Development of Quran and Hadith-Based Interactive Learning Media

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ABSTRACT

This paper aims to develop interactive learning media based on Quran and Hadith that can be used in learning in Islamic schools. This media is designed to increase students' understanding of religious values through a more engaging and interactive approach. The research method used is the qualitative descriptive method. The results of the study show that the learning media developed is effective in increasing students' understanding of Quran and Hadith material. In addition, students also show improvement in understanding and application of the values taught in the Quran and Hadith. The development of interactive learning media based on Quran and Hadith is an effective solution to improve the quality of religious learning in Islamic schools. This media not only helps students understand religious concepts, but also supports the application of these values in daily life.

INTRODUCTION

Islamic religious learning has a very important role in shaping the character and morals of the younger generation. In the midst of rapid advances in technology and information, the challenges in teaching religious values to students are increasingly complex. Traditional learning methods that tend to be monotonous and less interactive are often unable to meet the needs of today's students who are more interested in digital and interactive media.

The Quran and Hadith are the two main sources in Islamic teachings that are the foundation for the formation of morals and religious understanding. However, in practice, the delivery of Quran and Hadith materials in Islamic schools often focuses only on memorization and teaching theory, without providing space for students to understand their meaning and application in daily life (Mohd Zainadi & Ismail, 2023, 2023). This causes students to find it difficult to relate religious lessons to the reality of life they are facing.

In the digital era, the use of interactive learning media has proven to be effective in increasing students' interest in learning and understanding (Ilahi & Izdiyan, 2023). This medium allows students to learn independently, with access to a variety of interactive and engaging learning resources. In the context of Islamic religious education, the development of interactive learning media based on Quran and Hadith is expected to be an innovative solution to improve the quality of learning (Onilivia & Noptario, 2024).

The use of interactive learning media based on Quran and Hadith not only helps students in understanding the content and message of the Quran and Hadith, but also supports them in applying Islamic values in daily life. This media is also expected to

overcome limitations in traditional learning methods, such as lack of student involvement and low attractiveness of learning materials.

This paper develops interactive learning media that combines Quran and Hadith content with the latest digital technology, such as web-based or mobile applications. This allows students to interact directly with teaching materials through multimedia features, such as videos, animations, and interactive quizzes, which have not been widely applied in digital Islamic religious learning. The media developed not only presents information, but also encourages students to solve problems or tasks related to the application of Quran and Hadith values in the context of daily life. This approach is different from traditional learning methods that tend to be passive and memorized.

This paper introduces elements of practical activities and simulations that illustrate the application of Quran and Hadith values in real situations. Through this simulation, students can experience firsthand how religious values are applied in various daily life scenarios. The process of developing and evaluating this media is based on systematic data and research, including field trials involving students and educators. This ensures that the media developed is not only theoretical but also practical and effective in the context of real education. In addition, the development of this interactive learning media also aims to integrate digital technology in religious learning, in line with the development of the times and the needs of current students. Thus, Islamic religious learning can be delivered in a more relevant, fun, and positive way for students.

Therefore, this research focuses on the development of interactive learning media based on Quran and Hadith as an effort to increase the effectiveness of Islamic religious learning in Islamic schools. Through this approach, it is hoped that students can better understand and internalize Islamic values, and be able to apply them in their daily lives.

METHOD

This research uses a qualitative descriptive method, which aims to understand complex phenomena through in-depth depiction and interpretation of data (Creswell, 2009). This approach was chosen because it is able to reveal the perspective of the research subject holistically, as well as allowing for a rich analysis of the context and nuances of the phenomenon being studied. This research is qualitative descriptive, where the main focus is on describing phenomena based on data obtained from the field. This method allows researchers to explore participants' experiences, perceptions, and views in depth, without intervention or manipulation of the variables studied.

The data in this study was collected through several main qualitative techniques, namely observation and documentation. The collected data was analyzed using qualitative analysis techniques. The results of this analysis are then presented in a descriptive form, with a narrative describing the main findings in detail. Each theme is supported with live quotes from participants to provide authenticity and data

richness. The discussion in this report connects the findings with the existing literature, as well as offers interpretations that are relevant to the research question.

RESULTS AND DISCUSSION

1. Development of Interactive Learning Media

Interactive learning media based on Quran and Hadith has been successfully developed in the form of web-based and mobile applications (Huda dkk., 2024). The media includes a wide range of features, including interactive texts, learning videos, animations, quizzes, and simulations of daily life situations relevant to Islamic teachings. The media content includes the main materials from the Quran and Hadith, presented in an easy-to-understand and engaging format for students. Interactive features, such as educational games and problem-based assignments, have been integrated to improve student engagement (Hakim dkk., 2023).

Interactive learning media is a tool or platform used to deliver educational materials by involving interaction between users (students) and the content presented. These interactions can be in the form of choices, content manipulation, decision-making, and evaluations that allow students to actively participate in the learning process (Onilivia & Noptario, 2024). Interactive learning media often uses digital technology such as computers, tablets, smartphones, or other multimedia devices that allow the presentation of material in the form of text, images, audio, video, and animation.

In Constructivism theory, learning is an active process in which students build their own understanding and knowledge based on experiences and interactions with the learning environment. Interactive learning media supports this approach by allowing students to explore, make decisions, and build their own knowledge. Meanwhile, in the theory of Problem-Based Learning, interactive learning media is often designed to encourage students to solve problems or tasks that are relevant to real life, which is in line with the theory of problem-based learning. It helps students develop critical thinking and problem-solving skills (Aldila & Mukhaiyar, 2020; Mayasari dkk., 2022).

The media must allow for dynamic interaction between students and content, so that students can actively participate in the learning process, not just as recipients of information (Ilahi & Izdiyan, 2023). The media should provide personalization options that allow students to learn according to their own level of ability and pace. These features can be difficulty adjustments, topic selection, and display settings. Interactive learning media should also provide quick and constructive feedback, so students can know the results of their actions and correct mistakes in real-time.

In the development of interactive learning media, there are several challenges that need to be considered. Not all students have access to the necessary technological devices to use interactive learning media. This limitation needs to be overcome by providing alternatives such as offline versions or supporting devices. Developing interactive learning media requires specific skills in graphic design, software development, and pedagogy. Collaboration between disciplines is essential to produce effective products.

In the context of Islamic religious education, the development of interactive learning media based on Quran and Hadith is very relevant to answer the needs of students living in the digital era (Huda dkk., 2024). This media not only helps students understand and memorize the verses of the Quran and Hadith, but also encourages them to apply religious teachings in their daily lives through simulations and interactive scenarios (Hakim dkk., 2023).

The development of interactive learning media is an innovative step that can revolutionize the way students learn, especially in the context of Islamic religious education. By combining technology, modern educational theories, and religious content, this medium has the potential to increase engagement, understanding, and application of religious values among students. While challenges in development and implementation remain, the long-term benefits of this medium make it an important investment in education.

2. Successful Implementation of Interactive Features

The use of interactive features in learning media, such as videos and quizzes, has proven to be successful in capturing students' attention and facilitating a deeper understanding of concepts (Amalia & Setiawan, 2023). For example, animations depicting situations relevant to the teachings of the Quran and Hadith help students in relating the material to real life, thereby improving memory and application of religious values. Interactive features such as quizzes, simulations, and educational games allow students to be actively involved in learning. Students are not only passive recipients of information but also active participants involved in the learning process. This contributes to increased student participation, which can be seen from the increased frequency and quality of their interactions with the teaching materials.

Interactive features tend to make learning more fun and engaging, which in turn increases student motivation. With gamification elements such as awarding points, badges, or levels, students are more motivated to continue learning and completing the tasks given. Interactive features that use a combination of text, audio, visuals, and animation help students understand the material better. This multisensory approach has been shown to improve information retention, as students can relate the material learned to various forms of sensory stimulation.

Interactive features are often equipped with real-time feedback mechanisms, where students can immediately find out if their answers are correct or incorrect. This quick feedback helps students correct mistakes promptly and deepen their understanding of the material. Interactive features that demand students to solve problems or tasks that are relevant to real life help develop critical thinking and problem-solving skills. For example, simulations that depict everyday situations in which the teachings of the Quran and Hadith can be applied, allow students to think more deeply and creatively in finding solutions.

The personalization feature allows the media to tailor the learning material to the student's level of understanding and learning speed. This ensures that each student can learn according to their own abilities, which increases the effectiveness of learning and minimizes frustration or boredom. Interactive learning media can continue to adapt its content based on student progress (Ilahi & Izdiyan, 2023). For

example, if a student is struggling in a particular topic, the media may provide additional material or easier exercises before moving on to a more difficult level.

The successful implementation of interactive features also depends on the availability of adequate technology (Onilivia & Noptario, 2024). Learning media designed for a variety of platforms (such as smartphones, tablets, or computers) ensure that students can access the material anytime and anywhere. This flexibility is important to support continuous learning (Amalia & Setiawan, 2023). The successful implementation of interactive features often also requires support from the school, especially in terms of technology infrastructure. For example, increased internet access and adequate hardware will increase the effectiveness of using interactive media.

The success of the interactive feature can be seen from the positive feedback given by users, both teachers and students (Nurdin, 2020). Teachers who feel helped by the interactive features in delivering material will be more likely to use this media consistently. Students who feel that interactive media helps them learn better will also provide positive feedback, which can be used for further improvement and development.

Ultimately, the success of the implementation of interactive features is measured by the achievement of learning objectives. If students show significant improvement in their learning outcomes, both in understanding the material and applying religious values, then it can be concluded that the interactive feature has been successfully implemented. Interactive features in Quran and Hadith-based learning media have been successfully implemented if they can improve student engagement, understanding, and skills, and are supported by the right technology and positive feedback from users.

3. Increased Student Engagement

This media has succeeded in increasing student involvement in the learning process. This shows that interactive learning media can create a more dynamic and participatory learning environment. Increased student involvement is one of the main indicators of the success of the implementation of interactive learning media based on Quran and Hadith. Student engagement can be measured from a variety of aspects, including active participation, motivation to learn, and depth of understanding.

Interactive learning media allows students to interact directly with teaching materials. For example, students can take quizzes, complete assignments, or participate in simulations. This interaction encourages students to not only become passive recipients of information, but also active participants in the learning process (Adnas & Anjastri, 2022; Zainab, t.t.). Game elements, such as points, badges, levels, and challenges, are often implemented in interactive learning media to encourage participation. This gamification makes the learning process more fun and competitive, which can significantly increase student engagement.

The use of multimedia such as videos, animations, and interactive simulations makes learning more engaging and dynamic (Mohd Zainadi & Ismail, 2023). Students tend to be more motivated to learn when the material is presented in an interactive and engaging way compared to conventional learning methods that tend to be monotonous (Nurika dkk., 2023). Interactive media often provides real-time feedback

that helps students see their progress firsthand. When students look at the results of their work and understand where they are in achieving learning goals, their motivation to learn tends to increase.

Quran and Hadith-based interactive learning media can create contextual scenarios where students apply religious teachings in real-life situations (Nurika dkk., 2023). When students feel that this learning is relevant to their lives, they tend to be more emotionally and cognitively engaged. Features such as simulations and role-playing allow students to take an active role in situations that illustrate the application of religious values. This not only increases cognitive engagement but also helps students better internalize religious teachings.

Many interactive learning media provide features for working collaboratively, either through group discussions, joint projects, or educational games that require cooperation (Nurdin, 2020). This collaboration enhances students' social engagement, allowing them to learn from each other and participate in learning as a community. Interactive media can also include discussion platforms or online forums where students can share their thoughts, ask questions, and debate about the topics being studied. This creates a more interactive learning environment and supports deeper engagement.

Interactive learning media allows for personalization of material based on students' needs and interests. When students can learn at a level of difficulty that suits them or choose the topic that interests them the most, their engagement in learning increases. These media can tailor challenges and content based on student progress, keeping students challenged and engaged without feeling overwhelmed or bored.

One of the excellent features of interactive learning media is its ability to provide immediate feedback to students after they complete an assignment or quiz. This feedback helps students correct their mistakes in real-time, which increases their engagement in the learning process. By providing awards or recognition (such as certificates or digital badges) for student achievement, these media can strengthen their engagement. This positive reinforcement motivates students to continue to strive and actively participate in learning.

Interactive media that provide simulations or real-life scenarios allow students to apply the teachings of the Quran and Hadith in practical contexts. This experience not only increases engagement but also helps students connect theory with practice, deepening their understanding of the material being studied. Problem-based learning methods that are often integrated in interactive media encourage students to solve real problems, which requires them to think critically and creatively. This deep cognitive engagement strengthens learning and increases student engagement.

Increased student engagement through Quran and Hadith-based interactive learning media shows that when students feel actively engaged, motivated, and relevant to the material they are learning, their learning outcomes will improve. Well-designed media can create engaging and effective learning experiences, which not only increase engagement but also understanding and application of the material learned.

4. Effectiveness in Material Comprehension

The effectiveness of interactive learning media in improving material comprehension, especially in the context of Quran and Hadith-based learning, can be measured through various aspects involving the way the media presents information, supports student engagement, and provides constructive feedback. Interactive learning media often combines text, images, audio, video, and animation to present the material (Hidayaturrahman & Putra, 2020). This multisensory approach allows students to access information through a variety of sensory channels, which strengthens the learning process and information retention. For example, verses of the Quran and Hadith can be presented in the form of text with audio pronunciation that helps students understand the meaning and pronunciation at the same time.

Through visual elements such as interactive diagrams or concept maps, students can see the relationships between concepts more clearly. This facilitates in-depth understanding as students can see how each piece of the material relates to each other. Interactive media allows students to receive instant feedback after completing an assignment or quiz. This feedback helps students to identify and correct mistakes immediately, which strengthens their understanding of the material. For example, if students answer questions about the meaning of a Quran verse incorrectly, they can immediately see the correct explanation and understand the reasoning behind it.

This media is also often equipped with an evaluation feature that allows teachers and students to track learning progress continuously. This continuous evaluation ensures that students not only understand the material at a single point in time, but also retain it over time. Interactive learning media often use simulations and scenarios that are relevant to daily life to help students apply the teachings of the Quran and Hadith in practical contexts. For example, students can learn about the value of honesty through simulations that depict situations in which they must make decisions based on Islamic teachings. It not only improves conceptual understanding but also applied skills. With a problem-based learning approach, students are invited to solve problems related to religious teachings in a realistic context. It encourages students to think critically and understand how theory is applied in practice (Darwati & Purana, 2021; Reski dkk., 2019).

Interactive media can tailor the material according to the student's ability level, allowing them to learn at the right pace and at the appropriate level of difficulty. This personalization ensures that students are not overwhelmed or bored, but continue to be motivated to understand the material better. The media can adjust dynamically based on student responses during learning. For example, if a student shows a weak understanding of a particular concept, the media may provide more exercises or additional explanations to reinforce their understanding.

Interactive media that supports collaborative features allows students to discuss and share their understanding with peers. These discussions can help students see the material from different perspectives and deepen their understanding through social interaction. Features such as online discussions or group projects allow students to learn from each other, which can improve their understanding as they have to explain and debate ideas with classmates.

Interactive media is often more engaging and motivating than traditional learning methods (Suradi, 2022). This high level of engagement encourages students to study harder, which ultimately improves their understanding of the material. Gamification elements, such as rewards or challenges, can also make learning more engaging and motivate students to keep learning. Overall, Quran and Hadith-based interactive learning media can improve material comprehension by presenting information through various ways that support active engagement, provide helpful feedback, and create relevant and contextual learning experiences. This medium allows students to not only understand concepts in depth but also apply them in daily life, which is the main goal of religious learning.

CONCLUSION

The interactive learning media developed has proven to be effective in increasing students' interest and involvement in the religious learning process. Features such as videos, animations, and interactive quizzes not only attract students' attention, but also facilitate a deeper understanding of the teachings of the Quran and Hadith. The use of this media shows a significant increase in students' understanding of Quran and Hadith material. This media has succeeded in increasing student engagement and motivation in learning. Students feel more active and engaged in learning, which is reflected in their increased participation and interest in the teaching material. Although this media has shown positive results, there are several challenges such as limited access to technology in some areas and the need for additional training for teachers. To address this, it is recommended to develop an offline version of this medium and provide adequate training for educators. This Quran and Hadith-based interactive learning media makes a significant contribution to the modernization of Islamic religious learning methods. By integrating digital technology, this media offers a relevant and effective approach to support religious learning in the digital era. The development of interactive learning media based on Quran and Hadith is an innovative solution that can improve the quality of Islamic religious learning. This media provides a more dynamic and relevant learning experience, as well as helping students understand and apply religious values in their daily lives.

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