



## The Effectiveness of Interactive Learning Media in Hadith Instruction at Madrasah: A Quasi-Experimental Study

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### ABSTRACT

*This study examines the effectiveness of interactive learning media in Hadith instruction at Madrasah Aliyah Al Qayyum Hendea. The research was motivated by the continuing dominance of conventional, teacher-centered approaches in Hadith learning, which often limit student engagement, motivation, and understanding of the meaning and relevance of Hadith in everyday life. In response to the growing demand for pedagogical innovation in the digital era, this study investigates whether interactive learning media can improve the quality of the learning process and outcomes in Hadith instruction. This research employed a quantitative approach with a quasi-experimental design involving an experimental class and a control class. The experimental class was taught using interactive learning media, while the control class received conventional instruction. Data were collected through pre-test and post-test, classroom observation, and student response questionnaires. The data were then analyzed using descriptive and inferential statistics to determine differences in learning outcomes, student activity, and responses toward the learning process. The findings reveal that interactive learning media significantly improved students' learning outcomes, classroom participation, and positive responses to Hadith instruction. Students in the experimental class demonstrated higher post-test scores, greater learning mastery, more active involvement during instruction, and stronger motivation compared to those in the control class. These results indicate that interactive media not only enhance cognitive achievement but also enrich the learning experience by making Hadith instruction more engaging, contextual, and meaningful. In conclusion, interactive learning media are effective in improving the quality of Hadith instruction in madrasahs. The study recommends the integration of interactive media into Islamic religious education to support more student centered, relevant, and adaptive learning practices in the contemporary educational context.*

**Keywords:** *The Effectiveness, Interactive Learning Media, Hadith Instruction, Madrasah, A Quasi-Experimental Study*

### 1. Introduction

Digital transformation has reshaped the way educational institutions design, deliver, and evaluate learning. In Indonesia, the acceleration of educational technology use is no longer limited to general schools, but has also become an important agenda within madrasah education. This condition confirms that the use of interactive learning media in madrasahs is no longer merely an optional supplement, but an increasingly urgent pedagogical necessity. (Adriyansyah et al., 2024) In the context of Islamic religious learning, the need for media innovation becomes even more important because the nature of the subject matter often requires conceptual understanding, value internalization, and the ability to relate religious texts to students' real life experiences. (Alfarizi, 2026) Hadith learning, for instance, is not merely an activity of memorizing the matn or recognizing the sanad at a basic level, but also a process of understanding meaning, context, moral messages, and their relevance to everyday behavior. However, in practice, Hadith instruction in madrasahs is still often conducted conventionally, teacher centered, verbally dominant, and lacking in opportunities for active, visual, and participatory learning experiences. Under such circumstances, students are likely to experience

boredom, low learning engagement, and difficulty in understanding the relationship between Hadith texts and contemporary realities. Various studies have shown that interactive media contribute to improving student engagement, attention, and learning outcomes, including in Islamic Religious Education. (Anam, 2023)

The urgency of using interactive learning media becomes stronger when it is associated with the characteristics of today's students, who grow up in a digital environment. Students tend to respond more positively to learning that combines text, images, audio, video, quizzes, and immediate feedback than to one-way lectures. Interactive learning media enable two-way communication between learners and content, provide multimodal learning experiences, and help teachers present abstract concepts in a more concrete and understandable way. In Hadith learning, interactive media can be used to present Hadith texts gradually, explain key vocabulary, visually display the context of *asbāb al wurūd*, provide comprehension exercises through quizzes, and connect the content of Hadith with real life cases encountered by students. Therefore, interactive media have the potential to strengthen the cognitive, affective, and applicative dimensions of Hadith learning. (Mahdiyah et al., n.d.)

Nevertheless, the effectiveness of interactive learning media cannot be assumed automatically. Its success is influenced by the compatibility of the media design with learning objectives, teachers' competence in integrating technology, students' characteristics, the availability of facilities, and the learning culture of the madrasah. (Nainggolan & Hosna, 2024) Not every digital innovation automatically leads to effective learning. In some cases, media only function as visually attractive presentation tools without substantially improving understanding, participation, and learning retention. Therefore, research on the effectiveness of interactive learning media needs to be conducted contextually within specific educational settings in order to obtain empirical evidence of how such media function in the actual practice of Hadith instruction. In this regard, Madrasah Aliyah Al Qayyum Hendea represents a relevant site of study because it reflects the needs of madrasahs to balance the tradition of religious instruction with the demands of digital pedagogy. (Athar, 2025)

Based on the above explanation, the problem statement of this study emerges from the tension between the demands of educational digital transformation and the still largely conventional practice of Hadith instruction. The specific problem addressed is the extent to which interactive learning media are effective in Hadith learning at Madrasah Aliyah Al Qayyum Hendea. This problem can be broken down into several aspects: first, how interactive learning media are implemented in the Hadith learning process; second, how they influence student engagement, motivation, and understanding; and third, what factors support or hinder their effectiveness within the madrasah environment. This problem formulation is important because the effectiveness of religious learning is measured not only by the delivery of material but also by the extent to which students understand, respond to, and internalize the values contained in the Hadith. (Arifin, 2025)

In line with the problem statement, this study aims to analyze the effectiveness of interactive learning media in Hadith instruction at Madrasah Aliyah Al Qayyum Hendea. More specifically, the study seeks to describe the implementation of interactive media in the Hadith learning process, assess their influence on student engagement and comprehension, and identify the supporting and inhibiting factors affecting their use. Through these objectives, the study is expected to provide a clear empirical picture of the position of interactive media as a relevant pedagogical strategy for improving the quality of Hadith learning in Islamic senior secondary education. (Nurrohmah, 2024)

From the perspective of gap analysis, studies on interactive learning media have indeed been widely conducted, yet several important gaps remain. First, most previous studies have focused on general learning or Islamic Religious Education broadly, rather than specifically on the subject of Hadith. Second, a number of studies have emphasized the development of media products or the description of their use, but have not deeply assessed their effectiveness in certain instructional contexts within madrasahs. Third, research that specifically places madrasahs as pedagogical spaces with distinctive religious, curricular, and socio-cultural characteristics remains relatively limited. Although several recent studies have shown that digital and interactive media can improve interest, engagement, and learning outcomes in Islamic Religious Education and Qur'an Hadith learning, these findings have not sufficiently explained how such effectiveness is formed in particular madrasah aliyah contexts with specific student characteristics, teacher capacities, and learning environments. (Astuti, 2019)

Thus, this study fills the literature gap at two levels simultaneously. At the substantive level, it narrows the focus from the general study of digital media in Islamic education to an analysis of the effectiveness of interactive learning media in Hadith instruction. At the contextual level, it provides empirical evidence from Madrasah Aliyah Al Qayyum Hendea as a real educational setting that has not been widely represented in the literature. This contribution is important because the effectiveness of learning media is strongly influenced by institutional context, teacher readiness, learning culture, and student profiles, so context based findings can offer more operational insights than theoretical generalizations alone. (Hs et al., 2026)

The novelty of this study lies in its specific focus on the effectiveness of interactive learning media in Hadith instruction at the madrasah aliyah level, rather than merely examining media innovation in general. The study also does not only highlight the technical aspects of media use, but places them within a framework of instructional effectiveness that includes student engagement, ease of understanding the material, and the relevance of learning to pedagogical needs in madrasahs. Another novelty lies in its effort to connect the digital transformation of madrasahs with the instructional needs of religious texts, which have long tended to be taught in traditional ways. In this way, the study is relevant not only to the field of educational technology, but also contributes to the development of Islamic pedagogy that is adaptive to contemporary changes. (Khairuni, 2025)

The justification for this study becomes even stronger because madrasahs are currently at a critical point between preserving the authority of Islamic scholarship and responding to the demands of instructional innovation. If Hadith instruction continues to rely on monotonous methods of delivery, the resulting risk is not only lower learning outcomes, but also a weakening of students' interest in religious subjects themselves. Conversely, if interactive media can be proven effective, the findings of this study may serve as a basis for teachers, madrasah principals, and policymakers to design Hadith learning strategies that are more contextual, engaging, and meaningful. Therefore, this study has theoretical significance in enriching the discourse on the effectiveness of learning media in Islamic education, as well as practical significance in supporting the improvement of Hadith instruction quality in madrasah.

## 2. Methods

This study employed a quantitative approach with a quasi experimental design to examine the effectiveness of interactive learning media in Hadith instruction at Madrasah Aliyah Al Qayyum Hendea. This design was selected because the research was conducted in naturally existing classroom settings,

making it impossible for the researcher to randomly assign participants fully. The study involved two groups: an experimental class that received Hadith instruction using interactive learning media, and a control class that received instruction through conventional methods. Through this design, differences in learning outcomes between the two groups could be analyzed more objectively. (Al & Febrian, 2023)

The population of the study consisted of all students of Madrasah Aliyah Al Qayyum Hendea, while the sample was determined through purposive sampling, by selecting classes with relatively similar characteristics in terms of number of students, initial ability level, and the learning material taught. The research data were collected through learning achievement tests, student response questionnaires, and classroom observations. The tests were used to measure students' understanding of Hadith material before and after the treatment through pre-test and post test. The questionnaire was used to identify students' level of interest, engagement, and perceptions toward the use of interactive media, while observation was conducted to examine students' learning activities and the implementation of instruction by the teacher. (Athar, 2025)

Before being administered, all research instruments were subjected to validity and reliability testing to ensure that the data collected were accurate, consistent, and trustworthy. The validity test was intended to examine whether each instrument item appropriately measured the intended constructs, while the reliability test was conducted to determine the consistency and stability of the instruments across measurements. Through these procedures, the study ensured that the test items, observation sheets, and questionnaires were suitable for use in collecting dependable research data. The collected data were analyzed using both descriptive and inferential statistical techniques. Descriptive statistics were employed to present an overall picture of the data, including mean scores, percentages, score distributions, and general trends in students' learning outcomes, classroom participation, and responses toward the use of interactive learning media. This analysis provided a clear description of the differences in performance between the experimental and control groups.

In addition, inferential statistics were applied to test the research hypothesis and determine whether the observed differences were statistically significant. The analysis included normality testing to examine whether the data were normally distributed, homogeneity testing to assess the equality of variance between groups, and an independent t-test to compare the post-test results of the experimental and control classes. The effectiveness of interactive learning media was determined based on three main indicators: significant improvement in students' learning outcomes, increased active participation during the instructional process, and positive student responses toward the use of interactive learning media in Hadith instruction. (Arifin, 2025)

### **3. Findings and Discussions**

#### **3.1 Findings**

The findings of this study indicate that the use of interactive learning media in Hadith instruction at Madrasah Aliyah Al Qayyum Hendea had a positive effect on improving students' learning outcomes, engagement, and responses to the learning process. These findings were obtained through the analysis of pre-test and post-test results, observations of learning activities, and student response questionnaires administered after the implementation of instruction in both the experimental and control classes. In general, prior to the treatment, the initial abilities of students in the experimental and control classes were relatively comparable. This is reflected in the mean pre-test scores of both classes, which did

not show any striking differences. This condition indicates that both groups had nearly the same starting point in understanding Hadith material. After the treatment was administered, learning outcomes improved in both classes; however, the increase in the experimental class was noticeably higher than that of the control class. The experimental class, which was taught using interactive learning media, demonstrated a more significant improvement in scores in terms of understanding the content of the Hadith, explaining its meaning, and relating the message of the Hadith to daily life.

**Table 1.** Comparison of Pre-test and Post-test Results in the Experimental and Control Classes

Group	Number of Students	Mean Pre-test	Mean Post-test	Score Improvement	Category
Experimental Class	30	62.40	84.20	21.80	High
Control Class	30	61.80	72.50	10.70	Moderate

Based on Table 1, it can be seen that the mean pre-test score of the experimental class was 62.40, while that of the control class was 61.80. These values indicate that the initial ability of both classes was relatively equivalent. After the learning process was carried out, the mean post-test score of the experimental class increased to 84.20, while the control class only reached 72.50. The score improvement in the experimental class was 21.80 points, which was higher than that of the control class, which increased by only 10.70 points. These data indicate that the use of interactive learning media made a tangible contribution to improving students' learning outcomes in Hadith instruction.

The improvement in learning outcomes in the experimental class was not only visible in the final mean score but also in the distribution of learning mastery levels. Most students in the experimental class were able to achieve scores above the minimum mastery criterion, whereas in the control class there were still a number of students who had not reached the expected standard. This finding suggests that interactive media not only helped students with high academic ability but also supported those who had previously experienced difficulty in understanding Hadith material.

**Table 2.** Students' Learning Mastery

Group	Mastery Achieved	Not Yet Mastered	Percentage of Mastery
Experimental Class	26	4	86.67%
Control Class	19	11	63.33%

The data in Table 2 show that the level of students' learning mastery in the experimental class reached 86.67%, while the control class achieved only 63.33%. This percentage indicates that learning through interactive media was more effective in helping students achieve the expected mastery of the material. From a pedagogical perspective, this finding demonstrates that presenting Hadith material through a combination of text, visuals, audio, and interactive exercises was able to create a more meaningful and understandable learning experience.

In addition to learning outcomes, the effectiveness of interactive learning media was also reflected in students' learning activities during the instructional process. The observation results showed that students in the experimental class appeared more active in paying attention to the teacher's explanation, responding

to questions, participating in interactive quizzes, engaging in discussion, and summarizing the lesson content. In contrast, learning activities in the control class tended to be more passive and were still dominated by listening to the teacher's explanation.

**Table 3.** Observation Results of Students' Learning Activities

Activity Aspect	Experimental Class	Control Class	Category
Paying attention to the teacher's explanation	88%	74%	High
Answering questions	82%	68%	High
Participating in discussion	84%	66%	High
Completing exercises/quizzes	90%	72%	Very High
Summarizing the material	80%	64%	High
<b>Average</b>	<b>84.8%</b>	<b>68.8%</b>	<b>Effective</b>

Table 3 shows that the average level of students' learning activities in the experimental class reached 84.8%, which was higher than that of the control class at 68.8%. The most prominent aspect was students' engagement in completing exercises or interactive quizzes, which reached 90% in the experimental class. This finding indicates that interactive learning media were able to increase students' attention and participation through a more dynamic and responsive learning mechanism. In other words, interactive media did not merely function as visual aids, but also as tools that encouraged students' active involvement in constructing their understanding of Hadith material.

Another finding that strengthens the effectiveness of interactive learning media was the positive response of students to the learning process. Based on the questionnaire results, most students stated that Hadith learning using interactive media was more interesting, easier to understand, less boring, and helped them remember the material better. Students also felt more motivated to participate in the lesson because the presentation of the material was more varied and not solely focused on the teacher's verbal explanation.

**Table 4.** Students' Responses to the Use of Interactive Learning Media

Response Indicator	Positive Percentage	Category
The media made learning more interesting	91%	Very Positive
The media helped in understanding Hadith material	88%	Very Positive
The media increased learning motivation	86%	Very Positive
The media made it easier to remember the material	84%	Positive
The media made students more active	89%	Very Positive
<b>Average</b>	<b>87.6%</b>	<b>Very Positive</b>

Based on Table 4, the average positive response of students reached 87.6%, which falls into the very positive category. The highest indicator was the

attractiveness of learning, at 91%. This finding indicates that interactive media succeeded in creating a more enjoyable learning atmosphere and in reducing students' boredom in studying Hadith. Meanwhile, the aspect of ease in understanding the material reached 88%, suggesting that interactive media effectively simplified religious material that had previously been considered abstract or difficult to understand.

Statistically, the test of mean differences also showed a significant difference between the learning outcomes of the experimental and control classes. The significance value obtained was smaller than 0.05, so it can be concluded that the use of interactive learning media had a significant effect on students' learning outcomes in the Hadith subject. Thus, the research hypothesis stating that interactive learning media are effective in improving Hadith learning outcomes was accepted.

**Table 5.** Summary of Statistical Test Results

Variable	Experimental Class	Control Class	Sig.	Decision
Post test Learning Outcomes	84.20	72.50	0.003	Significant
Learning Activities	84.8%	68.8%	0.005	Significant
Student Responses	87.6%	-	0.000	Very Positive

Based on Table 5, the significance value for post-test learning outcomes was 0.003, indicating a significant difference between the experimental and control classes. Similarly, students' learning activities showed a significance value of 0.005, indicating that the use of interactive media also had an effect on increasing student activeness. Student responses, meanwhile, showed a very positive tendency, indicating that this media was well accepted as part of the Hadith learning process.

Substantively, the results of this study demonstrate that the effectiveness of interactive learning media in Hadith instruction can be observed in three major dimensions. First, the academic dimension, namely the significant improvement in students' learning outcomes. Second, the process dimension, namely the increased activity and participation of students during the learning process. Third, the affective dimension, namely the emergence of positive responses, interest, and higher learning motivation. These three dimensions are interconnected and indicate that interactive learning media not only improve students' cognitive achievement but also strengthen the quality of their learning experience.

Therefore, the findings of this study confirm that the use of interactive learning media in Hadith instruction at Madrasah Aliyah Al Qayyum Hendea is an effective strategy for improving the quality of learning. This effectiveness is reflected in the improvement of learning outcomes, the high level of student engagement, and the very positive responses to the learning process. These findings provide empirical evidence that media innovation in Islamic religious education, particularly in Hadith instruction, can serve as a relevant approach to addressing pedagogical challenges in the madrasah environment.

**Table 6.** Summary of Main Findings

<b>Aspect</b>	<b>Main Finding</b>	<b>Implication</b>
Learning outcomes	The post-test score of the experimental class was higher	Interactive media improved students' understanding of Hadith
Mastery	The experimental class achieved a higher mastery level	The media helped more students reach the expected standard
Learning activities	Students were more active and participatory	Learning became more dynamic and student-centered
Student responses	Responses were very positive	Interactive media increased interest and learning motivation
Statistical test	There was a significant difference	Interactive media were empirically effective

### 3.2 Discussions

The findings of this study show that the use of interactive learning media in Hadith instruction at Madrasah Aliyah Al Qayyum Hendea was effective in improving learning outcomes, learning activities, and students' positive responses. These findings can be understood through the perspective of learning media theory, which emphasizes that media are not merely technical aids, but an integral part of the instructional communication process. According to learning media theory, media function to clarify messages, reduce the limitations of verbal explanation, enhance attention, and create more concrete learning experiences. When Hadith material, which is essentially textual, normative, and at times abstract, is presented through interactive media that combine text, visuals, audio, and responsive exercises, students receive cognitive support that helps them understand the content, meaning, and relevance of Hadith more deeply. (Burgess et al., 2000)

The improvement in learning outcomes in the experimental class indicates that interactive media successfully strengthened students' processes of receiving and processing information. In multimedia learning theory, information is more easily understood when it is presented through more than one representational channel, such as verbal and visual modes, as long as the presentation remains well organized and does not overload students' cognition. In the context of this study, interactive learning media helped students not only read Hadith texts, but also see the structure of the material more systematically, identify key words, understand the main message, and relate it to real life situations. This explains why the post-test scores of students in the experimental class increased more significantly than those in the control class. In other words, interactive media functioned as a bridge between conceptual Hadith material and students' ability to construct operational understanding. (Nainggolan & Hosna, 2024)

The finding that students' learning activities increased is also in line with constructivist theory. From a constructivist perspective, learning is not a process of passively receiving knowledge from the teacher, but an active process of constructing meaning based on experience, interaction, and reflection. Interactive

learning media provide broader opportunities for students to become actively involved in the learning process, for example through quizzes, discussion, identification of Hadith messages, and exploration of practical examples. Such activities allow students to construct their own knowledge rather than merely memorizing the material. Therefore, the high level of student participation in the experimental class indicates that interactive media supported the creation of more student centered, dialogical, and participatory learning.

From the perspective of social constructivism, learning is also shaped by the interaction among students, teachers, and the learning environment. In this study, interactive media did not replace the role of the teacher; rather, they strengthened the teacher's function as a facilitator who guided students' learning experiences. The teacher was no longer the sole source of information, but instead became a guide who helped students interpret Hadith material contextually. In this type of learning, students do not merely receive religious knowledge as a finished doctrine, but are encouraged to understand the message of Hadith through processes of thinking, questioning, responding, and connecting it with their social realities. Thus, Hadith learning becomes more dynamic, reflective, and relevant. (Hs et al., 2026)

In the context of Hadith learning theory, the effectiveness of interactive media can also be understood from the characteristics of Hadith material itself. Ideally, Hadith instruction should not stop at memorizing the text, but should also include understanding its meaning, context, values, and application in everyday life. As a source of Islamic teachings, Hadith contain moral, spiritual, and social messages that require a pedagogical approach that is not merely textual. Interactive media proved capable of helping students access Hadith material more comprehensively, because the presentation of the material became more systematic, engaging, and contextual. Students not only learned the wording of the Hadith, but also found it easier to understand its intention, wisdom, and relevance to their lives as learners. Thus, interactive media support Hadith instruction that is oriented not only toward knowledge transfer, but also toward the development of understanding and value internalization. (Astuti, 2019)

Students' positive responses to the use of interactive media also indicate that the affective dimension of religious learning is strongly influenced by the strategy used to present the material. When Hadith instruction is delivered in an engaging and non-monotonous way, students' motivation to learn increases, boredom decreases, and openness toward the material improves. This is important because the success of religious learning cannot be measured solely through cognitive aspects, but must also include emotional engagement and students' readiness to accept the values being taught. In this regard, interactive media function as pedagogical tools that help make Hadith learning more closely connected to the learning world of the digital generation. (Astuti, 2019; Mahdiyah et al., n.d.; Nainggolan & Hosna, 2024)

#### **4. Conclusion**

This study demonstrates that the use of interactive learning media in Hadith instruction at Madrasah Aliyah Al Qayyum Hendea was effective in improving both the quality of the learning process and students' learning outcomes. This effectiveness was evident in three main aspects: the improvement of students' learning achievement, the high level of learning activity during the instructional

process, and the emergence of positive responses toward the use of interactive media. Compared with conventional instruction, interactive media were able to create a more engaging, participatory, and contextual learning experience, enabling students to understand the content, meaning, and relevance of Hadith more easily in their daily lives.

These findings confirm that Hadith instruction can no longer rely solely on verbal explanation and memorization methods, but requires pedagogical innovation that is responsive to the characteristics of students in the digital era. Interactive learning media function not merely as technical tools, but as instructional means that clarify the material, increase student engagement, and support the internalization of Hadith values in a more meaningful way. Therefore, this study implies that teachers, madrasahs, and educational policymakers need to encourage the integration of interactive media into Islamic religious instruction. In this way, Hadith learning in madrasahs can develop into a more effective, relevant, and adaptive practice in response to contemporary educational challenges.

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