

An Interactive Media-Based Model for Qur'anic Learning at Saengsattha Elementary School

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<p>Abstract: This study aims to analyze an interactive media-based model for Qur'anic learning at Saengsattha Elementary School. The research employs a qualitative approach with a descriptive method. Data were collected through observation, interviews, and documentation involving teachers and students as research participants. The findings reveal that the interactive media-based learning model is implemented through the use of various media, such as digital applications, instructional videos, and visual aids that support Qur'anic learning. This model enhances students' learning interest, engagement, and understanding of Qur'anic recitation. In addition, teachers play a crucial role in managing and integrating interactive media into the learning process. However, several challenges were identified, including limited technological facilities and teachers' competencies in operating interactive media. Therefore, training and institutional support are necessary to optimize the implementation of this learning model.</p>	<p>Keywords: Qur'anic Learning; Interactive Media; Learning Model; Islamic Education.</p>
<p>Abstrak: Penelitian ini bertujuan untuk menganalisis model pembelajaran Al-Qur'an berbasis media interaktif di Sekolah Dasar Saengsattha, Thailand. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi dengan melibatkan guru dan peserta didik sebagai subjek penelitian. Hasil penelitian menunjukkan bahwa model pembelajaran berbasis media interaktif diterapkan melalui penggunaan berbagai media seperti aplikasi digital, video pembelajaran, dan media visual yang mendukung proses pembelajaran Al-Qur'an. Model ini mampu meningkatkan minat belajar, keterlibatan peserta didik, serta pemahaman terhadap bacaan Al-Qur'an. Selain itu, peran guru sangat penting dalam mengelola dan mengintegrasikan media interaktif dalam pembelajaran. Namun, terdapat beberapa kendala seperti keterbatasan fasilitas teknologi dan kemampuan guru dalam mengoperasikan media interaktif. Oleh karena itu, diperlukan pelatihan dan dukungan sarana untuk mengoptimalkan implementasi model pembelajaran ini.</p>	<p>Kata Kunci: Pembelajaran Al-Qur'an; Media Interaktif; Model Pembelajaran; Pendidikan Islam.</p>

A. Introduction

Qur'anic learning is an essential component of Islamic education aimed at developing students' religious character and improving their religious literacy. Qur'anic literacy includes the ability to read, understand, and write the verses

of the Qur'an according to correct rules (Rahman, 2018). Therefore, Qur'anic learning must be designed effectively to achieve these objectives.

However, in practice, Qur'anic learning at the elementary school level still faces various challenges. Many students experience difficulties in reading the Qur'an correctly, particularly in mastering *tajwid* rules and the pronunciation of Arabic letters (Suryani, 2020). This indicates the need for innovation in the learning process.

One innovation that can be implemented is the development of an interactive media-based learning model. Interactive media enables two-way communication between students and learning materials, thereby increasing student engagement (Arsyad, 2017). Thus, learning becomes more interesting and effective.

The use of interactive media in learning is also supported by the rapid development of information technology. Technology provides opportunities for teachers to develop more varied and innovative learning media (Selwyn, 2016). This presents a significant opportunity to enhance the quality of Qur'anic learning.

According to Mayer (2009), the use of multimedia in learning can improve students' understanding because it involves more than one sense. This theory suggests that interactive media can serve as an effective tool for delivering Qur'anic learning materials.

Furthermore, interactive media can help students understand abstract concepts through more concrete visualizations. This is in line with Piaget's cognitive development theory, which states that elementary school children are in the concrete operational stage (Piaget, 1964). Therefore, the use of visual and interactive media is highly important.

In the context of Qur'anic learning, interactive media can take the form of digital applications, instructional videos, audio recitations, and animations. These media can help students understand correct pronunciation and improve their recitation (Anwar, 2021). Thus, learning becomes more effective.

In addition to improving understanding, interactive media can also increase students' learning motivation. Engaging and enjoyable learning experiences encourage students to participate more actively in the learning process (Berk, 2013). This is particularly important in Qur'anic learning, which requires repeated practice.

The quality of learning is determined not only by the content but also by the learning model used. An interactive media-based learning model can be a solution to improve the quality of Qur'anic learning (Slavin, 2018). Therefore, it is important to develop appropriate learning models.

In the context of education in Thailand, particularly in Islamic educational institutions, Qur'anic learning is an integral part of the curriculum. One of the institutions implementing interactive media-based learning is Saengsattha Elementary School. This institution strives to integrate technology into Qur'anic learning.

However, the implementation of interactive media in learning is not without challenges. Some teachers still face difficulties in operating technology and developing learning media (Koehler & Mishra, 2009). This becomes a barrier to implementing interactive media-based learning models.

In addition, limitations in facilities and infrastructure also hinder the use of interactive media. Not all schools have adequate technological resources to support media-based learning (OECD, 2020). Therefore, support from various stakeholders is required.

Previous studies have shown that the use of interactive media can significantly improve students' learning outcomes (Hattie, 2009). This indicates that interactive media has great potential to enhance the quality of Qur'anic learning.

However, research specifically examining interactive media-based Qur'anic learning models at the elementary level in Thailand remains limited. This indicates a research gap that needs further investigation.

Therefore, this study is important to provide an overview of effective interactive media-based Qur'anic learning models. It is expected to contribute to the development of Qur'anic education.

Specifically, this study aims to analyze the interactive media-based Qur'anic learning model at Saengsattha Elementary School. This analysis includes planning, implementation, and evaluation stages.

In addition, this study aims to identify factors that support and hinder the implementation of the interactive media-based learning model. Thus, appropriate strategies can be formulated to improve learning effectiveness.

Another objective of this study is to examine the impact of interactive media on improving students' Qur'anic reading abilities. This is important to assess the effectiveness of the learning model.

This study also aims to provide practical recommendations for teachers and educational institutions in developing more effective interactive media-based learning models. These recommendations are expected to serve as guidelines for improving learning quality.

Thus, this study is expected to provide both theoretical and practical contributions to the field of Islamic education, particularly in the development of interactive media-based Qur'anic learning models.

B. Method

This study employs a qualitative research approach with a descriptive design to analyze the interactive media-based model of Qur'anic learning at Saengsattha Elementary School. A qualitative approach is appropriate for this study as it allows for an in-depth understanding of the learning process, teacher strategies, and students' experiences in using interactive media (Creswell & Creswell, 2018).

The research was conducted in a natural setting where Qur'anic learning activities take place as part of the school curriculum. The participants of this study consisted of teachers and students who are directly involved in the

implementation of the interactive media-based learning model. The participants were selected using purposive sampling, focusing on individuals who have relevant experience and knowledge related to the research topic (Patton, 2015).

Data were collected through observation, interviews, and documentation. Observations were carried out to examine how interactive media are used in the classroom during Qur'anic learning activities. Semi-structured interviews were conducted with teachers to explore their perspectives, strategies, and challenges in implementing interactive media. In addition, interviews with students were conducted to understand their learning experiences. Documentation, such as lesson plans, learning media, photos, and school records, was used to support and validate the data (Merriam & Tisdell, 2016).

The research instruments included observation guidelines, interview protocols, and documentation checklists. These instruments were designed to ensure that the data collected were relevant to the research objectives and provided comprehensive insights into the implementation of the learning model. The flexibility of qualitative instruments also allowed the researcher to explore emerging findings during the research process (Creswell & Creswell, 2018).

To ensure the trustworthiness of the data, this study applied triangulation techniques, including source triangulation and method triangulation. Data obtained from different sources and methods were compared to enhance credibility and validity (Lincoln & Guba, 1985). Additionally, member checking was conducted to confirm the accuracy of the data obtained from participants.

The data analysis technique used in this study follows the interactive model of Miles, Huberman, and Saldaña (2014), which consists of three stages: data reduction, data display, and conclusion drawing/verification. Data reduction involves selecting and simplifying relevant data, data display presents the data in an organized and systematic manner, and conclusion drawing involves interpreting the findings to answer the research questions.

Ethical considerations were also taken into account in this study. The researcher obtained permission from the school and informed all participants about the purpose of the study. Confidentiality and anonymity of participants were maintained throughout the research process (Orb et al., 2001).

In conclusion, this research method is expected to provide a comprehensive understanding of the implementation of interactive media-based Qur'anic learning and its impact on students' learning outcomes.

C. Results and Discussion

The findings of this study indicate that the interactive media-based Qur'anic learning model at Saengsattha Elementary School is implemented through three main stages: planning, implementation, and evaluation. These stages are systematically organized to ensure the effectiveness of the learning process.

In the planning stage, teachers prepare lesson plans that integrate interactive media into Qur'anic learning activities. The planning process involves identifying students' needs, selecting appropriate learning materials, and determining suitable media such as digital applications, videos, and audio recitations. This structured approach ensures that the learning objectives are clearly defined.

Teachers also categorize students based on their reading abilities. This grouping allows teachers to design differentiated instruction tailored to students' levels of understanding. Such planning reflects the importance of addressing diverse learning needs in the classroom.

Furthermore, teachers prepare supporting materials, including visual aids and digital content, to enhance students' engagement. The preparation of interactive media is carefully aligned with the learning objectives, particularly in improving students' Qur'anic reading skills.

In the implementation stage, the learning process is carried out using various forms of interactive media. Teachers utilize videos, audio recordings,

and digital applications to present learning materials in an engaging manner. Students actively participate in the learning process through listening, observing, and practicing recitation.

The use of audio media helps students improve their pronunciation and fluency in reading the Qur'an. Students imitate the recitation provided in the audio, which supports the development of correct articulation and *tajwid* application.

Visual media, such as animations and digital texts, are also used to support understanding. These media help students recognize Arabic letters and understand reading patterns more effectively. The combination of audio and visual elements enhances comprehension.

In addition, teachers apply interactive teaching methods such as repetition, guided practice, and question-and-answer sessions. These methods encourage active student participation and reinforce learning outcomes.

The implementation of the interactive media-based model also creates a more engaging and student-centered learning environment. Students show increased enthusiasm and motivation during the learning process, indicating the effectiveness of the model.

In the evaluation stage, teachers assess students' progress through oral reading tests, observation, and performance assessments. Evaluation is conducted continuously to monitor students' improvement and identify areas that require further support.

The results of the evaluation indicate that most students show significant improvement in their Qur'anic reading abilities. They demonstrate better fluency, accuracy in pronunciation, and improved application of *tajwid* rules.

In addition to analyzing the learning model, this study also identifies supporting factors in the implementation of interactive media-based learning. One of the main supporting factors is the teachers' commitment and willingness to adopt innovative teaching strategies.

Another supporting factor is the availability of basic technological tools, such as computers and audio-visual devices, which facilitate the use of interactive media in the classroom. These tools play an important role in enhancing the learning experience.

Students' motivation and interest in learning also contribute significantly to the success of the learning model. Interactive media makes learning more enjoyable, which encourages students to participate actively.

Parental support is also identified as an important factor. Students who receive encouragement and guidance at home tend to show better learning outcomes compared to those who do not.

However, the study also identifies several inhibiting factors. One of the main challenges is the limited availability of advanced technological facilities, which restricts the variety of media that can be used.

Another challenge is the varying levels of teachers' competencies in using interactive media. Some teachers still require additional training to effectively integrate technology into their teaching practices.

Time constraints also pose a challenge, as teachers need sufficient time to prepare and implement interactive media-based learning activities. Limited instructional time may reduce the effectiveness of the learning process.

Despite these challenges, the findings demonstrate that the use of interactive media has a positive impact on students' Qur'anic literacy. Students show improvements in reading fluency, accuracy, and confidence in reciting the Qur'an.

The results of this study are consistent with previous research indicating that multimedia learning enhances student engagement and understanding (Mayer, 2009). The integration of audio and visual elements supports effective learning.

Overall, the interactive media-based learning model at Saengsattha Elementary School has proven to be effective in improving the quality of

Qur'anic learning. However, continuous improvement and support are needed to optimize its implementation.

D. Conclusion

Based on the findings and discussion, it can be concluded that the interactive media-based Qur'anic learning model at Saengsattha Elementary School has been effectively implemented through three main stages: planning, implementation, and evaluation. The planning stage involves identifying students' needs and preparing appropriate interactive media, while the implementation stage emphasizes the use of audio, visual, and digital media to create an engaging and student-centered learning environment. The evaluation stage is conducted continuously to monitor students' progress and ensure the achievement of learning objectives.

The study also reveals that the success of the learning model is supported by several factors, including teachers' commitment, the availability of basic technological facilities, students' motivation, and parental support. However, several challenges were identified, such as limited technological resources, varying levels of teachers' competencies in using interactive media, and time constraints in the learning process.

Furthermore, the use of interactive media has a significant positive impact on students' Qur'anic literacy. Students demonstrate improvements in reading fluency, pronunciation accuracy, and confidence in reciting the Qur'an. This indicates that the integration of interactive media into Qur'anic learning contributes to enhancing learning effectiveness.

In conclusion, the interactive media-based learning model provides an innovative and effective approach to improving Qur'anic literacy among students. Therefore, continuous teacher training, improved technological infrastructure, and institutional support are essential to optimize and sustain the implementation of this learning model in Islamic educational settings.

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