

Analysis of the Development of Qur'an-Hadith Learning in Improving the Quality of Islamic Religious Education in the Modern Era at Madrasah Tsanawiyah

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Abstract

This study analyzes the development of Al-Qur'an Hadith learning in Islamic Junior High Schools (MTs) as an effort to improve the quality, relevance, and effectiveness of Islamic Religious Education in facing the challenges of the modern era. The purpose of this study is to describe the concept and implementation of Al-Qur'an Hadith learning development from the aspects of materials, methods, media, and evaluation. This study employed a library research method, collecting data from books, journals, and relevant academic literature. The data were analyzed descriptively and qualitatively to obtain a comprehensive overview of the development of Al-Qur'an and Hadith learning in MTs. The results indicate that learning development needs to be carried out holistically through the integration of cognitive, affective, and psychomotor domains, as well as the application of contextual and thematic approaches so that students are able to understand and practice the values of the Al-Qur'an and Hadith in everyday life. The use of digital media, interactive methods, and authentic assessment are essential components in developing learning that aligns with technological developments and student characteristics. This research also emphasizes the importance of teacher innovation in utilizing technology such as multimedia applications, cooperative learning models, and digital evaluation platforms to improve student motivation and learning outcomes. Overall, developing Qur'an and Hadith learning in Islamic Junior High Schools (MTs) is an urgent need to shape students to be knowledgeable, have noble character, and adapt to the complexities of modern education.

Keywords: Development, Al-Quran Hadith Learning, Digital Media

Abstrak

Penelitian ini menganalisis pengembangan pembelajaran Al-Qur'an Hadits di Madrasah Tsanawiyah (MTs) sebagai upaya meningkatkan kualitas, relevansi, dan efektivitas Pendidikan Agama Islam dalam menghadapi tantangan era modern. Tujuan penelitian ini adalah mendeskripsikan konsep dan implementasi pengembangan pembelajaran Al-Qur'an Hadits dari aspek materi, metode, media, dan evaluasi. Penelitian ini menggunakan metode kajian pustaka (library research) dengan menghimpun data dari hasil analisis buku, jurnal, serta literatur akademik yang relevan. Data dianalisis secara deskriptif-kualitatif untuk memperoleh gambaran komprehensif terkait pengembangan pembelajaran Al-Qur'an Hadits di MTs. Hasil penelitian menunjukkan bahwa pengembangan pembelajaran perlu dilakukan secara holistik melalui integrasi ranah kognitif, afektif, dan psikomotorik, serta penerapan pendekatan kontekstual dan tematik agar peserta didik mampu memahami dan mengamalkan nilai-nilai Al-Qur'an dan Hadits dalam kehidupan sehari-hari. Penggunaan media digital, metode interaktif, dan penilaian autentik menjadi komponen penting dalam pengembangan pembelajaran yang sesuai dengan perkembangan teknologi dan karakteristik peserta didik. Penelitian ini juga menegaskan pentingnya inovasi guru dalam memanfaatkan teknologi seperti aplikasi multimedia, model pembelajaran kooperatif, serta platform evaluasi digital untuk meningkatkan motivasi dan hasil belajar siswa. Secara keseluruhan, pengembangan pembelajaran Al-Qur'an Hadits di MTs merupakan kebutuhan mendesak untuk membentuk peserta didik agar berpengetahuan, berakhlak mulia, dan adaptif terhadap kompleksitas pendidikan di era modern.

Kata Kunci: Pengembangan, Pembelajaran Al-Qur'an Hadist, Media Digital

A. Introduction

Islamic Religious Education (PAI) plays an important role in shaping students' character and personality so that they become individuals of noble character, faith, and devotion to Allah SWT. Islamic Religious Education (PAI) is intentionally and systematically designed to equip students with the ability to recognize, understand, internalize, and believe in the teachings of Islam. One of the core subjects taught in Islamic religious education at schools is *Al-Qur'an and Hadith*, which serves as the primary source of Islamic teachings as well as a guide for the lives of all Muslims.¹

The implementation of Al-Qur'an Hadith learning in educational institutions, particularly at the level of Madrasah Tsanawiyah (MTs), aims to enable students to understand the content of Qur'anic verses and hadiths and to internalize their values in daily life. The subject of Al-Qur'an Hadith serves as an integral part of the Islamic Education (PAI) curriculum.

However, in practice, various challenges are still encountered in the learning process, such as limited learning media, the use of less varied teaching methods, and students' tendency to understand texts only at a literal level without contextual interpretation. These issues pose challenges for educators who teach Al-Qur'an Hadith, especially in an era that demands the ability to adapt to rapid technological advancements. Therefore, it is necessary to develop and improve the learning of Al-Qur'an Hadith at the MTs level so that the learning process becomes more meaningful, relevant, and aligned with contemporary developments.

¹Masfufah Masfufah, "Strategi Pembelajaran Al-Qur'an Di Madrasah Ibtidaiyah: Kajian Teoritis Dan Praktis," *Bunayya: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 4, no. 3 (2025): 112–23, <https://doi.org/10.61082/bunayya.v4i3.530>.

Teachers of Islamic Education (PAI) in Madrasah Tsanawiyah hold an essential role in innovating the learning process through interactive and communicative approaches grounded in the values of the Qur'an and Hadith. Teachers are required not only to master the subject matter but also to develop theories, models, and learning strategies that can be effectively implemented in educational institutions such as MTs. In addition, teachers must possess analytical abilities, interdisciplinary integration skills, and professionalism to respond to the complexity of modern education.

In line with this, previous research conducted by Dian Rusydianti and colleagues indicates that the quality of Al-Qur'an Hadith learning can be improved through the use of digital media. Digital learning media have been proven to be highly effective in developing 21st-century skills, such as critical thinking, creativity, communication, and collaboration within the context of Al-Qur'an Hadith learning.²

Teachers are required to innovate in their teaching methods and utilize technology to enhance students' motivation and foster active participation.³

In addition, this study also emphasizes that the role of teachers and parents contributes to supporting the learning process in order to create a conducive learning environment.

Based on the explanation above, this research aims to describe the development of Al-Qur'an and Hadith learning materials in Madrasah Tsanawiyah (MTs) and is expected to serve as a reference for teachers in MTs in developing Al-Qur'an and Hadith instruction. Thus, this research is expected to contribute to improving the quality of Al-Qur'an and Hadith learning and addressing the challenges that arise in the modern era.

B. Literature Review

I. Al-Qur'an and Hadith Material

Al-Qur'an Hadith is one of the subjects within the cluster of Islamic Religious Education (PAI) taught at the Madrasah Tsanawiyah (MTs) level. This subject involves the study of the Qur'an as the word of Allah SWT revealed to Prophet Muhammad SAW. Meanwhile, hadith refers to the sayings, actions, and approvals of Prophet Muhammad SAW. The material aims to guide Muslims in understanding and internalizing Islamic teachings, as well as enhancing students' abilities in reading, writing, and comprehending both the textual and contextual meanings of the Qur'an and hadith. Substantively, the Al-Qur'an Hadith subject contributes to motivating students to study and practice the values and teachings contained in the Qur'an and hadith as daily guidance for Muslim life. The objectives of the Al-Qur'an Hadith subject include:

- a. Increasing students' love and appreciation for the Qur'an and hadith.
- b. Equipping students with evidences (dalil) found in the Qur'an.
- c. Enhancing students' understanding and practice of the content of the Qur'an and hadith based on foundational knowledge of these two primary sources.⁴

²Dian Rusydianti et al., "Strategi Media Pembelajaran PAI Dalam Pembelajaran Al-Qur'an Hadits Di Era Digital Abad 21," *Jurnal Miftahul Ilmi* 2 (2025): 180–95, <https://doi.org/10.59841/miftahulilmi.v2i3.174>.

³Rusydianti et al., "Strategi Media Pembelajaran PAI Dalam Pembelajaran Al-Qur'an Hadits Di Era Digital Abad 21."

⁴Jajang Rustandi et al., "Metode Pembelajaran pada Mata Pelajaran Al Qur'an Hadits di Tingkat Madrasah Tsanawiyah," *Jurnal Al-Mufidz: Sekolah Tinggi Agama Islam Baturaja* 1 (2024): 176–77.

2. Principles Of Teaching Al-Qur'an Hadith

A principle is a fundamental basis or foundation. The term “principle” here refers to the foundational concepts used in applying teaching methods for *Al-Qur'an Hadith*. The primary objective of *Al-Qur'an Hadith* teaching methodology is to achieve efficiency in the learning process. Efficiency refers to a principle in education and instruction whereby minimal effort or sacrifice yields optimal results. The methodological principles that serve as psychological foundations to facilitate the Islamic educational process (*Al-Qur'an Hadith*) and are in harmony with Islamic teachings include:

- a. The principle of creating an atmosphere of joy.
- b. The principle of providing gentle service and care.
- c. The principle of meaningful learning for students.
- d. The prerequisite principle.
- e. The principle of open communication.
- f. The principle of providing new knowledge.
- g. The principle of modeling good behavior.
- h. The principle of practice.
- i. Other principles, such as the principle of compassion, guidance, and counseling for students.⁵

3. The Urgency of Developing the Learning Process

Rapid developments in science and technology (IPTEK) have made information dissemination easier, including both accurate information and misinformation (hoaxes). This situation presents challenges for teachers to utilize digital media in the learning process so that learning becomes more meaningful and the information delivered is beneficial and accurate for students. The use of media brings several benefits, including: 1) Clarifying the delivery of learning material, preventing monotony resulting from verbal explanations alone. 2) Overcoming limitations of space, time, and sensory capabilities. 3) Encouraging passive students to become active in class. 4) Providing stimulation and motivation for students. 5) Increasing student performance as a result of higher motivation.⁶

Therefore, the use of media specifically digital media plays an important role in facilitating and clarifying instructional delivery. This ensures that learning remains relevant to the increasingly complex developments of the modern era.

C. Method

This study employs a library research method, which is conducted by collecting, reading, and analyzing various literature sources relevant to the theme of developing *Al-Qur'an Hadith* learning in *Madrasah Tsanawiyah* (MTs). Thus, the data sources are obtained from books, scientific journals, academic articles, and other supporting literature relevant to the discussion in this paper.

Data collection was carried out by tracing references both digitally and in print, selecting credible literature that aligns with the focus of the study. All collected data were then analyzed using a descriptive-qualitative approach, namely by describing and

⁵Marhaya, “Metode Pembelajaran Al-Qur'an Hadits Dan Problematika Pada Siswa MTs Darul Hikmah Lenggo-Lenggo Kecamatan Sinjai Timur Kabupaten Sinjai” (UIN Alauddin Makassar, 2013), <https://repositori.uin-alauddin.ac.id/2443/1/MARHAYA.pdf>.

⁶Maisarah Maisarah et al., “Urgensi Pengembangan Media Berbasis Digital Pada Pembelajaran Bahasa Indonesia,” *EUNOIA (Jurnal Pendidikan Bahasa Indonesia)* 2, no. 1 (2022): 65, <https://doi.org/10.30821/eunoia.v2i1.1348>.

interpreting the content of the literature to obtain a clear overview of the development of Islamic Religious Education learning materials in *Madrasah Tsanawiyah* (MTs).

D. Result

The development of *Al-Qur'an Hadith* learning materials in *Madrasah Tsanawiyah* (MTs) is a systematic effort to deepen, expand, and enhance learning so that it becomes more relevant to contemporary needs and the developmental stages of students. This development includes aspects of content, methods, media, and evaluation, all of which are integrated with the values of the Qur'an and Hadith as the primary sources of Islamic teachings.

According to Mulyasa, material development must consider several factors, including relevance to core and basic competencies, alignment with student characteristics, and the demands of scientific and technological advancement. In the context of the *Al-Qur'an Hadith* subject, teachers at MTs are required to develop materials that are not only cognitive in nature but also address affective and psychomotor domains. This enables students to understand, internalize, and practice the values of the Qur'an and Hadith in their daily lives.⁷

Material development can also be carried out through the integration of thematic and contextual approaches. Through these approaches, Qur'anic verses and hadiths studied by students are not only memorized but also connected to social, environmental, and moral phenomena they face in the digital era. For example, when studying QS. *Al-Hujurat* verse 10 on Islamic brotherhood (*ukhuwah Islamiyah*), teachers may link the material to issues of intolerance in society so that students can emulate values of brotherhood and empathy in real-life situations.

In addition, material development also involves the use of digital technology such as interactive Qur'an applications, tafsir videos, and online-based learning media. This aligns with Muslich's view that the development of PAI curricula and teaching materials should utilize information technology to make learning more engaging, efficient, and contextual for today's generation.⁸

In terms of developing learning media, *Al-Qur'an* and *Hadith* teachers today are required to use a variety of learning media that are relevant to current developments. Media serve to facilitate the teacher's explanation of the material in the classroom, as conventional learning systems are often associated with instructional environments that are considered less compatible with the rapid advancement of science and technology.⁹ Thus, the use of learning media is essential to clarify the explanation of the material and to create an enjoyable learning atmosphere in order to achieve the learning objectives.

From the evaluation aspect, the development of *Al-Qur'an* and *Hadith* material needs to emphasize authentic assessment, which not only measures memorization but also evaluates students' understanding, attitudes, and religious practices. In this way, the learning process will lead to the formation of individuals who are faithful, pious, and of noble character, in accordance with the goals of Islamic education.

With such development efforts, *Al-Qur'an Hadith* learning at MTs will not only focus on the transfer of knowledge but also emphasize the cultivation of Islamic

⁷Mulyasa E, *Pengembangan Dan Implementasi Kurikulum 2013* (PT. Remaja Rosdakarya, 2017).

⁸M Muslich, *Kurikulum Dan Pembelajaran Pendidikan Agama Islam* (Bumi Aksara, 2018).

⁹Samad Umarella, M. Sahrawi Saimima dan Saddam Hussein, "Urgensi Media Dalam Proses Pembelajaran", *Jurnal Al-Iltizam*, (2018): 234-235.

character and spiritual intelligence so that students are better prepared to face increasingly complex contemporary challenges. Consequently, *Al-Qur'an Hadith* learning at MTs becomes more meaningful as it touches all aspects of students' personalities and remains relevant to global challenges that demand a balance between knowledge mastery, moral values, and devotion to Allah SWT.

E. Discussion

I. Development of Al-Qur'an and Hadith Learning Materials

According to the *Kamus Besar Bahasa Indonesia* (Indonesian Dictionary), development can be understood as a process, method, or act of developing something. This activity consists of several stages, including planning, implementation, and evaluation. Development is an effort to enhance technical, theoretical, conceptual, and moral abilities according to needs through education. It is a logical and systematic instructional design process aimed at improving the learning process by considering students' potential and competencies.

Learning materials are all forms of instructional content designed by teachers, either written or unwritten, to help students achieve learning objectives. Learning materials for Islamic Religious Education (PAI) refer to systematically arranged instructional content based on the curriculum, aimed at developing students' knowledge, attitudes, and skills in Islamic studies. One of the main learning materials used in PAI at Madrasah is the Al-Qur'an and Hadith subject. In the 2013 Curriculum, the Indonesian Ministry of Religious Affairs has provided teacher and student textbooks as learning resources.¹⁰

Based on the development model proposed by Walter Dick and Lou Carey, this study follows several key steps:

- a) Needs Analysis (Identifying Instructional Goals)
In this stage, the researcher identifies the competencies expected to be achieved by students after using the humanistic-based Al-Qur'an and Hadith textbook for Grade VIII. This process is conducted by analyzing the textbook referring to KMA No. 183.
- b) Instructional Analysis (Conducting Instructional Analysis)
This stage aims to identify the basic skills required for students to achieve more specific learning objectives.
- c) Learner and Context Analysis (Identifying Entry Behaviors, Characteristics)
Each material to be included in the textbook must be examined based on students' initial abilities and prerequisite skills. Considering students' intellectual development, learning characteristics, and meaningful learning principles, textbooks for this level should inspire learners and instill Islamic values effectively.
- d) Formulating Specific Learning Objectives (Writing Performance Objectives)
Specific learning objectives describe the competencies or behaviors students are expected to master after the learning process. Based on the analysis of general objectives, learner characteristics, and initial abilities, the following objectives are determined:
 - 1) Students are able to read and memorize verses and Hadith accurately.

¹⁰Arif Sirojul Mustafid et al., "Pengembangan Bahan Ajar Al-Qur'an Hadits Menggunakan Pendekatan Tahapan Perkembangan Anak Untuk Peserta Didik Madrasah Ibtidaiyah," *Al-Tarbawi Al-Haditsah: Jurnal Pendidikan Islam* 8, no. 1 (2023), <https://doi.org/10.24235/tarbawi.v8i1.14322>.

- 2) Students are able to translate verses and Hadith correctly.
 - 3) Students are able to explain the content of verses and Hadith clearly.
 - 4) Students are able to apply the teachings of verses and Hadith in daily life.
- e) Developing Criterion-Referenced Assessment Instruments
Based on the specific learning objectives, assessment instruments are developed to measure students' achievement. These instruments include multiple-choice and essay tests.
- f) Developing Instructional Strategies
This stage determines the selection, organization, and development of instructional components and procedures to help students learn optimally. The components include:
- 1) Identifying students' characteristics through pre-tests or prior knowledge activation.
 - 2) Motivating students by presenting learning topics, concept maps, and learning indicators.
 - 3) Presenting the learning framework by giving an overview of upcoming materials.¹¹

The implementation of the Dick & Carey model in developing the humanistic-based Al-Qur'an and Hadith textbook for Grade VIII shows that the entire process was systematic and integrated. Needs analysis based on curriculum review provided clear direction on the required competencies. This was strengthened by instructional analysis and learner analysis, ensuring the content and strategies match students' readiness and developmental stages.

The formulated learning objectives provide measurable indicators for reading, memorizing, translating, explaining, and applying verses and Hadith. These objectives inform appropriate assessment instruments, ensuring comprehensive evaluation. The instructional strategies developed prioritize meaningful learning experiences, combining cognitive and affective aspects in line with the humanistic approach.

Overall, the development procedure produces a well-structured, contextual learning design aligned with students' needs. Thus, the textbook developed holds strong pedagogical foundations and significant potential for enhancing Al-Qur'an and Hadith learning at the Madrasah Tsanawiyah level.

2. Development of Learning Methods

Learning of Al-Qur'an and Hadith in Madrasah Tsanawiyah (MTs) plays a strategic role in shaping students' religious competence—understanding, internalizing, and practicing Islamic teachings.¹² The teaching of Al-Qur'an and Hadith does not only emphasize memorization or recitation, but also the development of character and morality in accordance with Islamic teachings. However, the learning process in Madrasah Tsanawiyah (MTs) faces various challenges. One of them is the low learning motivation of students due to methods that are not varied and lack contextual relevance. Many teachers still rely on traditional lecture-based or recitation methods that tend to be monotonous, causing students to become passive and less interested

¹¹Amrini Shofiyani and Nurul Ilma Hidayati, *Pengembangan Buku Ajar Berbasis Pendekatan Humanistik Pada Mapel Qur'an Hadist Di Mts Al-Hikmah*, 9 (2021): 375–80.

¹²Nurul Hasanah and Muhammad Nur Habibi, "Systematic Review: Metode Pembelajaran Dalam Materi Ilmu Tajwid Al-Qur'an Hadits Siswa Madrasah Tsanawiyah Di Indonesia," *Al-Hikmah: Jurnal Agama Dan Ilmu Pengetahuan* 21, no. 2 (2024): 147–58, [https://doi.org/10.25299/al-hikmah:jaip.2024.vol21\(2\).16845](https://doi.org/10.25299/al-hikmah:jaip.2024.vol21(2).16845).

in understanding the material more deeply.¹³ This condition requires innovation in developing learning methods so that the process becomes more effective and enjoyable.

The development of Al-Qur'an and Hadith learning methods is essential for improving the quality of education, including skills in reading the Qur'an, understanding the meaning of hadith, and internalizing Islamic values in students' daily lives. Innovative methods such as contextual learning, inquiry-based approaches, interactive recitation, and integrated strategies have been proven to enhance students' learning motivation as well as their learning outcomes.¹⁴

In addition, the development of learning methods also helps teachers adapt the learning process to the characteristics of the students and the curriculum requirements in MTs. Therefore, research on developing Al-Qur'an and Hadith learning methods is relevant for identifying effective, practical strategies that can be applied in MTs. This research may also serve as a reference for teachers in enriching their teaching approaches and improving Islamic Religious Education quality.

a. Methods for Teaching Al-Qur'an

1) Talaqqi and Muraja'ah Method

This method emphasizes direct interaction between teacher and student. Students recite in front of the teacher, who corrects tajwid, articulation, and intonation. Periodic muraja'ah strengthens memorization and comprehension.

2) Audio-Visual Method

The use of audio and video media has become highly relevant in the digital era. For example, recordings of well-known qari can help students understand variations in rhythm, tajwid, and proper reading tempo. Interactive instructional videos also allow students to observe the lip and tongue movements of a qari when pronouncing certain letters, making it easier to master the makhraj. This method can be combined with independent learning at home, giving students the opportunity to study beyond formal classroom hours.¹⁵

3) Cooperative Learning Method

Cooperative Learning allows students to work in groups to memorize, recite, or understand specific verses. Each group member is responsible for helping others so that all students can achieve the learning targets. This method fosters cooperation, discipline, and self-confidence. In addition, students can correct one another's recitation, making the learning process more interactive and effective.¹⁶

4) Interactive Technology (EdTech) Method

Today, various digital-based Qur'anic learning applications can be used to strengthen students' mastery of recitation and memorization, such as tajwid apps, interactive audio tools, and online quizzes. Teachers can

¹³Ria Asnani et al., *Metode Resitasi dalam Pembelajaran Al-Qur'an Hadist Siswa Kelas VIII di Madrasah Tsanawiyah Hidayatul Mubtadiin Sidoharjo Kecamatan Jati Agung Lampung Selatan*, 07, no. 01 (2024): 1621–32.

¹⁴Siti Noterisa et al., "Strategi Pembelajaran Guru Al-Qur'an Hadits Dalam Meningkatkan Kemampuan Membaca Al-Qur'an Siswa Di MTs An-Nur Palangka Raya," *Kamaya: Jurnal Ilmu Agama* 8, no. 3 (2025): 133–43, <https://doi.org/10.37329/kamaya.v8i3.4574>.

¹⁵Mahmud F, *Media Audio Visual Dalam Pembelajaran Al-Qur'an* (UIN Press, 2019).

¹⁶David W. Johnson et al., *Cooperative Learning in the Classroom* (Association for Supervision and Curriculum Development, 1994).

utilize these applications as supplementary learning media as well as tools for assessing students' abilities. The use of this technology also aligns with the learning styles of modern students, who tend to be visual and auditory learners.

b. Hadith Learning Method

The teaching of Hadith should emphasize understanding the meaning, context, and application of Hadith values in students' daily lives. Several methods that can be developed include:

1) Interactive Lecture and Discussion Method

The teacher presents a Hadith and then engages students in a discussion about its meaning and its practical application in everyday life. Discussion allows students to express their opinions, ask questions, and gain a deeper understanding of the Hadith. This method helps develop critical and reflective thinking skills related to the moral values contained in the Hadith.

2) Problem-Based Learning (PBL) Method

PBL connects Hadith with real-life problems faced by students. Students are given a case or a moral dilemma and then explore relevant Hadiths to provide solutions. This method is effective in training analytical thinking skills and applying Hadith values in concrete situations. In addition, PBL enhances students' motivation because they feel that the learning is directly relevant to their lives.¹⁷

3) Storytelling and Role-Playing Method

Storytelling connects Hadith with real-life stories or visual illustrations, making it easier for students to remember the moral messages. Role-playing can be used to demonstrate behaviors that align with specific Hadiths. For example, students may practice honesty, cooperation, or other commendable character traits in scenarios based on Hadith. This method not only enhances understanding but also strengthens students' social skills and character development.

4) 3) Digital Media Integration

Multimedia resources and animated videos that present Hadith stories or accounts of the Companions can be used to facilitate understanding of Hadith concepts and moral values. This method is highly engaging for students who are more responsive to visual and auditory media, thereby increasing their concentration and learning motivation.

3. Development of Learning Media

The term *media* originates from Latin and is the plural form of *medium*, which is literally understood as something that functions as an intermediary or connector. The Association of Educational Communications and Technology (AECT) in the United States defines media as all forms and channels used by humans to convey messages or information. This definition emphasizes that media are not limited to specific physical devices, but include various means that enable the effective transmission and reception of information.

In the teaching–learning process, there are two components that play a highly significant role, namely teaching methods and instructional media. These two elements are closely related because each supports the other in creating a more effective learning experience.

¹⁷H. S. Barrows, *Problem-Based Learning: An Approach to Medical Education* (Springer, 2015).

The criteria for selecting instructional media are based on the understanding that media constitute an essential part of the entire educational system. On this basis, several aspects must be considered before determining which media are most appropriate to be used in the learning process.¹⁸

- a. The media must align with the intended learning objectives.
- b. The selected media should be relevant to supporting the lesson content.
- c. The media should be practical, flexible, and usable over a long period of time.
- d. Teachers are required to possess the skills needed to operate the media so that its use becomes optimal.
- e. The media must be adapted to the characteristics of the learners.
- f. The chosen media should meet technical quality standards to ensure that information is presented clearly and effectively.

Below is an example of learning media development by utilizing digital media:

a. Smartphone

This media refers to an Android-based application that contains Qur'anic and Hadith materials, exercises, audio, visuals, and assessments. Students download the APK provided by the teacher, select the material, study it through text, illustrations, or audio, and then complete the exercises that are automatically scored. The teacher guides students through several stages, such as:

- 1) Material
- 2) Video/illustration
- 3) Exercises
- 4) Results

The use of this media has been proven to increase learning motivation due to its modern interface and its suitability with students' digital learning styles.¹⁹

c. Al-Qur'an-Hadith Application

This application is designed with simple navigation, consisting of buttons for materials, reading examples, exercises, and evaluations. The learning process begins with installation, after which students open the material menu arranged according to the core and basic competencies (KI/KD). Each material provides verse texts, recitation audio, Hadith explanations, supporting images, and interactive multiple-choice exercises.

Teachers typically begin instruction by asking students to open "Material 1" and observe the audio and visual content. Next, students complete the quizzes in the application to assess their understanding, with results automatically recorded by the system as formative evaluation.

This media can also be used as an independent assignment, enabling students to study the material at home without an internet connection. The

¹⁸Sapriyah, "Media Pembelajaran Dalam Proses Belajar Mengajar," *Universitas Sultan Ageng Tirtayasa* 2 (2019): 476.

¹⁹Ridoan Harun Harahap and Zainal Efendi Hasibuan, "Pengembangan Media Pembelajaran Al-Qur'an Hadits Berbasis Smartphone dalam Meningkatkan Minat Belajar Siswa di Madrasah Tsanawiyah (Mts) Yayasan Pendidikan Karya Setia (YPKS) Padangsidempuan," *TAZKIR* Vol. 11 No. 1 (2025): 78, <https://doi.org/10.24952/tazkir.v11i1.16832>.

application has proven effective because it aligns with visual–auditory learning styles and provides an individualized learning experience.²⁰

d. Kinemaster Application

This media is developed as an Android application containing materials in the form of text, illustrative videos, images, and interactive quizzes on *infaq* and *sadaqah*. Its use is quite simple: students open the application, select “Infaq Material” or “Sadaqah Material,” read the explanations, watch the video, and then complete the quiz.

Teachers may begin the lesson by directing students to the “Introduction” section and continuing the discussion based on the visual examples presented. The videos in the application display easy-to-understand illustrations of charitable giving. After understanding the material, students can complete the interactive quizzes consisting of multiple-choice items, drag-and-drop tasks, or concept-matching activities—with results generated automatically so the teacher does not need to check them individually.

This media has proven effective in helping students understand abstract concepts, such as the difference between *infaq* and *sadaqah*, because the visual and audio illustrations provide clearer meaning.²¹

e. Magic Disc

Magic Disc is an instructional medium in the form of a rotating circular disc with several layers and movable information windows. Its use is quite practical: students rotate the upper part of the disc to display various types of tajwīd rules, and each window reveals example verses along with their explanations. Teachers typically use this medium during the exploration and presentation stages of the lesson by demonstrating how to rotate the Magic Disc to show specific recitation rules such as *idghām*, *ikhfā'*, or *qalqalah*, while students observe the example verses displayed. Afterwards, students are given the opportunity to rotate the disc independently to identify examples of tajwīd rules in groups. This medium helps make the abstract concepts of tajwīd more concrete and easier to understand visually. The Magic Disc can be used either individually or collaboratively, and studies show that it is effective because it provides both kinesthetic and visual learning experiences.²²

f. Autoplay

Autoplay Media is developed using Autoplay Media Studio software, resulting in an interactive application that functions like an interactive CD on a computer or laptop. Its use begins by opening the “Start.exe” file, which displays a menu containing the homepage, materials, audio, video, exercises, and evaluation. Teachers may begin the lesson by asking students to access the material and then watch the animation or listen to the audio explanation of the verses. In the “Exercises” menu, students complete interactive questions with immediate feedback, while the “Evaluation” section allows them to take a

²⁰Zaenal Arifin, “Pengembangan Media Pembelajaran Interaktif Mata Pelajaran Al-Qur’an Hadits Kelas VII Madrasah Tsanawiyah Berbasis Android,” *JEID* 2 (2022): 293–305, <https://doi.org/10.55868/jeid.v2i4.110>.

²¹Khovadli Ocvando et al., “Pengembangan Media Pembelajaran Interaktif Berbasis Android Pada Mata Pelajaran Alquran-Hadits Pada Pokok Bahasan Materi Infaq Dan Sedekah Kelas VIII MTs,” *Edupeida* 6 (2022): 156–64, <https://doi.org/10.35316/edupedia.v6i2.1660>.

²²Siti Luluk Mukaromah, “Pengembangan Media Magic Disc Untuk Pembelajaran Al-Qur’an Hadits Materi Tajwid di MTs NU Al-Badar Kaliwining Rambipuji,” *IJIT* 7 (2024), <https://doi.org/10.35719/ijit.v7i1.2102>.

summative test to measure their overall learning achievement. This media can be used offline without an internet connection, making it highly suitable for school computer laboratories. Research shows that the use of Autoplay is effective in improving learning outcomes and helping teachers present material in a multimodal format through text, audio, and animation.²³

g. Canva and Quizizz

Canva is used by teachers to create visual material slides, while Quizizz is utilized as an assessment tool. Its use is quite simple: the teacher presents the material through Canva slides containing text, infographics, and images, which are then displayed on an LCD screen or shared directly to students' smartphones. After the material is understood, the teacher provides a Quizizz link so students can participate in the online assessment. Students only need to click the link, enter their names, and then complete the questions that appear sequentially. This process creates an interactive and enjoyable learning environment, enhanced with music, a point system, and a leaderboard. This media combination has proven effective in increasing students' focus on Qur'anic verses and Hadith while also making it easier for teachers to evaluate understanding through automatic scoring.²⁴

h. Prezi

This medium is an interactive Prezi-based presentation on "Halal and Wholesome Food," equipped with Qur'anic verses, Hadith texts, illustrations, diagrams, and transition animations. The teacher opens the Prezi via a projector or shares the link so students can access it independently. The material is presented using zoom-in and zoom-out features to focus on specific points or to view the overall structure, accompanied by activities such as group reading, observing illustrations, and discussion. Students can also navigate the Prezi independently, supporting both individual and group learning. This medium is effective because it integrates text, visuals, and animations, thereby increasing interest and comprehension while allowing unlimited repetition for reinforcement.²⁵

i. Video

This medium is an instructional video that presents examples of verse recitation, highlights of the articulation points (*makhārij al-ḥurūf*), animations of recitation rules, and reading exercises. Its use begins with the teacher playing the video and pausing it at certain sections so that students can imitate the recitation. The video can be replayed at any time, making it highly suitable for independent practice at home. During classroom learning, students are guided to observe mouth movements, articulation points, and examples of tajwīd displayed in the video. After the explanation, the video typically provides vocal exercises that students can follow. This medium is effective in improving reading skills because it offers consistent audio-visual examples that can be repeated without limitation.

4. Development of Evaluation

²³Luthfil Hakim, "Pengembangan Media Interaktif Autoplay Untuk Meningkatkan Prestasi Belajar Peserta Didik Pada Mata Pelajaran al Qur'an Hadits Di Mts Assathi' Karas Sedan Rembang" (Universitas Islam Negeri Sunan Ampel Surabaya, 2021), <http://digilib.uinsa.ac.id/id/eprint/50112>.

²⁴Hannisa Wandan Sari et al., "Pengembangan Media Pembelajaran Al-Qur'an Hadits Berbasis Canva dan Quizizz," *JAMPARING: Jurnal Akuntansi Manajemen Pariwisata dan Pembelajaran Konseling* Vol 2 No. 2 (2024): 676–84, <https://doi.org/10.57235/jamparing.v2i2.3067>.

²⁵Fatihana Firli, dkk, "Pengembangan media pembelajaran Al-Qur'an Hadits berbasis Prezi," *Idarah Tarbawiyah* Vol. 6 (2025): 511–21, <https://doi.org/10.32832/itjmie.v6i5.20010>.

The development of evaluation methods in Islamic Education learning, including Qur'an–Hadith, arises from the fact that traditional forms of assessment in madrasahs often fail to provide an accurate picture of students' abilities. Assessment still relies heavily on memorization, written tests, and oral examinations, which tend to evaluate only basic cognitive aspects. This condition has encouraged numerous studies to formulate more comprehensive, valid, and modern evaluation models that align with curriculum demands and the characteristics of the material being taught.

- a. Self-assessment instruments are used by having students evaluate their own abilities and religious attitudes. For example, after studying a verse or Hadith, students fill out a reflection sheet assessing their understanding of the text, the accuracy of their recitation according to *tajwīd*, their discipline in memorization, and their application of values in daily life. The teacher provides simple scoring guidelines for each aspect, enabling students to assign scores or answer reflective questions independently. The results are then reviewed by the teacher to assess students' learning awareness, provide feedback, and determine the next instructional steps. This method encourages students to become more active and aware of their learning progress, as they are directly involved in the evaluation process.²⁶
- b. Multimedia-based evaluation is conducted by creating interactive digital questions such as multiple-choice, fill-in-the-blank, and short-answer items displayed through platforms like Wondershare Quiz Creator. Students complete the questions using a computer or smartphone, while the system automatically records scores and errors. Teachers may also add *murottal* audio or Hadith recitation videos to assess understanding and skills in a more engaging way. This digital format simplifies data processing, allows repeated practice, and accurately measures students' competencies, while simultaneously increasing learning motivation due to its interactive and fast-paced nature.²⁷
- c. Holistic evaluation is carried out through observation and analysis of students' behavior in the classroom and school environment. Teachers do not rely solely on written tests but also assess contextual understanding, critical thinking skills, and students' actual behavior. For example, the teacher provides a scenario or real-life case and asks students to interpret it based on relevant Qur'anic verses or Hadith. The assessment includes analysis, creativity, and internalization of values, allowing teachers to evaluate the integration of knowledge, attitudes, and religious practice not merely memorization.²⁸
- d. Evaluation of the cognitive, affective, and psychomotor domains is carried out by combining written tests for the cognitive aspect, behavioral observation for the affective aspect, and performance assessments for

²⁶Uswatun Hasanah, dkk, "Analisi Instrumen Penilaian Diri Pada Mata Pelajaran Al-Qur'an Hadits di Kelas VII Madrasah Tsanawiyah Raudhatul Iman," *UIN Raden Fatah Palembang* Vol. 7 No. 1 (2025): 75–84, <https://doi.org/10.19109/pairf.v7i1.23286>.

²⁷Rizki Arief Efendi, et al., "Pengembangan Instrumen Evaluasi Pembelajaran Pendidikan Agama Islam Berbasis Multimedia engan Menggunakan Wondershare Quiz Creator Di SMA Se Kabupaten Tapanuli Tengah," *Jurnal MUDARRISUNA* Vol. 14 No. 4 (2024): 488–502, <https://doi.org/10.22373/jm.v14i4.24099>.

²⁸Boini, et al., "Pengembangan Instrumen Penilaian Autentik pada Pembelajaran," *At Turots* 5 (2023): 799–806, <https://doi.org/10.51468/jpi.v5i1.436>.

the psychomotor aspect. For example, after studying a surah, the teacher assesses students' recitation skills (psychomotor), their reflections and attitudes toward the values contained in the surah (affective), and their understanding of its meaning (cognitive). This evaluation is conducted repeatedly using clear rubrics so that the results accurately reflect students' overall development.²⁹

- e. HOTS-based (Higher Order Thinking Skills) evaluation is carried out by preparing questions that encourage students to analyze, evaluate, or generate new ideas based on Qur'anic verses or Hadith. For example, students may be asked to relate the Hadith on mutual help to social phenomena at school and design creative solutions. The teacher assesses the responses using a rubric that emphasizes the accuracy of arguments, the quality of analysis, and creativity. This approach enables the evaluation to measure not only memorization but also deep understanding and students' critical thinking abilities.³⁰

F. Conclusion

The development of Qur'an–Hadith learning in Madrasah Tsanawiyah (MTs) is an essential and urgent need to enhance the quality of religious education in an era shaped by modern technology. Findings indicate that the learning process must be developed holistically, covering cognitive, affective, and psychomotor domains. This ensures that students not only understand Qur'anic verses and hadith texts but are also able to internalize and practice their values in daily life.

In terms of content development, learning materials must align with the curriculum, students' characteristics, and contemporary advancements in science and technology. Contextual and thematic approaches have been proven effective in helping students comprehend Qur'anic and hadith values more deeply and practically. Regarding instructional methods, innovation is necessary. Approaches such as *talaqqi*, cooperative learning, audio-visual techniques, problem-based learning, storytelling, and the use of interactive technology have been shown to increase students' motivation, participation, and critical thinking skills, making the learning experience more engaging and meaningful.

Instructional media also play a significant role in improving learning effectiveness. The use of digital media such as Android-based applications, videos, Canva, Quizizz, Prezi, and Autoplay has been shown to enhance students' interest and understanding, as these tools align with the learning preferences of the digital generation. Effective media should be practical, relevant, easy to use, and capable of clarifying learning content. In the area of assessment, Qur'an–Hadith learning requires comprehensive evaluation techniques that measure knowledge, attitudes, and skills. Assessment should not rely solely on memorization tests but also include self-assessment, multimedia-based evaluation, behavioral observation, and HOTS-oriented questions to measure students' analytical abilities and their application of Islamic values in real-life contexts, overall, the integrated development of learning materials, methods, media, and evaluation will produce Qur'an–Hadith learning that is more

²⁹ Halwa Anjumi et al., "Konsep Pengembangan Instrumen Penilaian Afektif Pada Mata Pelajaran Pendidikan Agama Islam Di SD Islam Nusantara," *MATEANDRAU* 3, no. 1 (2024): 158–72, <https://doi.org/10.55606/mateandrau.v3i1.1978>.

³⁰ Afini Nurul Hidayat et al., "Pengembangan Instrumen Penilaian Bentuk Multiple Choice Berbasis HOTS pada Mata Pelajaran Pendidikan Agama Islam di SMPN 1 Ujung Batu Rokan Hulu," *Pendas* 09 (2024): 252–65, <https://doi.org/10.23969/jp.v9i03.15912>.

effective, relevant, and interactive, and aligned with current educational needs. This development also strengthens the role of teachers as innovators who create high-quality learning experiences to shape competent students and achieve the goals of religious education.

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