

An Animated videos based on Tajweed science to improve students' ability to read the Al-Qur'an

Nasrul Nasrul*, Hamsu Abdul Gani, Abdul Hakim

Universitas Negeri Makassar, Indonesia

Submitted:
11-07-2024

Accepted:
13-08-2024

Published:
17-08-2024

Abstract: Tajweed learning videos are made to help students become more proficient in reading the Al-Qur'an. This study aims to develop an animated video based on valid, practical, and effective Tajweed science to improve elementary school students' ability to read the Al-Qur'an. The research used the ADDIE research and development model. The study subjects were 24 fifth-grade students of Al-Qur'an Wahdah Islamiyah 02 Makassar Elementary School. Data were collected through observation, questionnaires, and interviews. Data were analyzed using descriptive statistical analysis and qualitative descriptive analysis. The study has produced an animated video media based on Tajweed science. Based on the results of the analysis of media development needs, it is at the percentage needed, and from the results of interviews with students regarding understanding the material, it was found that students had not received more material related to Tajweed science. The animated video developed has met the criteria of valid based on material experts (89%) and media experts (93%), practical based on student responses (92%) and teachers (93%), and can improve the ability to read the Al-Qur'an of elementary school students (pretest = 58.8, posttest 93.5). This study concludes that animated videos based on Tajweed science have met the valid, practical, and effective criteria in improving elementary school students' ability to read the Al-Qur'an.

Keywords: Memorizing, reading Al-Qur'an, Tajweed, writing

Abstrak: Video pembelajaran Tajwid dibuat dalam rangka membantu siswa menjadi lebih mahir dalam membaca Al-Qur'an. Penelitian ini bertujuan untuk mengembangkan video animasi berbasis ilmu Tajwid yang valid, praktis dan efektif meningkatkan kemampuan membaca Al-Qur'an siswa SD. Penelitian yang digunakan adalah Research and Development model ADDIE. Subjek penelitian adalah 24 siswa kelas V SD Al-Qur'an Wahdah Islamiyah 02 Makassar. Data dikumpulkan melalui observasi, angket, dan wawancara. Data dianalisis menggunakan analisis statistik deskriptif dan analisis deskriptif kualitatif. Penelitian telah menghasilkan media video animasi berbasis ilmu Tajwid. Berdasarkan hasil analisis kebutuhan pengembangan media berada pada persentase dibutuhkan, dan dari hasil wawancara dengan siswa terkait pemahaman materi ditemukan bahwa siswa belum menerima materi lebih terkait ilmu Tajwid. Video animasi yang dikembangkan telah memenuhi kriteria valid berdasarkan ahli materi (89%) dan ahli media (93%), praktis berdasarkan respon siswa (92%) dan guru (93%), dan dapat meningkatkan kemampuan membaca Al-Qur'an siswa SD (pretest = 58,8, posttest 93,5). Penelitian ini menyimpulkan bahwa video animasi berbasis ilmu Tajwid telah memenuhi kriteria valid, praktis dan efektif meningkatkan kemampuan membaca Al-Qur'an siswa SD.

Kata kunci: Menghafal, membaca Al-Qur'an, Tajwid, menulis

This is an open access article under the CC-BY-SA license



*Corresponding author: nashrul786@gmail.com

INTRODUCTION

21st-century education is based on the modern revolution 4.0, the era of transparency and globalization (Rahimi & Oh, 2024). Mechanical improvements undoubtedly have an impact on human progress, especially in teaching. One of the influences of the development of information and technology on the nation's education system is through the continuous adaptation of the curriculum to technological advances and human civilization (Tsui et al., 2024). Education is a conscious effort to prepare students through direction or preparation

of part of the training starting from now (Widyaningsih et al., 2019). Education has a significant influence on human survival. Creating a school system, in general, will emphasize improving abilities related to the needs of the 21st century, such as thinking skills, imagination, correspondence, and cooperation (Thornhill-Miller et al., 2023). Combining various innovations is a basic part of the development of the school system to create a learning environment that encourages students learning abilities (Nusantari et al., 2021; Purba, 2021).

Accessibility and efficiency of learning can be improved through software, online learning platforms, and other technology-based learning tools (Ibda et al., 2023; Singh & Thurman, 2019). One effort that must be carried out consistently is to improve the quality of education (Fomba et al., 2023). As time passes, intellectual demands and quality of life become increasingly important. The educational process must be adjusted based on the current development of the times. Teaching that focuses on the quality of the current era of globalization faces many obstacles that cannot be overcome using the old worldview (Pambudi et al., 2022). This problem stems from the theory that very advanced information and innovation cannot be defeated by previously used methods (Suparlan, 2019), adapting to changes in the details of the correct speculation in the implementation of education.

The active role of students in constructing their knowledge through experience, reflection, and cognitive construction is emphasized in constructivist learning theory (Nasir et al., 2024). There are many close links between constructivism and learning media when this theory is applied to learning media, especially learning videos (Sukma et al., 2022). In the ever-evolving field of education, constructivist learning theory has emerged as an essential component in creating meaningful learning environments (Gonibala et al., 2024; Vargas-Hernández & Vargas-González, 2022). By focusing on the dynamic tasks of students in developing their insights, this hypothesis provides excellent power for us to understand how learning media, especially videos, can be an exciting instrument to improve educational experiences (Azizah et al., 2021; Barella et al., 2024).

The importance of vital growth opportunities is seen in learning the Al-Qur'an through recordings to motivate students to improve their reading skills (Rikarno et al., 2021; Yan et al., 2024). The role of educators in guiding them in learning the Al-Qur'an is to be a companion throughout their process of exploring the principles of reading the Al-Qur'an according to the study of Tajweed. However, the enthusiastic recordings captivate children and help teenagers and adults understand the importance of the Al-Qur'an.

Based on data collected by researchers from teachers who teach class V BTHQ (Al-Qur'an reading, writing and memorizing) at Al-Qur'an Wahdah SD Islamiyah 02 Makassar, the use of printed books and posters for learning to recite the Al-Qur'an is considered less effective. This incident provides an understanding of difficulties in achieving ideal learning objectives using standard techniques. Although only showing printed books and banners of objectives, the considerations of most students are divided. Although printed books and posters provide a visual image, students are generally less connected and sometimes lose focus. Posters that should clarify something cause misperceptions about the learning objectives in the poster because students only see the material without any examples that are heard directly of the technique of reading the Al-Qur'an in line with the actual teachings.

Information gathering was carried out by the two researchers regarding the impact of evaluating learning to read, write, and memorize the Al-Qur'an; the results of the

assessment showed that several students got low scores on the Al-Qur'an reading ability test where scores between 40-75 showed that 79.31 percent students understand the material well. Meanwhile, a score between 76-93 shows that 20.69 percent of students understand the material. Students need exciting and innovative teaching materials to improve their learning outcomes. Making animated videos about the science of recitation has become an exciting learning medium, so learning outcomes have increased. It makes it easier for students to practice reading and memorizing the Al-Qur'an according to its rules if they know the theory and are familiar with the Tajweed guidelines (Fifin, 2024).

Many researchers have studied animated videos. Subagiarta et al. (2022) found that experts tested the video content and learning materials and found that 100% of them met the Very High Criteria. The master plan/learning media test resulted in 80% meeting the High criteria. When students were given questions during the test, the viability test gave results with an average value of 77%, and in general, their responses to the video were very good. Videos can increase children's interest and enthusiasm in participating in Tajweed learning (Hambali et al., 2021). Perdiana (2024) in his research found that the videos developed met the valid criteria and the results of the implementation found that students were motivated to learn Tajweed.

Research by Yan et al. (2024) revealed that students showed increased active learning participation, which improved exam results and class discussions. They responded positively to learning video media so that the Al-Qur'an material became more exciting and easier to understand. One of the teaching aids for interpreting the Al-Qur'an that shows students how to read the text correctly is an animated film about Tajweed science. This study aims to develop a valid, practical, and effective Tajweed science animation video to improve elementary school students' Al-Qur'an reading skills. With this video, it is hoped that they can read and write to improve their understanding of the Al-Qur'an and study the Al-Qur'an according to the rules of Tajweed science.

METHOD

The ADDIE model is a learning development model used in product design. 1) Analysis, namely identifying problems in SD Al-Qur'an Wahdah Islamiyah 02 Makassar by conducting teacher interviews and distributing questionnaires to students. 2) Design is planned using the Canva application. 3) Development explicitly estimates the validity level of items created through polling and then approved by the master media/plan validator and material experts. Implementation or application of newly developed products in learning situations. Evaluation, specifically determining the level of usefulness and efficiency. The level of practicality and effectiveness of each is ensured by the results of the student and teacher response questionnaires.

The study subjects were twenty-four fifth-grade students in the 2023–2024 academic year, 5 students were selected for small-group trials. Purposive sampling was the sampling technique applied. The teaching staff of the Al-Qur'an reading, writing and memorizing (BTHQ) and two validators, especially the media and material plan validators and validators. Perception, surveys (including student needs, media and plan approval, material approval, instructor reactions, and student reactions), learning outcome tests, and recording were used for data collection. The tools used in this study were: 1) Device validation sheets including the instruments used, 2) Before using the media in teaching and

learning, validity information was collected using a validity sheet, 3) Teacher and student response questionnaires are supporting documentation for animated video content. One piece of evidence supporting the benefits of using animated video content is the teacher response survey, and 4) Use student learning outcome tests to show the value of animated video content.

To find out whether an animated video is effective or not is to use learning outcomes test data. The method of handling information in this exploration utilizes subjective and quantitative information. Subjective information was obtained from interviews and examination of the needs of educators in the reading, writing and memorizing Al-Qur'an (BTHQ) subject as well as validators of information and ideas regarding the items created. There are many techniques that can be used to collect quantitative data, such as learning outcomes tests (pretest and posttest), student response surveys, teacher response questionnaires, media and design validation questionnaires, material validation questionnaires, and student needs questionnaires.

Table 1. Validity assessment criteria (Wijaya, 2021)

Interval	Validity Criteria
81%-100%	Very Good
61%-80%	Good
41%-60%	Enough
21%-40%	Poor
0%-20%	Very Poor

If the validity test results are in the interval 61%–100% or in the valid to very valid criteria, then the product is declared valid.

Table 2. Practitioner assessment criteria (Wijaya, 2021)

Interval	Criteria
81%-100%	Very Practical
61%-80%	Practical
41%-60%	Quite Practical
21%-40%	Less Practical
0%-20%	Not Practical

If the results of the practicality test are in the interval of 61%-100% or in the interval from practical to very practical, then the product is declared practical.

Table 3. Average value criteria (Wijaya, 2021)

Mastery Level	Criteria
80%-100%	High
61%-79%	Medium
<60%	Low

If the results of the effectiveness test are at a mastery level of 62%-100% or in the medium to high category, the product is declared effective.

RESULTS AND DISCUSSION

Based on initial observation findings through questions and answers with Al-Qur'an reading, writing and memorizing (BTHQ) teachers, it is necessary to develop more interactive and in-depth learning resources, such as the use of multimedia, additional materials or digital learning resources that are more comprehensive and interesting for students, in order to improve the quality of learning. Based on the findings of the needs analysis, it can be concluded that students really need animated videos that help in learning, especially in the area of reading, writing and memorizing the Al-Qur'an (BTHQ). It is hoped that this effort will become more effective, improving students' learning experiences and supporting their progress towards learning goals.

Table 4. Prototype of animated videos on BTHQ subjects





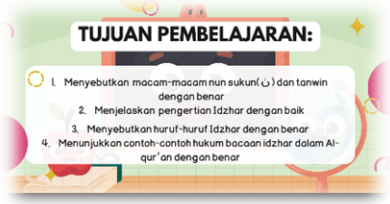
No	Component	Description
1.	Specifications	This animated video uses the Canva application software
2.	Design/Template	Before the material is made in video form, first create a template using Canva
3.	Content/Material Design	The material is created first in Canva, published in video form which has the function of developing animated videos into Android-based applications so that the animated videos that have been developed can be accessed on smartphones or computers.
4.	Visual Design	Visual design uses Canva to create attractive designs for animated videos
5.	Body Framework	Consists of media identity, learning objectives, materials and exercises
6.	The content	Consists of 10 learning activities in the animated video, namely understanding the science of Tajweed to reading alif lam legal material







Choosing the right media is the first step in the design stage. The process of determining media is carried out to ensure which type of media is most compatible with each student's learning objectives. The second step is preparing material that is compatible with the learning objectives in class V, even semester, SD Al-Qur'an Wahdah Islamiyah 02 Makassar. The discussion material in the class V animation video consists of 5 discussions. The third step is to create a prototype/initial design, the initial design at this stage will produce a prototype of the animated video that you want to develop at the development stage.

After the underlying model/draft is planned, it is then used as a reason for creating a storyboard. A collection of images or sketches arranged to show a sequence of events or scenes in an animated video presentation that has been developed, such as video, navigation or interactive applications that are equipped with audio or music designs used. Storyboard

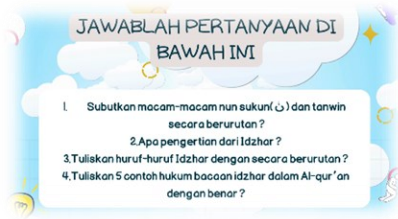
The animated video developed describes several display functions (sketches) in Table form starting from identity to evaluation of each subject. Below is a description of several display functions (sketches) for developing student animation videos.

Table 5. Animated video media storyboard

No	Icon	Audio	Explanation
1.		Instrument	Initial display of the learning video
2.		Instrument	Second meeting material
3.		Narattor	The narrator's greeting to students before the learning process begins
4.		Narattor	Submission of the title of the subject matter to be studied
5.		Narattor	Delivery of learning objectives that will be achieved after watching the learning video.

6.		Nararttor	Penyampaian materi berdasarkan tujuan pembelajaran pertama
7.		Narattor	Explanation of the legal meaning of reading idzhar
8.		Narattor	Explanation of procedures for reading the Al-Qur'an if there is a law on reading idzhar
9.		Narator	Example of the idzhar letter
10.		Narator	Examples of the law of reading idzhar contained in the Koran.
11.		Narator	Remind yourself of the material contained in the video.

12.



Narator

Evaluation regarding the learning material contained in the video.

Table 6. Material expert validation

No.	Assessment Items	Percentage
1.	Learning aspects	88%
2.	Content aspect	86%
3.	Aspects of completeness of decisions and meaningfulness	100%
	Average	89%

The results of the material expert validator assessment in Table 6 show that the learning aspect obtained a percentage of 89% which indicates a very valid category. This shows the suitability of the researcher's animated video for research testing. Video media that has been validated by material experts and declared valid can be used for learning (Ocvando et al., 2022).

Table 7. Media expert validation

No.	Assessment Items	Percentage
1.	Media Aspect	92%
2.	Design Aspects	90%
3.	Usage Aspects	95%
4.	Utilization Aspect	95%
	Average	93%

Based on the results of the media expert validator assessment, in Table 7, it can be seen that the media perspective obtained a level of 93% which shows a very high classification. This shows the suitability of the researcher's animated video for research testing. Video media that has been validated by media experts and declared valid can be used for learning (Nugrahensy & Mariono, 2021).

At the development stage of animated video media, a first trial was carried out involving 5 students as subjects. The aim is to observe students' responses to the use of learning to read and write memorizing the Al-Qur'an through animated videos. The trial was carried out with teachers who used the animated video when explaining the material to small groups of students. After the trial, the researcher carried out an evaluation by asking students' opinions regarding their experience using the animated video.

Responding to this, the teacher of Al-Qur'an reading, writing and memorizing (BTHQ) material stated that the use of video media in teaching students to write and read is related to the science of recitation.

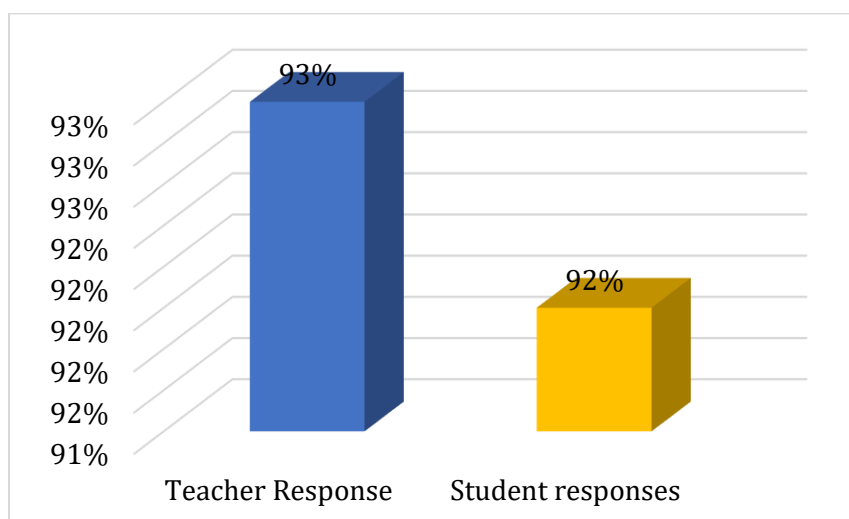


Fig. 1. Teacher and student response

The results of the study showed that interactive multimedia has a practicality level of 93% (teacher response), meaning that it can be used at the next stage in learning to read, write, and memorize the Al-Qur'an. In addition, five fifth grade students in the small group gave a response of 92% indicating that animated videos are very practical to use in learning.

Table 8. Learning results test

Learning Results Test	Average Score	Criteria
Pretest	58.8	Low
Posttest	93.5	High

Based on the pretest and posttest activity data, which were collected and analyzed, Table 8 displays the average pretest score of students before using animated video media, which is 58.8 and in general the posttest score after using animated video media is 93.5. This shows that learning outcomes have increased between pretest and posttest scores of 34.7, and a score of 93.5 indicates a high level of eligibility to enter a highly sought after class. Therefore, the BTHQ which is equipped with video content is proven to be able to improve student learning.

The developed video is based on an analysis of student needs. This analysis is carried out so that the product developed is what students need in learning the Al-Qur'an (Niswatin et al., 2021). This procedure aims to show students how their learning needs can be provided by teachers so that their abilities in BTHQ improve. If students see that learning is a tool to achieve important goals and that the results of their learning experiences will help them advance as individuals (Nurrita, 2018; Severiens et al., 2015). The use of animated video media in developing students' mental abilities positively impacts students. The video content is centered on the material to be conveyed about BTHQ, which leads to student achievement. Given the consequences of assessing media as a learning medium in improving students' mental abilities, students get very good results (see Table 8). The video content shows how to read the Al-Qur'an according to the guidelines. Students are

interested in improving their skills in the science of Tajweed, and the video media developed also helps them learn independently.

Innovative progress continues to grow rapidly, and the ability to dominate and use innovation is very important for BTHQ (Arifudin et al., 2023). Students are encouraged to familiarize themselves with technology from an early age through animated video content to be motivated to learn and better prepared to face the challenges of the world of education (Widjastuti et al., 2024). Our research proves that the animated videos developed effectively improve students' ability to read the Al-Qur'an. This is confirmed by the students' final achievement of 93.5. The integration of animated video content into the educational process not only expands students' knowledge base but also develops them into individuals who are more adaptable, creative, and ready to face continuous changes in society and education. In addition, students can gain the skills needed for the ever-evolving field of education through animated video content (Fifin, 2024). Students gain knowledge of the material discussed in the learning and valuable skills in technology, media literacy, online collaboration, and other areas that will help them succeed in the future by exploring digital content.

In this study, we integrated the learning of Tajweed science into the subject by using animated video media. Through this video media, we can provide content that can increase student motivation. In this case, the researcher created video content by considering student characteristics, environment, and content related to the intended learning objectives. Student and teacher responses that reached the practical category indicated that the animated videos developed were interesting to students and easy for teachers to use to teach BTHQ. Mannan et al. (2023) stated that using general media to improve student excellence in learning showed promising results. Students showed signs of interest in learning, especially feelings of joy, contributing to education, student interest and consideration in paying attention to the media or materials provided, as well as from teacher interest and support for student interest and knowledge development.

Video media is very suitable for education, arousing children's interest in learning (Rahmatulloh, 2022). Teacher creativity is needed when choosing suitable learning media. The use of video media can be assumed to develop students' mental abilities further because the media used can be an exciting process; students are more enthusiastic about participating in educational experiences. Video media can present exciting and original representations of the material being studied. Students can benefit from this by increasing their understanding and comprehension of the Al-Qur'an. Animated videos have helped students gain skills, especially in improving listening and vocabulary mastery and writing in learning the Al-Qur'an (Sari et al., 2021). However, it should be remembered that the use of video media in progress should be balanced with direction and supervision from educators. Educators are important in choosing the right recordings, providing direction, coordinating conversations, and assessing students' capacity to understand the Al-Qur'an. As a result, the learning process can benefit from using video media.

The advantages and disadvantages of this study include character education being integrated into learning so as to increase student interest and understanding, and animated videos allowing complex or conceptual ideas to be understood in a more reasonable way through representation. The process of making active videos takes a very long time, especially to produce good recordings. For educators or researchers who have limited time, this may be a challenge. Based on the material substance, this exploration can be done by

introducing other learning media because as has been echoed so far, determining the media actually needs to pay attention to the characteristics of the material to be conveyed and the requirements that can be conveyed. uphold the use of learning media, so that its use is more successful and effective.

CONCLUSION

This research concludes that the creation of animated video media for the science of Tajweed in the subject of reading, writing and memorizing the Al-Qur'an (BTHQ) in order to develop students' skills in reading the Al-Qur'an, namely:

1. The need for animated videos is filled by fifth grade students to produce needs analysis findings, namely that animated videos are needed with material, images and data results that meet the criteria. condition. As a result, these findings become a benchmark in making animated videos.
2. The animated video design developed in BTHQ subjects is planned with learning objectives, materials and topics planned with Canva which are investigated as video documents, then transferred to YouTube so that the live recording that has been created can be accessed on mobile phones, tablets, workstations, and PC on the web or offline.
3. The media validity results also received a very valid category, as well as the material received a very valid category. The development of animated videos for reading and writing lessons to memorize the Al-Qur'an can be concluded to be useful.
4. Usefulness of animated videos. Based on the results of the practicality test of animated videos, both teachers and students filled out questionnaires to answer questions. Meanwhile, the poll of educators' reactions to the animated video received a very down to earth classification, while the survey of student reactions to the animated video received a very useful classification. So there tends to be an opinion that increasing vivification records in reading, writing and memorizing the Al-Qur'an subjects can support learning.
5. The increase in learning outcomes is proof of the effectiveness of the influence of animated videos on students.

REFERENCES

- Arifudin, Y. F., Rukajat, A., & M, M. (2023). Implementation of Learning to Read and Write the Qur'an in Improving the Ability to Read the Qur'an in Madrasah Taklimiyah Awwaliyah Miftahul Huda Karawang Students. *At Tuots: Jurnal Pendidikan Islam*, 264–274. <https://doi.org/10.51468/jpi.v5i001.150>
- Azizah, S. N., Nandiyanto, A. B. D., Wulandary, V., & Irawan, A. R. (2021). Implementation of video learning media in Islamic Religious Education subjects for Elementary School Students. *Indonesian Journal of Multidisciplinary Research*, 2(1), 91–96. <https://doi.org/10.17509/ijomr.v2i1.38635>
- Barella, Y., Mustami, M. K., & T, M. Y. (2024). Innovation And Development Of Video Learning Media In Islamic Education: Potential And Practice. *Jurnal Scientia*, 13(02), 1658–1664. <https://doi.org/10.58471/scientia.v13i02.2368>
- Fifin, F. I. (2024). Penggunaan Media Video Animasi Edukasi Pada Materi Mengenal Huruf Hijaiyah dan Ilmu Tajwid Bagi Siswa Madrasah Ibtidaiyah. *Tsaqafatuna*, 6(1), 1–14. <https://doi.org/10.54213/tsaqafatuna.v6i1.337>

- Fomba, B. K., Talla, D. N. D. F., & Ningaye, P. (2023). Institutional Quality and Education Quality in Developing Countries: Effects and Transmission Channels. *Journal of the Knowledge Economy*, 14(1), 86–115. <https://doi.org/10.1007/s13132-021-00869-9>
- Gonibala, A., Latjompoh, M., & Ahmad, J. (2024). Meaning learning model: Implementation, activities and responses of science students. *Journal of Research in Instructional*, 4(1), 49–58. <https://doi.org/10.30862/jri.v4i1.321>
- Hambali, H., Rozi, F., & Farida, N. (2021). Pengelolaan Pembelajaran Ilmu Tajwid Melalui Media Audio Visual. *Naturalistic: Jurnal Kajian Dan Penelitian Pendidikan Dan Pembelajaran*, 5(2), 872–881. <https://doi.org/10.35568/naturalistic.v5i2.1180>
- Ibda, H., Sofanudin, A., Syafi', Moh., Soedjiwo, N. A. F., Azizah, A. S., & Arif, M. (2023). Digital learning using Maktabah Syumilah NU 1.0 software and computer application for Islamic moderation in pesantren. *International Journal of Electrical and Computer Engineering (IJECE)*, 13(3), 3530–3539. <https://doi.org/10.11591/ijece.v13i3.pp3530-3539>
- Mannan, A., Romadhoni, A., & Fitriyah, E. (2023). Peranan media pembelajaran audio visual dalam meningkatkan minat belajar siswa pada mata pelajaran PAI. *Rabbani: Jurnal Pendidikan Agama Islam*, 4(1), 1–18. <https://doi.org/10.19105/rjpai.v4i1.7580>
- Nasir, N. I. R. F., Mahanal, S., Ekawati, R., Damopolii, I., Supriyono, S., & Rahayuningsih, S. (2024). Primary school students' knowledge about animal life cycle material: The survey study. *Journal of Research in Instructional*, 4(1), 253–262. <https://doi.org/10.30862/jri.v4i1.320>
- Niswatin, K., Zainiyati, H. S., Al Hana, R., & Hamid, A. (2021). Desain Pembelajaran Model Assure Pada Materi Al-Quran Hadits Berbasis Video Untuk Meningkatkan Minat Belajar Peserta Didik. *Jurnal Penelitian*, 15(2), 229–248. <http://dx.doi.org/10.21043/jp.v15i2.9590>
- Nugrahensy, F. O., & Mariono, A. (2021). Pengembangan media film pendek pokok materi napza pada mata pelajaran pjok untuk meningkatkan pemahaman siswa kelas XI di SMK Negeri 1 Jombang. *Jurnal Mahasiswa Teknologi Pendidikan*, 11(3), 1–10. <https://ejournal.unesa.ac.id/index.php/jmtp/article/view/39715>
- Nurrita, T. (2018). Pengembangan media pembelajaran untuk meningkatkan hasil belajar siswa. *Jurnal Misykat*, 3(1), 171–187. <http://dx.doi.org/10.33511/misykat.v3n1.171>
- Nusantari, E., Abdul, A., Damopolii, I., Alghafri, A. S. R., & Bakkar, B. S. (2021). Combination of Discovery Learning and Metacognitive Knowledge Strategy to Enhance Students' Critical Thinking Skills. *European Journal of Educational Research*, volume-10-2021(volume-10-issue-4-october-2021), 1781–1791. <https://doi.org/10.12973/eu-jer.10.4.1781>
- Ocvando, K., Minhaji, M., Muqit, A., & Maktumah, L. (2022). Pengembangan Media Pembelajaran Interaktif Berbasis Android Pada Mata Pelajaran Alquran-Hadist Pada Pokok Bahasan Materi Infaq dan Sedekah Kelas VIII MTs. *Edupedia : Jurnal Studi Pendidikan Dan Pedagogi Islam*, 6(2), 156–164. <https://doi.org/10.35316/edupedia.v6i2.1660>
- Pambudi, G. D., Winangsih, F., Nunaki, J. H., Nusantari, E., & Damopolii, I. (2022). Encouraging students' metacognitive skills through inquiry learning. *Inornatus: Biology*

- Education Journal*, 2(1), 43–52. <https://doi.org/10.30862/inornatus.v2i1.272>
- Perdiana, Y. N. (2024). *Pengembangan Media Video Animasi Yuk Belajar Tajwid untuk Meningkatkan Motivasi Belajar Siswa pada Mata Pelajaran PAI Kelas X SMAN 3 Kediri* [Undergraduate Thesis, Institut Agama Islam Negeri Kediri]. IAIN KEDIRI Campus Repository. <https://etheses.iainkediri.ac.id/13455/>
- Purba, R. A. (2021). The Effectiveness Combination of Blended Learning and Flipped Classroom with Edmodo as a Digital Media Innovation for Learning From Home. *Journal of Education Technology*, 5(3), 434–442.. <https://doi.org/10.23887/jet.v5i3.36210>
- Rahimi, R. A., & Oh, G. S. (2024). Rethinking the role of educators in the 21st century: Navigating globalization, technology, and pandemics. *Journal of Marketing Analytics*, 12(2), 182–197. <https://doi.org/10.1057/s41270-024-00303-4>
- Rahmatulloh, C. G. (2022). Penggunaan Video Isyarat Arab dalam Meningkatkan Kemampuan Mengenal Huruf Hijaiyah Siswa Tunarungu. *Al Fathan*, 1(1), 105–114. <https://jumpa.kemenag.go.id/index.php/fathan/article/view/89>
- Rikarno, R., Maimori, R., & Yuliani, T. (2021). Mendesain video yang menarik dalam pembelajaran membaca Al-Quran di era new normal. *Besaung : Jurnal Seni Desain Dan Budaya*, 6(2), 57–63. <https://doi.org/10.36982/jsdb.v6i2.1710>
- Sari, B. K., Herdajanti, A. F., Puspiyanti, R. Y., Shifa, D., Muzzamil, M. K., & Oktafiyani, M. (2021). Video Animasi 2D sebagai Salah Satu Media Pembelajaran Huruf Hijaiyah dan Bahasa Arab pada TPQ Al Huda Wonodri Semarang. *Jumat Ekonomi: Jurnal Pengabdian Masyarakat*, 2(2), 117–126. https://ejournal.unwaha.ac.id/index.php/abdimas_ekon/article/view/2017
- Severiens, S., Meeuwisse, M., & Born, M. (2015). Student experience and academic success: Comparing a student-centred and a lecture-based course programme. *Higher Education*, 70(1), 1–17. <https://doi.org/10.1007/s10734-014-9820-3>
- Singh, V., & Thurman, A. (2019). How Many Ways Can We Define Online Learning? A Systematic Literature Review of Definitions of Online Learning (1988-2018). *American Journal of Distance Education*, 33(4), 289–306. <https://doi.org/10.1080/08923647.2019.1663082>
- Subagiarta, W., Sindu, I. G. P., & Divayana, D. G. H. (2022). Pengembangan Media Pembelajaran Video Animasi Kombinasi 2D dan 3D, Simulasi Sistem Peredaran Darah Manusia Pada Kelas VIII Di SMP. *KARMAPATI (Kumpulan Artikel Mahasiswa Pendidikan Teknik Informatika)*, 11(1), 93–103. <https://doi.org/10.23887/karmapati.v11i1.36118>
- Sukma, F. M., Ratnaningsih, A., & Suyoto, S. (2022). Development of Learning Videos Based on Constructivistic Learning Theory on the Theme of 8 Areas I Live in Grade IV Elementary School. *Edunesia: Jurnal Ilmiah Pendidikan*, 3(2), 157–167. <https://doi.org/10.51276/edu.v3i2.255>
- Suparlan, S. (2019). Teori Konstruktivisme dalam Pembelajaran. *ISLAMIKA: Jurnal Keislaman Dan Ilmu Pendidikan*, 1(2), 79–88. <https://doi.org/10.36088/islamika.v1i2.208>
- Thornhill-Miller, B., Camarda, A., Mercier, M., Burkhardt, J.-M., Morisseau, T., Bourgeois-Bougrine, S., Vinchon, F., El Hayek, S., Augereau-Landais, M., Mourey, F., Feybesse, C., Sundquist, D., & Lubart, T. (2023). Creativity, Critical Thinking, Communication, and

- Collaboration: Assessment, Certification, and Promotion of 21st Century Skills for the Future of Work and Education. *Journal of Intelligence*, 11(3), 54. <https://doi.org/10.3390/jintelligence11030054>
- Tsui, E., Dragicevic, N., Fan, I., & Cheng, M. (2024). Co-creating curriculum with students, teachers, and practitioners in a technology-enhanced environment. *Educational Technology Research and Development*, 72(2), 869–893. <https://doi.org/10.1007/s11423-023-10301-5>
- Vargas-Hernández, J. G., & Vargas-González, O. C. (2022). Strategies for meaningful learning in higher education. *Journal of Research in Instructional*, 2(1), 47–64. <https://doi.org/10.30862/jri.v2i1.41>
- Widjastuti, A., Zahwa, E. K., Koto, H. H., Makbul, M., & Farida, N. A. (2024). Implementasi metode kisah Qurani dalam pembelajaran PAI untuk meningkatkan motivasi belajar siswa di kelas 5C SDN Sumur Batu II. *Jurnal Pendidikan Inovatif*, 6(3), 433–455. <https://journalpedia.com/1/index.php/jpi/article/view/1922>
- Widyaningsih, S. W., Yusuf, I., & Damopolii, I. (2019). Pelatihan penelitian tindakan kelas bagi guru IPA Kabupaten Manokwari Papua Barat. *JMM (Jurnal Masyarakat Mandiri)*, 115–124. <https://doi.org/10.31764/jmm.v0i0.1155>
- Wijaya, R., Suratno, S. ., & Budiyo, H. . (2021). Pengembangan media pembelajaran mobile learning berbasis aplikasi android pada materi sistem pengapian sepeda motor. *Jurnal Ilmu Manajemen Terapan*, 2(4), 513–523. <https://doi.org/10.31933/jimt.v2i4.462>
- Yan, Y. S., Rahmi, U., & Amran, A. (2024). Strategi pendidik dalam meningkatkan motivasi belajar siswa menggunakan media video pembelajaran pada mapel Al-Qur'an Hadis di kelas VIII MTs Asy Syarif Sidang Koto Laweh. *IHSANIKA : Jurnal Pendidikan Agama Islam*, 2(1), 62–71. <https://doi.org/10.59841/ihsanika.v2i1.751>