and deep intellectual engagement. This supports the guidance from (Najuah., 2022) that good educational game media must have a gradual cycle of challenge and feedback to maintain learning enthusiasm. Furthermore, field evidence indicates that evaluation is conducted through oral dialogue, in line with theory (Muhadi, Jarir, Khairina, Rajuna, & Prasetyo, 2025)

However, it was found that this evaluation process was still limited to the oral aspect. Teachers did not guide students in summarizing or rewriting the applied Tajwid rules as part of their portfolios. The primary focus was on ensuring that knowledge could be conveyed verbally quickly. This finding adds a new perspective to research (Dewis Abdul, 2020), where reflection on the use of interactive media also served as a technical audit tool for developers, in this case teachers, to identify systemic weaknesses in the media and thus improve future application development.

Overall, this evaluation phase successfully demonstrated that students were becoming more independent and confident. Achieving high scores made students feel proud. One student commented, "This game is fun and makes you enthusiastic about learning Tajwid, especially when you get a high score. It feels great. I want to try again until I get it right."

2. Supporting factors and inhibiting factors of learning

The effectiveness of the *Tajwid Archer* game in Islamic Religious Education learning is influenced by the interplay between supporting and inhibiting factors that emerge during learning practices. The implementation of this game-based media demonstrates that the success of innovation is determined not only by the use of technology, but also by the readiness of human resources, institutional support, and the condition of school facilities and infrastructure. Thus, the effectiveness of learning through games can be understood as the result of the interaction between the strength of

the digital learning ecosystem and the technical constraints encountered during the learning process.

The main supporting factors lie in teacher competence, school leadership support, the availability of multimedia resources, and an innovative school culture. Islamic Religious Education teachers act as both learning designers and implementers, capable of integrating pedagogical approaches with Google AI Studio-based technology, resulting in more systematic and engaging learning. This reinforces (M. Asep Fathur Rozi, 2023) view that the quality of teacher learning design is crucial for student development. The principal's support legitimizes the use of digital methods, as suggested by (Melanie Surya & Moramowati, 2023), while the availability of LCD projectors and Smart TVs facilitates interactive visualization of material. Furthermore, a school culture open to innovation also motivates teachers to develop game-based learning, as noted by (Najuah., 2022).

On the other hand, the implementation of the *Tajwid Archer* Game also faces several structural and technical obstacles. School policies regarding student cell phone management require additional administrative arrangements that are time-consuming and potentially reduce learning effectiveness. This situation aligns with (Katren, 2024) opinion that administrative complexity can hinder the implementation of educational innovation. Furthermore, disparities in device ownership and specifications among students lead to unequal access to learning, thus limiting opportunities for independent practice.

Another significant obstacle is the media's dependence on the internet. As an online medium, the *Tajwid Archer* Game requires a stable connection for optimal learning. Network disruptions often hamper game access and reduce student concentration, as (Dewis Abdul, 2020) notes that network constraints are a common problem in the use of learning technology. Overall, supporting factors still outweigh the inhibiting factors, but the sustainability of innovation depends heavily on the school's ability to overcome administrative and technical obstacles and on the teacher's flexibility in adapting learning strategies.

D. Conclusion

This study concluded that Islamic Education teachers used the *Tajwid Archer* game as a supporting medium for teaching Tajwid in a structured manner, through planning, implementation, and evaluation stages. During the preparation stage, teachers adapted Tajwid material with interactive features in the game and prepared tools, content, and a supportive learning environment. During implementation, teachers actively guided, supervised, and reinforced student understanding by combining games and material explanations, thereby increasing student participation, understanding, and confidence. During the evaluation stage, teachers reflected through questions and answers and feedback, indicating that the use of the game successfully strengthened students' understanding of Tajwid concepts and increased their active participation.

Furthermore, the successful implementation of the *Tajwid Archer* game was supported by teacher skills, school support, and adequate technological facilities. However, several obstacles arose, such as technical issues, differences in students' technological readiness, and administrative difficulties. Nevertheless, with adaptable strategies and support from relevant institutions, this innovation was successfully implemented. Thus, the *Tajwid Archer* Game application has proven to be an effective digital learning tool for improving Tajwid comprehension. Furthermore, it demonstrates that the success of integrating technology into learning depends heavily on system readiness, teacher involvement, and support from the educational environment.

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