



Making Use of Multimedia in Learning Alquran for Early Childhood

Hidayatu Munawaroh¹, Afifah Eka Yulia Widiyani¹,
Nikmatul Chasanah¹, Mohammad Fauziddin²

¹Faculty of Education and Teaching, Universitas Sains Alquran (UNSIQ) Jawa Tengah, Indonesia

²Faculty of Science Education, Universitas Pahlawan Tuanku Tambusai, Indonesia

✉ hidayatmunawaroh@ynsiq.ac.id *

Article Information:

Received December 12, 2021

Revised February 25, 2022

Accepted March 4, 2022

Keywords: *Multimedia, Quran learning, early childhood*

Abstract

The study aims to design and analyze the effects of multimedia use on the Quran study for young children. Research takes place through two stages. First, using the method of Research and Development (R & D) to design the media to be used. Second: A quantitative method with a type of correlation to see how the use of media to learners in the study of the Koran will affect them. To produce properly functional and operational media products, the author tests the validity of two experts in each field. Next, to note the effects of the media use produced, observation was made during the learning process in the class and on the test sheets of the learner's work. Research shows that, first, the resulting media can function and operate properly as a Koran learning medium. Second, the resulting multimedia use has affected learners' learning, which is shown by the increased value of post-test participants to 2.73 from a previously pre-test score of 2.07. Even the sharpness of the learning result reached 80%, indicative of a significant increase of 0.66. Referring to the results of this study, the multimedia produced could be used as one of the alternatives for teachers in the Quran study for young children.

INTRODUCTION

In the last few months, the public has been shocked by the presence of the coronavirus (COVID-19), especially in Indonesia. The impact of the coronavirus itself on the world of education is the issuance of learning from home or online. The emergence of covid-19 in 2019 seemed to accelerate the implementation of the industrial era 4.0 in all aspects of

How to cite:

Munawaroh, H., Widiyani, A. E. Y., Chasanah, N., Fauziddin, M. (2022). Making Use of Multimedia in Learning Alquran for Early Childhood. *Khalifa: Journal of Islamic Education*, 6(1), 1-23.

E-ISSN:

2549-4783

Published by:

Islamic Studies and Development Center Universitas Negeri Padang

human life, including the world of education (Ambarita, 2020; Kaputra et al., 2021) WHO has announced that the virus that started in the city of Wuhan is a global pandemic (Ekyana et al., 2021; Duvanaeva & Kudaiberdieva, 2022). As a result, almost all countries in the world experience deep sadness because of the many victims who died (Goveas & Shear, 2020; Salehudin et al., 2020; Stankovska et al., 2020; Wu, 2020).

Early Childhood institutions in Wonosobo Regency because of the increasing spread of the coronavirus (Hyland et al., 2020; Sher, 2020). For educators themselves, this learning situation is a big challenge, because early childhood is still in the learning stage by playing, and learning depends on the mood (Jennings, 2015; Pyle & Danniels, 2017; Ma'unah et al., 2018). So, the teacher in providing this virtual learning must look for creative ideas so that children are interested in learning, especially learning the Qur'an (Mursyida & Ismet, 2019; Sulastri, 2019).

Early childhood is a unique figure who is the dream of parents, hopes to grow and develop into pious and pious humans as the hopes and desires of all parents, children who are obedient in worship and become child figures with character are instilled from an early age (Amilda, 2017; Elkhaira et al., 2020). Children's character is developed through habituation and example the efforts of parents from an early age to place children in early learning to memorize short verses (Cahyaningrum et al., 2017; Retnowati, 2019).

However, not all early childhood children get the opportunity to take basic Qur'anic education from an early age even since toddlers get Qur'an education, many factors can cause this, although as a motivating factor in children, namely the cultivation of Islamic values. from an early age inculcating character according to the perspective of the Qur'an Hadits (Fitri, 2018; Khalimah & Prasetyo, 2022; Syafril et al., 2021).

The Qur'an is the holy book of Muslims that must be studied by every Muslim, learning the Qur'an can be done anywhere, including in Islamic boarding schools (Muhammad, 2019; Novianti, 2019). The Qur'an must be taught to children so that children are able to read and know the meaning of the Qur'an for the provision of his life later. Educating children is the responsibility of parents because learning the Qur'an can be done from an early age with a concept that has been prepared and can clearly be applied (Hayati, 2020; Rustini, 2018).

Learning the Qur'an from an early age and toddlers is a program that places children from an early age to be able to recognize the Qur'an, an important factor is sincere intentions and prayers in memorizing the Qur'an into early childhood education that is appropriate to be taken by the method according to the child's growth and development Hidayah, (2018), pay attention to several ways in memorizing the Qur'an, namely by adding memorization and repeating memorization Susianti, (2016), inseparable from teacher guidance and assistance by parents in order to obtain maximum results and to achieve learning objectives, the methods used in the teacher's way of exemplifying how to pronounce *makharijul huruf* or where the letters are issued, the teacher can also model the sounds of the hijaiyah letters so that all children who learn tahfidz can

immediately imitate the letters or verses of the Qur'an.

Emotional and social motivation in children are important factors in children's success in learning, the role of parents' motivation in learning the Qur'an in early childhood, children's learning motivation during the Covid-19 pandemic, in the end, there are disturbances in learning (Efastris & Suharni, 2020). The learning process causes several changes that affect students' learning motivation where the new conditions that must be faced by these students have an impact on students' learning motivation (Munir & Sholehah, 2021).

Early childhood is a unique figure who is the dream of parents, hopes to grow and develop into good humans as the hopes and desires of all parents, children who are obedient in worship and become child figures with character are instilled from an early age (Hayati & Susanti, 2018; Kaffah, 2020). Children's character is developed through habituation and example the efforts of parents from an early age to place children to learn from an early age to memorize short verses (Cahyaningrum et al., 2017; Retnowati, 2019). However, not all early childhood children get the opportunity to take basic Qur'anic education from an early age even since toddlers get Qur'an education, many factors can cause this, although as a motivating factor in children, namely the cultivation of Islamic values. from an early age inculcating character according to the perspective of the Qur'an Hadits (Fitri, 2018; Khalimah & Prasetyo, 2022; S. W. Y. Lee et al., 2022).

The Qur'an is the holy book of Muslims that must be studied by every Muslim, learning the Qur'an can be done anywhere, including in Islamic boarding schools (Çallk, 2013; Rustini, 2018; Hidayati et al., 2019). The Qur'an must be taught to children so that children are able to read and know the meaning of the Qur'an for the provision of his life later (Latifah, 2021; Marhum & Lasawali, 2022). Educating children is the responsibility of parents because learning the Qur'an can be done from an early age with a concept that has been prepared and can clearly be applied (Rustini, 2018; Sobron & Bayu, 2019; Hayati, 2020).

Learning the Qur'an for Early Childhood is A learning designed in such a way as to shape the character of students in accordance with the teachings of the Qur'an, who are devoted to His Lord, who are intelligent and have the skills of students who have character but believe in Allah SWT. Learning the Qur'an in early childhood is meant to provide stimulation for children to learn the Qur'an with appropriate methods. Introducing the Qur'an to children from an early age is referred to as Optimizing intelligence is possible if from an early age the child has received the right stimulation for brain development. Colina & Listiana, (2021), as for the purpose of learning the Qur'an in early childhood, this can be related to the purpose of Islamic education is to instill piety and morals and uphold the truth in order to form virtuous human beings according to Islamic teachings. The learning implemented during the COVID-19 period has answered the demands of the industrial era 4.0 or the digital era which is marked by the use of technology.

The use of technology (science and technology) has been widely

used to solve problems in people's lives, including problems in the field of education (Ambarita, 2020). However, the research conducted the progress of science and technology was considered unable or not widely used to grow the morale of its users (Engkizar et al., 2018). This statement is further strengthened by Ningrum who says that technological advances are very much abused by teenagers (students) for things that are less useful (Ningrum, 2015).

Learning using interactive multimedia Powerpoint by using interesting animations for early childhood in learning the Qur'an, with fun games for children in it introduces children related to recognizing and mentioning hijaiyah letters, short hadits, which are designed to be fun through multimedia so that children happy and easy to get information (Shodiq et al., 2021). Based on previous research that children's understanding of learning the Qur'an is only memorizing and imitating using audio-visual media, it is significantly better when compared to groups of children who are taught by conventional learning. Therefore, using media that makes children happy and Interesting activities will make children quickly accept new knowledge, one of which is using interactive multimedia (Sulastri, 2019).

The development of technology today is very influential on the development of the child's brain (Chusna, 2017; Novitasari, 2019; Rahmawati, 2020; Subarkah, 2019; Uliyah & Isnawati, 2019). Learning methods are all computerized, easy to use, more interesting for children, and can be applied as a tool for teaching and learning activities (Kaffah, 2020; Yusnita et al., 2018). Learning about the universe still uses conventional and less interesting methods so that children get bored and do not understand what is being said be delivered (Gobel et al., 2022; Meidawati, 2019).

According to Mulyaningsih, teachers should always increase their role in the teaching and learning process by increasing knowledge, understanding, and experience by applying more creative learning methods with interesting materials so that they will motivate children to take part in the learning (Bennett & McWhorter, 2021). Gradually it is necessary to apply to learn using modern technology, even though at home each child has been introduced to gadgets first, so the teacher just needs to hone the child's abilities through learning applications (Engkizar, Alfurqan, et al., 2018; Gunawan et al., 2019; Khotimah et al., 2021; McWhirter & McWhirter, 2008).

Mentioned that with the widespread use of the internet, children get to know more of its users at a young age, while there is an increasing number of teachers designing learning activities that utilize internet services. In this direction, teachers need practical examples learning activities (Fesakis et al., 2011). The activity is intended to teach preschool children geometric concepts using communication tools from the internet that are adapted to developmental stages (Keren & Fridin, 2014). In Kindergarten education, several studies have been conducted that state that well-designed digitalization of education for educational activities can be an important educational tool for effective and efficient learning,

especially in the area of early literacy skills (Goveas & Shear, 2020; Hai, 2017; Hyland et al., 2020; Kokkalia et al., 2019; Stankovska et al., 2020).

Through computers based on children's tasks with real-world simulations, using cognitive mechanisms gradually build knowledge because technology provides situational and visual cues that allow children to think, work, interact, collaborate, create, and ultimately learn (Sulastri, 2019). From this, we can understand that the use of the internet without adult assistance will cause children to access sites that are not useful for children and tend to damage children's morale (Ngafifi, 2014). Thus, it is necessary to increase the role of adults to control internet use. This research is important to do in addressing the development of learning methods using more modern learning technology (Anggilia et al., 2021; Colina & Listiana, 2021; Mustaffa et al., 2020).

In relation to efforts to achieve learning objectives, learning media has a very important role (Sanjani, 2020; Suryadi, 2019; Tafonao, 2018). Learning media is a means that can help the learning process because it is related to the senses hearing and sight. Learning media can help teachers bring the outside world into the classroom (Norhayati et al., 2018; Qumillaila et al., 2017; Suwanto et al., 2021; Zega, 2022). That way, ideas that are abstract and foreign (remote) are concrete and easy to understand by students. The problem that occurs in the field is that many educators have not been able to optimize existing technology to realize learning that involves technology-based learning media such as computers. By utilizing Microsoft PowerPoint which is a default application on laptops and computers, educators can create interesting learning media that can be used in learning systems like today so that children do not get bored in learning (Fahrozi & Budiono, 2022). This research is important to do in responding to the development of learning methods using more modern learning technology, especially in learning the Qur'an in Early Childhood (Al-Kumaim et al., 2021).

The Qur'an is the first source of knowledge and life guidelines for Muslims which is used as a legal reference (Akbar & Gantaran, 2022; Iryani, 2017; Muhammad, 2019; Tamlekha, 2021). The main points of the Shari'ah that relate between creatures and their creator and the rules of every aspect of social life, the relationship between humans and themselves, humans or other humans and the environment, are all contained in the Qur'an (Badiozaman et al., 2022). Sticking to the Qur'an can lead people to happiness in the world and the hereafter because the Qur'an is able to guide people on the right path (Retnowati, 2019). The awareness of some parents about the importance of controlling the development of learning and the ability to read the Qur'an and learn hadits from an early age is currently decreasing, this is due to busyness, environmental factors, peers, the influence of gadgets, and the inability of parents which are used as reasons for relinquish responsibility and surrender entirely to the school (Chairilsyah, 2020; Ekyana et al., 2021; Keskin & Yurdugül, 2020; Ma'unah et al., 2018; Sher, 2020).

On the other hand, the process of learning the Qur'an by utilizing media in the form of interactive games is rarely used by early childhood

education programs teachers because the learning is still conventional memorization. Based on this phenomenon, creates anxiety for teachers and parents so the authors are interested in developing an interactive game "Abatasa" which is used in learning the Qur'an in early childhood. The use of interactive game media is used as a supporting tool in the process of memorizing the Qur'an in early childhood. One of the media that can be used is an interactive game that is designed with an attractive appearance in terms of colors, images, and fun for children. Learning media is a medium or something that is used to convey messages or lesson content raises curiosity, and attention, and triggers students' abilities so that they can help the learning process (Fahira, 2022; Jennings, 2015; Mustajab et al., 2021).

The development of fun learning media can create educative interactions between educators and students, so as to achieve learning goals that pay attention to the emotions of students and can foster student creativity in learning, a fun learning approach called interactive games to Quran learning for early childhood (Novariana, 2021; Susilawati et al., 2023). A fun learning process will be easier to implement, especially by juxtaposing a learning process that utilizes media with entertainment. Learning methods that are all-computerized, easy to use, more interesting for children, and can be applied as a tool for teaching and learning activities one of which is learning the Qur'an and hadits (Kaffah, 2020). High, each education unit applies distance learning in order to maintain and break the chain of the spread of the Covid-19 virus. All habits change, as well as lessons that must be applied and of course, must continue so that school children can still learn and improve their academic abilities (Maryanti et al., 2020).

All children who attend school have the same right to continue to receive learning activities provided by the teacher (Desrani & Juami, 2022; Tanaka & Matsuzoe, 2012). Even at the PAUD level, during the Covid-19 virus emergency pandemic, it is very possible to continue to carry out distance learning (Ali, 2020; Osman, 2020). With the increasingly sophisticated technology, IT-smart teachers and parents are increasingly following IT developments (Aktan et al., 2022; Mangione & Cannella, 2021; Tariq et al., 2020). PAUD children also have the right to continue to participate in learning activities during the Covid-19 virus pandemic because they are also part of compulsory education, and of course so that parents who send their children to PAUD institutions have their rights fulfilled (Pramling Samuelsson et al., 2020; Schirone & Quadrelli, 2022). It is not an easy thing, but it is very possible to carry out learning for PAUD children (Setiawan & Rasyidi, 2020).

LITERATURE REVIEW

Education is the most important part of life which at the same time distinguishes humans from other creatures (Fatoni, 2020; Haderani, 2018). Animals also "learn" but animals are determined by their instincts, while humans through learning mean a series of activities leading to maturity in order to lead a more meaningful life. Through education,

humans can be educated, nurtured, and develop their potential. So, education serves to prepare students to face the increasingly rapid technological developments that require reliable human resources, who have the ability and skills as well as high creativity (Ngurah, 2021; Syamsuar & Reflianto, 2019).

Education plays an important role in human life, namely the Qur'an, because the Qur'an is one of the lessons that teach how to behave in accordance with the teachings of Islam (Fawaid, 2018; Muharram et al., 2021; Nahrowi et al., 2018; Syarifah et al., 2022). Another thing that is no less important is that the Qur'an provides basic lessons and guidance related to worship (*hablum minallah*), and relationships with fellow human beings (*hablum minannas*) (Dwiputro, 2022). To create an effective and efficient Qur'an there must be management good education. Learning activities in schools should ideally lead to the independence of students in learning, learning will run well if the interaction process between educators and students goes well (Nugroho, 2017; Tri et al., 2021). The Qur'an is a conscious and planned effort in preparing students to recognize, understand, and believe, pious and have a noble character in practicing the teachings of Islam from the main source of the holy book Al-Qur'an and Al-Hadith, through mentoring teaching, training, and the use of experience (Nerubasska et al., 2020; Pyle & Danniels, 2017).

Accompanied by demands to respect adherents of other religions in relation to inter-religious harmony in society so that national unity and unity are realized (Tambak et al., 2021). In an effort to prevent the spread of Covid-19, WHO recommends temporarily stopping activities that have the potential to create a crowd (Vu Anh & Le Quoc, 2019). For this reason, conventional learning which gathers many students in one room needs to be reviewed for its implementation. Learning is carried out with scenarios that are able to minimize physical contact between students and other students, or students and educators (Nahrowi et al., 2018).

It is emphasized in many writings and good religious advice, that an activity to study the Qur'an is not only done by adults but can be done by all ages, even early childhood, and toddlers. Therefore, children need to be taught, introduced, and guided by the Qur'an from an early age because the Qur'an is a basic guideline as a foundation that is implanted so that later in life, children have the power of religious basics that are not easily provoked and carried away. By immorality and sin even the bad development of the world (Adi, 2021; Darlan et al., 2021; Wu, 2020).

In addition to the above, it should also be emphasized that in order to maintain the sustainability and purity of the Qur'an in this world, it is by presenting and printing the memorizers of the Qur'an, as stages of AUD character education the role of parents in instilling AUD character, character education in early childhood (Amilda, 2017; Desrani & Juami, 2022; Fitri, 2018; Kasmar et al., 2019).

In learning to memorize in early childhood and even toddlers, it must use the right media, as in previous research that the media has an important role in learning especially in developing reading skills for early childhood, the use of media in memorizing al- Qur'an (Hidayati et al.,

2019; Mursyida & Ismet, 2019). In the implementation of distance learning, there are some children who are still not used to memorizing and doing assignments so they don't want to do it the use of multimedia in learning can be applied with good to see the capabilities and user experience on multimedia (Fahira, 2022; Putra & Syafrudin, 2020; Salehudin et al., 2020).

METHODS

This research approach is a Research and Development (R&D) approach, namely development research as a systematic study of the design, development, and evaluation of programs, processes, and learning products that must meet the criteria of validity, practicality, and effectiveness. The development procedure used in The ADDIE model has five stages to create a product, namely Analyze, Design, Develop, Implement, and Evaluate (azmi & Musayyidi, 2022; Branch, 2010; Novianti, 2019; Sulastri, 2019). At each stage of the procedure, there are provisions that must be carried out, each stage in ADDIE cannot be skipped or does not follow the step procedure. The stages in ADDIE must be carried out in a coherent manner (Lee et al., 2019).

Data collection techniques in this study, included i) Through interviews with teachers to find out more in-depth things about the difficulties in delivering Qur'anic learning materials; ii) Data collection at the time of observation was obtained through observations made by researchers and teachers using the instrument checklist model observation sheet; iii) Documentation is a record of events, can be in the form of writing, photos, audio or video recordings (Eriyanti et al., 2020).

Data analysis techniques used in this study are as follows: i) Knowing how to learn Islamic Religion Alqur'an and Hadits which have been carried out using observation and interview guides; ii) Formulating an interactive game model "Abatasa" using a PowerPoint program using moving animation and supporting applications in it; iii) Knowing how effective the interactive game "Abatasa" is in learning the Qur'an in early childhood using descriptive and quantitative analysis techniques with rubrics and score scores; iv) The test is to determine the level of children's understanding of the learning material that has been delivered, the test is carried out using Worksheets Children (LKA) which contains material that is suitable for learning.

RESULT AND DISCUSSION

The research yielded the following findings; first, interactive multimedia design for learning the Qur'an for students. The advantage of this media is that early childhood can be more active through sounds, pictures, videos and interactive questions. Through the existing facilities, early childhood is required to do the tasks in stages. The preparation of interactive multimedia learning media formats includes determining software applications, basic layouts, backgrounds, color selection, font types, animations, sounds, images, and videos.

The type of software used in operating this interactive multimedia

is power points with interesting animations for students. When this interactive multimedia application is opened, the opening page contains the sub-themes of Learning the Qur'an and the types of games or games, when clicked on one of the sub-themes a game or activity will appear that students will do consisting of guessing pictures, puzzles with hijaiyah letters and hadits, looking for traces of places of worship, compiling and mentioning hijaiyah letters, with fun designs so that the visual aspects of children develop because of early childhood what the child sees he will do.

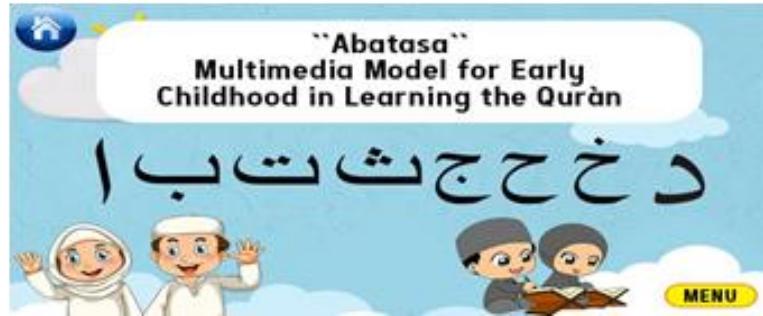


Fig 1. Multimedia cover design

This multimedia is arranged based on the theme of learning to the Qur'an for early childhood, namely the letters hijaiyah and dah hadith which are packaged in an interactive game.



Fig 2. Choice of Alquran learning themes and menu

In this interactive multimedia, there are three (3) game options, namely maze, selecting images, and puzzles by pressing the desired image which will go directly to the intended game choice. students choose to continue the next game menu.



Fig 3. Games option menu

The game menu choices consist of looking for traces, students help show the way to the place of worship.



Fig 4. Display of Game Options Looking for Traces

Students operate multimedia games looking for traces, when students succeed, they will get a reward in the form of a "Wow, you're cool" display.



Fig 5. when students succeed will get a reward

On the other hand, if it is not correct, you will get an "Oops, try again" image display, and so on with other types of games.



Fig 6. When students have not succeeded

Display Options Multimedia Interactive Game Guess and Say Hijaiyah letters



Fig 7. Hijaiyah letter game

The display of the hijaiyah letter puzzle game by the way the child chooses and then clicks on the column that matches the example so that it becomes the perfect hijaiyah letter arrangement.



Fig 8. Hijaiyah letter puzzle game

The display of the game sorts the procedures for the sequence of ablution by means of the child choosing the sequence of ablution activities on the image by clicking.



Fig 9. Hijaiyah letter puzzle game

The second finding is that the implementation of interactive multimedia in learning the Qur'an is effective in improving the learning process in the classroom. This is indicated by the level of mastery of students' concepts is better. Calculations to determine the effectiveness of learning outcomes between learning before developing interactive multimedia learning media (pre-test) and after being developed (post-test) for learning the Qur'an by percentage so that it is known the comparison of success before and after developing interactive multimedia learning media.

Table 1. Comparison of pre-test and post-test results

Theme	Values	Category	Amount Learners	
			Pretest	Post-test
Qur'an Learning	***	Very Well Developed	5	12
	**	Growing As Expected	6	2
	*	Start Growing	4	1
	#	Undeveloped	0	0

Based on table 1, it is known that after the post-test, children are able to understand the learning of the Qur'an by exceeding the target. There is a child with a low score because the child did not complete the lesson so he did not understand the task given due to crying in class.

Based on the results of the T-test, the following data were obtained

Table 2. Test results average T-Test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre	2.07	15	.799	.206
	Pos	2.73	15	.594	.153

Based on table 2, it can be explained that the average value for the pre-test is 2.07 and the post-test is 2.73 from a total of 15 respondents with a standard deviation of 0.799 for the post-test and 0.594 for the pre-test.

Table 3. T-Test test results

		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	Mean	Std. Deviation	Std. Error Mean	
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper
Pair 1	pre-pos	-.667	.724	.187	-1.067	-.266	3.568	14	.003

Based on Table 3, it can be explained that the value of count (3.568) > table (1.75) so it can be concluded that there is a difference in influence between the post-test and pre-test.

The results of research on learning the Qur'an at early childhood education institutions in Wonosobo are, with an attractive appearance through interactive multimedia presenting images or animations so that children are more interested and make it easier for children to understand and participate in learning activities. Learning the Qur'an using interactive games makes learning fun for children. The results of the study obtained that the average pre-test score of students' learning outcomes was 2.07 from a maximum score of 3.0. While the average post-test score of

student learning outcomes is 2.73 from a maximum score of 3.0 after testing its effectiveness through calculations in order to test the effectiveness of the difference in learning outcomes between pre-test and post-test, the low category is 6.6%, the medium category is 13.3%, 80% high category. These data indicate that there are differences in learning outcomes between learning with interactive multimedia and before developing interactive multimedia. The data from the pre-test results from 2.07 to 2.73 in the post-test value, indicating a significant increase.

The utilization of information and communication technology also needs to be done to improve the efficiency and effectiveness of learning. Çallk, (2013) research shows that the use of technology in learning is able to increase the effectiveness of learning because it can make students more active and confident. in learning. The utilization of technology-based learning media is very useful to facilitate students in learning and make learning more interactive, effective, and interesting (Munir & Sholehah, 2021).

Learning media with interactive multimedia is in the form of games that contain programs that can interact with users with the help of computers or laptops. Learning the theme of the universe in early childhood uses one of the learning media to make it easier for students to understand the message conveyed by using interactive multimedia. This interactive multimedia-assisted learning seeks to make students better understand, understand, be active, and apply it in everyday life. Manikowati in her research concludes that by using multimedia teachers become more professional. Communication between teachers and children can be established well. Children become more focused, enthusiastic, and interested in learning. Children can express ideas and feel happy with objects displayed in learning multimedia.

The results of interactive multimedia-assisted learning in the Qur'an learning process at early childhood education institutions in Wonosobo are: 1) Early childhood is easier to remember learning content when shown certain images and sounds that attract attention. Audio-visual services in interactive multimedia will help students to form long-term memory images in their minds; 2) Learning media with interactive multimedia in the Alqur'an learning process provides new variations for students, namely being more active in participating in learning; 3) Interactive multimedia can help form interactive responses in the learning process because every student gets the opportunity to be responded to directly in interactive multimedia games.

CONCLUSION

The interactive multimedia game design "Abatasa" in learning the Qur'an produced in this study is in the form of a game that can be stored on a computer or laptop. The implementation of the interactive multimedia game "Abatasa" results in improving the learning process of the Qur'an in the classroom. This is indicated by the level of mastery of students' concepts is better. Calculations to determine the effectiveness of learning outcomes between learning before developing interactive

multimedia learning media are indicated by a value (pre-test 2.07) and after being developed it produces a value (post-test 2.73) with complete learning outcomes reaching 80%.

REFERENCES

- Adi, H. C. (2021). Improved the ability to read the Quran for slow learner students in Yogyakarta: Single case research approach. *Journal of Islamic Education and Innovation*, 2(1), 59. <https://doi.org/10.26555/jiei.v2i1.1476>
- Akbar, F., & Gantaran, A. (2022). Penerapan Teori Belajar Behavioristik dalam Proses Pembelajaran PAI. *Darajat: Jurnal Pendidikan Agama Islam*, 5(2), 139–148. <https://doi.org/10.58518/darajat.v5i2.1413>
- Aktan, A. E., Brownjohn, J. M. W., Moon, F. L., Sjoblom, K. J., Bartoli, I., & Karaman, S. G. (2022). Civil engineer for urban livability, sustainability and resilience. *Sustainable and Resilient Infrastructure*, 7(5), 480–491. <https://doi.org/10.1080/23789689.2021.1937776>
- Al-Kumaim, N. H., Alhazmi, A. K., Mohammed, F., Gazem, N. A., Shabbir, M. S., & Fazea, Y. (2021). Exploring the impact of the covid-19 pandemic on university students' learning life: An integrated conceptual motivational model for sustainable and healthy online learning. *Sustainability (Switzerland)*, 13(5), 1–21. <https://doi.org/10.3390/su13052546>
- Ali, M. (2020). Pembelajaran Bahasa Indonesia Dan Sastra (Basastra) Di Sekolah Dasar. *PERNIK : Jurnal Pendidikan Anak Usia Dini*, 3(1), 35–44. <https://doi.org/10.31851/pernik.v3i2.4839>
- Ambarita, J. (2020). Workshop Pembuatan E-book Sebagai Bahan Ajar Elektronik Interaktif Untuk Guru Indonesia Secara Online di Tengah Covid 19. *Community Engagement and Emergence Journal (CEEJ)*, 2(1), 44–57. <https://doi.org/10.37385/ceej.v2i1.136>
- Amilda, A. (2017). Pembentukan Karakter Anak Usia Dini Melalui Pembiasaan. *Raudhatul Athfal: Jurnal Pendidikan Islam Anak Usia Dini*, 1(2), 95–102. <https://doi.org/10.19109/ra.v1i2.2684>
- Anggilia, M., Purnomo, J. H., & Hidayati, N. N. (2021). Implementasi Etika Bisnis Islam Dalam Pengelolaan Hcg (Hikma Collection Group) Di Pondok Pesantren Miftahul Hikmah Karang Kecamatan Parengan Kabupaten Tuban. *LISAN AL-HAL: Jurnal Pengembangan Pemikiran Dan Kebudayaan*, 15(2), 265–300. <https://doi.org/10.35316/lisanalhal.v15i2.1344>
- azmi, M., & Musayyidi, M. (2022). Metodologi Studi Islam. In *Kariman: Jurnal Pendidikan Keislaman* (Vol. 10, Issue 2). Pustaka Setia. <https://doi.org/10.52185/kariman.v10i2.239>
- Badiozaman, A., Fatimawati, I., Segar, A. R., & Hii, J. (2022). A pilot evaluation of technology –Enabled active learning through a Hybrid Augmented and Virtual Reality app. *Innovations in Education and Teaching International*, 59(5), 586–596. <https://doi.org/10.1080/14703297.2021.1899034>
- Bennett, E. E., & McWhorter, R. R. (2021). Virtual HRD's Role in Crisis

- and the Post Covid-19 Professional Lifeworld: Accelerating Skills for Digital Transformation. *Advances in Developing Human Resources*, 23(1), 5–25. <https://doi.org/10.1177/1523422320973288>
- Branch, R. M. (2010). Instructional design: The ADDIE approach. In *Instructional Design: The ADDIE Approach* (Vol. 722). Springer Science & Business Media. <https://doi.org/10.1007/978-0-387-09506-6>
- Cahyaningrum, E. S., Sudaryanti, S., & Purwanto, N. A. (2017). Pengembangan Nilai-Nilai Karakter Anak Usia Dini Melalui Pembiasaan Dan Keteladanan. *Jurnal Pendidikan Anak*, 6(2), 203–213. <https://doi.org/10.21831/jpa.v6i2.17707>
- Çallk, M. (2013). Effect of technology-embedded scientific inquiry on senior science student teachers' self-efficacy. *Eurasia Journal of Mathematics, Science and Technology Education*, 9(3), 223–232. <https://doi.org/10.12973/eurasia.2013.931a>
- Chairilisyah, D. (2020). The Teaching of Reading The Qur'an In Early Childhood. *Raudhatul Athfal: Jurnal Pendidikan Islam Anak Usia Dini*, 4(2), 192–206. <https://doi.org/https://doi.org/10.19109/ra.v4i2.6800>
- Chusna, P. A. (2017). Pengaruh Media Gadget Pada Perkembangan Karakter Anak. *Dinamika Penelitian: Media Komunikasi Sosial Keagamaan*, vol 17(no 2), 318. <https://doi.org/10.21274/dinamika.2017.17.2.315-330>
- Colina, N., & Listiana, A. (2021). Al-Quran Based Learning in Early Childhood Education . *Proceedings of the 5th International Conference on Early Childhood Education (ICECE 2020)*, 538, 19–22. <https://doi.org/10.2991/assehr.k.210322.005>
- Darlan, D., S. Pettalongi, S., & Rustina, R. (2021). The Roles of Islamic Education in Building Students' Character within Indonesia Public Schools. *International Journal of Contemporary Islamic Education*, 3(2), 21–39. <https://doi.org/10.24239/ijcied.vol3.iss2.37>
- Desrani, A., & Juami, R. (2022). Pembelajaran Tahfidz Al-Qur'an: Studi Komparasi di SMP Plus Babussalam Bandung dan Pondok Pesantren Tahfidz Yatim Dhuafa Al-Afiyah Bandung. *Al-Fahmu: Jurnal Ilmu Al-Qur'an Dan Tafsir*, 1(1), 36–45. <https://doi.org/10.58363/alfahmu.v1i1.10>
- Duvanaeva, K. T., & Kudaiberdieva, A. B. (2022). Advantages and Disadvantages of Using New Technologies in Online Education. *Bulletin of Osh State University*, 19(2), 165–170. https://doi.org/10.52754/16947452_2022_2_165
- Dwiputro, R. M. (2022). Pembelajaran Pendidikan Agama Islam berbasis Blended Learning di Sekolah Menengah Atas. *Tawazun: Jurnal Pendidikan Islam*, 15(2), 339. <https://doi.org/10.32832/tawazun.v15i2.8597>
- Efastri, S. M., & Suharni, S. (2020). Peran Orangtua terhadap Kesiapan Sekolah Taman Kanak-Kanak pada Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 559. <https://doi.org/10.31004/obsesi.v5i1.454>
- Ekyana, L., Fauziddin, M., & Arifiyanti, N. (2021). Parents' Perception:

- Early Childhood Social Behaviour During Physical Distancing in the Covid-19 Pandemic. *JPUD - Jurnal Pendidikan Usia Dini*, 15(2), 258–280. <https://doi.org/10.21009/jpud.152.04>
- Elkhaira, I., Audina B.P., N., Engkizar, E., K., M., Arifin, Z., Asril, Z., Syafril, S., & Brita Deborah Mathew, I. (2020). Seven Student Motivations for Choosing the Department of Early Childhood Teacher Education in Higher Education. *Al-Athfal : Jurnal Pendidikan Anak*, 6(2), 95–108. <https://doi.org/10.14421/al-athfal.2020.62-01>
- Engkizar, E., Alfurqan, A., Murniyetti, M., & Muliati, I. (2018). Behavior and Factors Causing Plagiarism Among Undergraduate Students in Accomplishing The Coursework on Religion Education Subject. *Khalifa: Journal of Islamic Education*, 1(1), 98. <https://doi.org/10.24036/kjie.v1i1.8>
- Engkizar, E., Muliati, I., Rahman, R., & Alfurqan, A. (2018). The Importance of Integrating ICT Into Islamic Study Teaching and Learning Process. *Khalifa: Journal of Islamic Education*, 1(2), 148. <https://doi.org/10.24036/kjie.v1i2.11>
- Eriyanti, F., Engkizar, E., Alhadi, Z., Moeis, I., Murniyetti, M., Yulastri, A., & Syafril, S. (2020). The Impact of Government Policies towards the Economy and Education of Fishermen’s Children in Padang City. *IOP Conference Series: Earth and Environmental Science*, 469(1), 12057. <https://doi.org/10.1088/1755-1315/469/1/012057>
- Fahira, A. (2022). Pengaruh Penggunaan Video Pembelajaran di Youtube dan Aplikasi Edukasi pada Smartphone dalam Pembelajaran Jarak Jauh pada Anak Usia Dini. *Indonesian Journal of Early Childhood: Jurnal Dunia Anak Usia Dini*, 4(1), 171. <https://doi.org/10.35473/ijec.v4i1.1199>
- Fahrozi, O., & Budiono, H. (2022). Pengembangan Multimedia Interaktif Pada Tema 7 Kelas I Sekolah Dasar. In *Jurnal Tonggak Pendidikan Dasar : Jurnal Kajian Teori dan Hasil Pendidikan Dasar* (Vol. 1, Issue 1, pp. 34–54). <https://doi.org/10.22437/jtpd.v1i1.19616>
- Fatoni, A. (2020). Wawasan Pendidikan (Pendidikan Dan Pendidik). *MIDA: Jurnal Pendidikan Dasar Islam*, 3(1), 65–79. <https://doi.org/10.52166/mida.v3i1.1841>
- Fawaid, A. (2018). Rekonstruksi Peran Guru Melalui Nilai-Nilai Al-Qur’an Di Era Modern. *Al-Ulum : Jurnal Penelitian Dan Pemikiran Ke Islaman*, 5(2), 1–12. <https://doi.org/10.31102/alulum.5.2.2018.1-12>
- Fesakis, G., Sofroniou, C., & Mavroudi, E. (2011). Using the Internet for Communicative Learning Activities in Kindergarten: The Case of the “Shapes Planet.” *Early Childhood Education Journal*, 38(5), 385–392. <https://doi.org/10.1007/s10643-010-0422-0>
- Fitri, A. (2018). Pendidikan Karakter Prespektif Al-Quran Hadits. *TA’LIM: Jurnal Studi Pendidikan Islam*, 1(2), 258–287. <https://doi.org/10.52166/talim.v1i2.952>
- Gobel, E. C. D., Arifin, I. N., & Hardiyanti, W. E. (2022). Pengaruh Media Pembelajaran Real Object Terhadap Minat Belajar Anak Pada Tema Alam Semesta Di TK Kelompok B. *Jurnal Ilmiah Potensia*, 7(2), 162–173. <https://doi.org/10.33369/jip.7.2.162-173>

- Goveas, J. S., & Shear, M. K. (2020). Grief and the COVID-19 Pandemic in Older Adults. *American Journal of Geriatric Psychiatry*, 28(10), 1119–1125. <https://doi.org/10.1016/j.jagp.2020.06.021>
- Gunawan, G., Harjono, A., Sahidu, H., & Gunada, I. W. (2019). Pelatihan Pemanfaatan Teknologi Informasi Bagi Guru Ipa Fisika Di Lombok Barat. *Jurnal Pendidikan Dan Pengabdian Masyarakat*, 2(1), 120–127. <https://doi.org/10.29303/jppm.v2i1.1030>
- Haderani, H. (2018). Tinjauan Filosofis tentang Fungsi Pendidikan dalam Hidup Manusia. *Jurnal Tarbiyah : Jurnal Ilmiah Kependidikan*, 7(1). <https://doi.org/10.18592/tarbiyah.v7i1.2103>
- Hai, K. A. (2017). The Islamic Education Methods in Al-Quran. *Ta'dib: Jurnal Pendidikan Islam*, 22(1), 48–57. <https://doi.org/10.19109/td.v22i1.1621>
- Hayati, A. S. (2020). Peran Orang Tua dalam Meningkatkan Motivasi Belajar Anak Dengan Sistem Daring pada Masa Pandemi di Desa Depokrejo, Kebumen. In *Tasyri` : Jurnal Tarbiyah-Syari`ah-Islamiah* (Vol. 27, Issue 2, pp. 23–32). <https://doi.org/10.52166/tasyri.v27i2.97>
- Hayati, F., & Susanti, Y. (2018). Analisis Pola Asuh Orang Tua di Kelompok A TK Ikal Dolong Banda Aceh. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699. <https://doi.org/10.46244/buahhati.v5i2.572>
- Hidayah, A. (2018). Metode Tahfidz Al-Qur'an Untuk Anak Usia Dini (Kajian Atas Buku Rahasia Sukses 3 Hafizh Quran Cilik Mengguncang Dunia). *Jurnal Studi Ilmu-Ilmu Al-Qur'an Dan Hadis*, 18(1), 51. <https://doi.org/10.14421/qh.2017.1801-04>
- Hidayati, S., Muzakki, M., & Azmy, A. (2019). Implementasi Pembelajaran Tematik Di Raudhotul Athfal Al-Muslimun Kota Palangka Raya. *Al-Mudarris (Jurnal Ilmiah Pendidikan Islam)*, 1(2), 37–50. <https://doi.org/10.23971/mdr.v1i2.1020>
- Hyland, P., Shevlin, M., McBride, O., Murphy, J., Karatzias, T., Bentall, R. P., Martinez, A., & Vallières, F. (2020). Anxiety and depression in the Republic of Ireland during the COVID-19 pandemic. *Acta Psychiatrica Scandinavica*, 142(3), 249–256. <https://doi.org/10.1111/acps.13219>
- Iryani, E. (2017). al-Qur'an dan Ilmu Pengetahuan. *Jurnal Ilmiah Universitas Batanghari Jambi*, 17(3), 66–83. <https://doi.org/10.33087/jiubj.v17i3.403>
- Jennings, P. A. (2015). Early Childhood Teachers' Well-Being, Mindfulness, and Self-Compassion in Relation to Classroom Quality and Attitudes Towards Challenging Students. *Mindfulness*, 6(4), 732–743. <https://doi.org/10.1007/s12671-014-0312-4>
- Kaffah, S. A. (2020). Media Pembelajaran Multimedia Interaktif Mengenai Pengenalan Nama Buah dalam Tiga Bahasa untuk Anak Usia Dini. *Indonesian Journal of Early Childhood: Jurnal Dunia Anak Usia Dini*, 2(2), 95. <https://doi.org/10.35473/ijec.v2i2.542>
- Kaputra, S., Engkizar, E., Akyuni, Q., Rahawarin, Y., & Safarudin, R. (2021). Dampak Pendidikan Orang Tua Terhadap Kebiasaan

- Religius Anak Dalam Keluarga Jama'Ah Tabligh. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 12(2), 249–268. <https://doi.org/10.24042/atjpi.v12i2.9979>
- Kasmar, I. F., Amnda, V., Mutathahirin, M., Maulida, A., Sari, W. W., Kaputra, S., Anwar, F., Taufan, M., & Engkizar, E. (2019). The Concepts of Mudarris, Mu'allim, Murabbi, Mursyid, Muaddib in Islamic Education. *Khalifa: Journal of Islamic Education*, 3(2), 107. <https://doi.org/10.24036/kjie.v3i2.26>
- Keren, G., & Fridin, M. (2014). Kindergarten Social Assistive Robot (KindSAR) for children's geometric thinking and metacognitive development in preschool education: A pilot study. *Computers in Human Behavior*, 35, 400–412. <https://doi.org/10.1016/j.chb.2014.03.009>
- Keskin, S., & Yurdugül, H. (2020). Factors Affecting Students' Preferences for Online and Blended Learning: Motivational Vs. Cognitive. *European Journal of Open, Distance and E-Learning*, 22(2), 72–86. <https://doi.org/10.2478/eurodl-2019-0011>
- Khalimah, E., & Prasetyo, I. (2022). Penanaman Nilai-Nilai Karakter Anak Usia Dini di Wilayah Sekitar Candi Borobudur. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(6), 5722–5733. <https://doi.org/10.31004/obsesi.v6i6.3280>
- Khotimah, S., Kustiono, K., & Ahmadi, F. (2021). Pengaruh Storytelling Berbantu Media Audio Terhadap Kemampuan Menyimak dan Berbicara pada Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(3), 2020–2029. <https://doi.org/10.31004/obsesi.v6i3.1813>
- Kokkalia, G., Drigas, A., Economou, A., & Roussos, P. (2019). School readiness from kindergarten to primary school. *International Journal of Emerging Technologies in Learning*, 14(11), 4–18. <https://doi.org/10.3991/IJET.V14I11.10090>
- Latifah, N. (2021). Pembelajaran Al Qur'an Pada Program Tahfidz Balita dan Anak Usia Dini. *Journal of Instructional and Development Researches*, 1(1), 41–47. <https://doi.org/10.53621/jider.v1i1.17>
- Lee, H. S., Cheng, F. F., Nassir, A. M., Razak, N. H. A., & Har, W. M. (2019). Impacts of globalization on productivity of insurers in Malaysia: An analysis of technical efficiency change and technology change. *ACM International Conference Proceeding Series*, 41(2), 166–171. <https://doi.org/10.1145/3374549.3374569>
- Lee, S. W. Y., Hsu, Y. T., & Cheng, K. H. (2022). Do curious students learn more science in an immersive virtual reality environment? Exploring the impact of advance organizers and epistemic curiosity. *Computers and Education*, 182, 104456. <https://doi.org/10.1016/j.compedu.2022.104456>
- Ma'unah, S., Umamah, N., Sumardi, S., & Afita Surya, R. (2018). The Enhancement of Attractiveness and Effectiveness of History Learning Using Local History Interactive Teaching Material. *American Journal of Educational Research*, 6(11), 1531–1538. <https://doi.org/10.12691/education-6-11-11>

- Mangione, G. R. J., & Cannella, G. (2021). Small School, Smart Schools: Distance Education in Remoteness Conditions. *Technology, Knowledge and Learning*, 26(4), 845–865. <https://doi.org/10.1007/s10758-020-09480-4>
- Marhum, A. M. A., & Lasawali, A. A. (2022). Peran Rumah Qur'an Ihsan dalam Meningkatkan Minat Belajar Membaca Al-Qur'an pada Anak di Kelurahan Tanamodindi Kota Palu. *Jurnal Kolaboratif Sains*, 5(3), 146–154. <https://doi.org/10.56338/jks.v5i3.2369>
- Maryanti, N., Rohana, R., & Kristiawan, M. (2020). the Principal's Strategy in Preparing Students Ready To Face the Industrial Revolution 4.0. *International Journal of Educational Review*, 2(1), 54–69. <https://doi.org/10.33369/ijer.v2i1.10628>
- McWhirter, E. H., & McWhirter, B. T. (2008). Adolescent future expectations of work, education, family, and community: Development of a new measure. *Youth and Society*, 40(2), 182–202. <https://doi.org/10.1177/0044118X08314257>
- Meidawati, S. A. N. B. R. (2019). Persepsi Siswa Dalam Studi Pengaruh Daring Learning Terhadap Minat Belajar Ipa. *SCAFFOLDING: Jurnal Pendidikan Islam Dan Multikulturalisme*, 1(2), 30–38. <https://doi.org/10.37680/scaffolding.v1i2.117>
- Muhammad, Z. (2019). Pentingnya Memahami Al-Qur'an Dan Ilmu the Importance To Understand the Al-Qur'an and Knowledge. *Risalah, Jurnal Pendidikan Dan Studi Islam*, 5(1), 8. https://doi.org/10.31943/jurnal_risalah.v5i1.89
- Muharram, M. S., Priyatna, O. S., & Hakiem, H. (2021). Penerapan Metode Tahsinul Qur'an Pada Siswa Kelas Vii Dalam Kurikulum 2013 Di Smp Islam Assalamah Kota Depok. *JPG: Jurnal Pendidikan Guru*, 2(4), 199. <https://doi.org/10.32832/jpg.v2i4.4788>
- Munir, M., & Sholehah, H. (2021). Student Learning Motivation in Online Learning in the Covid-19 Period. *Madrosatuna: Journal of Islamic Elementary School*, 5(2), 71–77. <https://doi.org/10.21070/madrosatuna.v5i2.1530>
- Mursyida, L. A., & Ismet, S. (2019). Metode Menghafal Alquran Pada Anak Usia Dini di Tahfidz Center Darul Hufadz kota Padang. *Aulad: Journal on Early Childhood*, 2(2), 8–14. <https://doi.org/10.31004/aulad.v2i2.30>
- Mustaffa, F. Y., Salam, A. R., Sharif, N. M., Sirri, A., & Abdullah, A. H. (2020). Needs and Preferences of Qur'anic Arabic Vocabulary Learners Regarding Learning through Qur'anic Arabic Mobile Applications. *International Journal of Psychosocial Rehabilitation*, 24(5), 152–162. <https://doi.org/10.37200/ijpr/v24i5/pr201678>
- Mustajab, M., Rozi, F., Baharun, H., & Maulidiya, H. (2021). The “Sekolah Sak Ngajine” Program; The Habit of loving the Qur'an from an Early Age based on Tilawati. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(3), 1667–1776. <https://doi.org/10.31004/obsesi.v6i3.1837>
- Nahrowi, F., Maulida, A., & Ginanjar, M. H. (2018). Upaya Meningkatkan Kedisiplinan Peserta Didik Dalam Pembelajaran

- Pendidikan Agama Islam Dan Budi Pekerti Melalui Kegiatan Tadarus Al-Qur'an Di SDN Kota Batu 08 Tahun ajaran 2017-2018 Kec. Ciomas Bogor. *Jurnal Al-Hidayah Pendidikan Agama Islam*, 1(1B), 192–207. <https://doi.org/10.30868/ppai.v1i1B.335>
- Nerubasska, A., Palshkov, K., & Maksymchuk, B. (2020). A Systemic Philosophical Analysis of the Contemporary Society and the Human: New Potential. *Postmodern Openings*, 11(4), 275–292. <https://doi.org/10.18662/po/11.4/235>
- Ngafifi, M. (2014). Kemajuan Teknologi Dan Pola Hidup Manusia Dalam Perspektif Sosial Budaya. *Jurnal Pembangunan Pendidikan: Fondasi Dan Aplikasi*, 2(1). <https://doi.org/10.21831/jppfa.v2i1.2616>
- Ngurah, S. I. G. (2021). Grand desain kebijakan strategis pemerintah dalam bidang pendidikan untuk menghadapi revolusi industri 4.0. *Jurnal Education and Development*, 9(2), 369–377. <https://doi.org/10.37081/ed.v9i2.2500>
- Ningrum, D. (2015). Kemerosotan Moral Di Kalangan Remaja: Sebuah penelitian Mengenai Parenting Styles dan Pengajaran Adab. *Unisia*, 37(82), 18–30. <https://doi.org/10.20885/unisia.vol.37.iss82.art3>
- Norhayati, N., Hasanuddin, H., & Hartono, H. (2018). Pengembangan Media Pembelajaran Berbasis Contextual Teaching And Learning untuk Memfasilitasi Kemampuan Pemecahan Masalah Matematis Siswa Madrasah Tsanawiyah. *JURING (Journal for Research in Mathematics Learning)*, 1(1), 19. <https://doi.org/10.24014/juring.v1i1.4771>
- Novariana, M. (2021). Interaksi Edukatif Guru Kunjung Sebagai Strategi Alternatif Meningkatkan Motivasi Belajar Dalam Pembelajaran Masa Pandemi Covid-19. *Indonesian Journal of Education Development*, 1(4), 702–715. <https://doi.org/10.5281/zenodo.4562072>
- Novianti, H. (2019). Konsep Kurikulum Terpadu Perspektif Pendidikan Islam. *Jurnal Penelitian Pendidikan Islam*, 7(2), 127. <https://doi.org/10.36667/jppi.v7i2.364>
- Novitasari, N. (2019). Keterampilan Entrepreneurship Pada Guru Pendidikan Anak Usia Dini. *Al-Hikmah : Indonesian Journal of Early Childhood Islamic Education*, 3(1), 70–87. <https://doi.org/10.35896/ijecie.v3i1.53>
- Nugroho, B. T. A. (2017). Integration of Islamic education with science and technology in Islamic junior high school. *MUDARRISA: Jurnal Kajian Pendidikan Islam*, 9(1), 1–27. <https://doi.org/10.18326/mdr.v9i1.1-27>
- Osman, M. E. T. (2020). Global impact of COVID-19 on education systems: the emergency remote teaching at Sultan Qaboos University. *Journal of Education for Teaching*, 46(4), 463–471. <https://doi.org/10.1080/02607476.2020.1802583>
- Pramling Samuelsson, I., Wagner, J. T., & Eriksen Ødegaard, E. (2020). The Coronavirus Pandemic and Lessons Learned in Preschools in Norway, Sweden and the United States: OMEP Policy Forum. *International Journal of Early Childhood*, 52(2), 129–144.

- <https://doi.org/10.1007/s13158-020-00267-3>
Putra, P., & Syafrudin, S. (2020). Scramble Learning Model to Improve the Ability Reading the Quran in Elementary School/Model Pembelajaran Scramble untuk Meningkatkan Kemampuan Membaca Al-Quran pada Mata Pelajaran Al-Quran Hadits di Madrasah Ibtidaiyah. *Journal AL-MUDARRIS*, 3(1), 26. <https://doi.org/10.32478/al-mudarris.v3i1.332>
- Pyle, A., & Danniels, E. (2017). A Continuum of Play-Based Learning: The Role of the Teacher in Play-Based Pedagogy and the Fear of Hijacking Play. *Early Education and Development*, 28(3), 274–289. <https://doi.org/10.1080/10409289.2016.1220771>
- Qumillaila, Q., Susanti, B. H., & Zulfiani, Z. (2017). Pengembangan Augmented Reality Versi Android Sebagai Media Pembelajaran Sistem Ekskresi Manusia. *Jurnal Cakrawala Pendidikan*, 36(1), 57–69. <https://doi.org/10.21831/cp.v36i1.9786>
- Rahmawati, Z. D. (2020). Penggunaan Media Gadget Dalam Aktivitas Belajar Dan Pengaruhnya Terhadap Perilaku Anak. *TA'LIM: Jurnal Studi Pendidikan Islam*, 3(1), 97–113. <https://doi.org/10.52166/talim.v3i1.1910>
- Retnowati, Y. (2019). Metode Pembelajaran Hafalan Surat-Surat Pendek pada Anak Usia Dini RA Full Day Se-Kabupaten Bantul. *Al-Athfal: Jurnal Pendidikan Anak*, 5(1), 101–116. <https://doi.org/10.14421/al-athfal.2019.51-07>
- Rustini, T. (2018). Pendidikan Karakter Anak Usia Dini. *Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini*, 3(1), 448–455. <https://doi.org/10.17509/cd.v3i1.10321>
- Salehudin, M., Nurbayani, E., & Toba, R. (2020). User Experience (Ux) of Multimedia; Program of Auto Play Media Studio for Teacher Professional Education (Ppg). *Abjadia*, 5(2), 111–121. <https://doi.org/10.18860/abj.v5i2.8722>
- Sanjani, M. A. (2020). Tugas Dan Peranan Guru Dalam Proses Peningkatan Belajar Mengajar. *Serunai: Jurnal Ilmiah Ilmu Pendidikan*, 6(1), 35–42. <https://doi.org/10.37755/sjip.v6i1.287>
- Schirone, T., & Quadrelli, I. (2022). The Experiences of Parents and Children During the COVID-19 Pandemic. *Prima Educatione*, 6(3), 99–110. <https://doi.org/10.17951/pe.2022.6.99-110>
- Setiawan, A., & Rasyidi, A. (2020). Contribution of Pondok Pesantren Tahfiz Al-Qur'an in Responding to the Digital Era in South Borneo. *Borneo International Journal of Islamic Studies*, 2(2), 155–175. <https://doi.org/10.21093/bijis.v2i2.2260>
- Sher, L. (2020). The impact of the COVID-19 pandemic on suicide rates. *Qjm*, 113(10), 707–712. <https://doi.org/10.1093/QJMED/HCAA202>
- Shodiq, F. N., Purnama, R. A., & Heristian, S. (2021). Rancang Bangun Aplikasi Belajar Membaca Al-Qur'an Berbasis Android. *Computer Science (CO-SCIENCE)*, 1(1), 1–10. <https://doi.org/10.31294/coscience.v1i1.127>
- Stankovska, G., MEMEDI, I., & DIMITROVSKI, D. (2020).

- Coronavirus Covid-19 Disease, Mental Health and Psychosocial Support. *Society Register*, 4(2), 33–48. <https://doi.org/10.14746/sr.2020.4.2.03>
- Subarkah, M. A. (2019). Pengaruh Gadget Terhadap Perkembangan Anak. *Rausyan Fikir: Jurnal Pemikiran Dan Pencerahan*, 15(1). <https://doi.org/10.31000/rf.v15i1.1374>
- Sulastri, N. M. (2019). Penerapan Metode Bercerita Menggunakan Boneka Tangan Untuk Meningkatkan Kemampuan Berbicara Anak Usia Dini. *Realita: Jurnal Bimbingan Dan Konseling*, 4(1), 246–250. <https://doi.org/10.33394/realita.v4i1.2143>
- Suryadi, S. (2019). Peranan Perkembangan Teknologi Informasi Dan Komunikasi Dalam Kegiatan Pembelajaran Dan Perkembangan Dunia Pendidikan. *Jurnal Informatika*, 3(3), 9–19. <https://doi.org/10.36987/informatika.v3i3.219>
- Susianti, C. (2016). Efektivitas Metode Talaqqi dalam Meningkatkan Kemampuan menghafal Al-Quran Anak Usia Dini (Studi Kuasi Eksperimen Anak Usia 5-6 Tahun di TK. Al *Universitas Pendidikan Indonesia*, 2(1), 1–19. <https://doi.org/https://doi.org/10.22460/ts.v2i1p1-19.305>
- Susilawati, E., Ridwan, A., & Madyan, M. (2023). Profesionalitas Guru Pendidikan Agama Islam Dalam Peningkatan Proses Pembelajaran. *Al-Miskawaih: Journal of Science Education*, 2(1), 17–32. <https://doi.org/10.56436/mijose.v2i1.204>
- Suwarto, S., Muzaki, A., & Muhtarom, M. (2021). Pemanfaatan Media YouTube sebagai Media Pembelajaran pada Siswa Kelas XII MIPA di SMA Negeri 1 Tawang Sari. *Media Penelitian Pendidikan: Jurnal Penelitian Dalam Bidang Pendidikan Dan Pengajaran*, 15(1), 26–30. <https://doi.org/10.26877/mpp.v15i1.7531>
- Syafril, S., Asril, Z., Engkizar, E., Zafirah, A., Agusti, F. A., & Sugiharta, I. (2021). Designing prototype model of virtual geometry in mathematics learning using augmented reality. *IOP Conference Series: Earth and Environmental Science*, 1796(1), 12035. <https://doi.org/10.1088/1742-6596/1796/1/012035>
- Syamsuar, S., & Reflianto, R. (2019). Pendidikan Dan Tantangan Pembelajaran Berbasis Teknologi Informasi Di Era Revolusi Industri 4.0. *E-Tech: Jurnal Ilmiah Teknologi Pendidikan*, 6(2). <https://doi.org/10.24036/et.v2i2.101343>
- Syarifah, N. A., Nur, T., & Herdiyana, Y. (2022). Implementasi Pembiasaan Tadarus Al-Qur'an Untuk Menanamkan Nilai-Nilai Keagamaan pada Siswa di MTs Al-Imaroh Cikarang Barat. *Fondatia*, 6(3), 691–701. <https://doi.org/10.36088/fondatia.v6i3.2047>
- Tafonao, T. (2018). Peranan Media Pembelajaran Dalam Meningkatkan Minat Belajar Mahasiswa. *Jurnal Komunikasi Pendidikan*, 2(2), 103. <https://doi.org/10.32585/jkp.v2i2.113>
- Tambak, S., Hamzah, H., Sukenti, D., & Sabdin, M. (2021). Internalization of Islamic Values in Developing Students' Actual Morals. *JPI (Jurnal Pendidikan Indonesia)*, 10(4). <https://doi.org/10.23887/jpi-undiksha.v10i4.30328>

- Tamlekh, T. (2021). Al Qur'an Sebagai Sumber Ilmu Pengetahuan. In *Basha'ir: Jurnal Studi Al-Qur'an Dan Tafsir* (pp. 105–115). <https://doi.org/10.47498/bashair.v1i2.844>
- Tanaka, F., & Matsuzoe, S. (2012). Children Teach a Care-Receiving Robot to Promote Their Learning: Field Experiments in a Classroom for Vocabulary Learning. *Journal of Human-Robot Interaction*, 1(1), 78–95. <https://doi.org/10.5898/jhri.1.1.tanaka>
- Tariq, B., Maria, D., & Muhammad, Y. (2020). Innovative Teaching and Technology Integration: Exploring Elderly Teachers' Attitudes. *International Journal of Distance Education and E-Learning*, 5(1), 1–16. <https://doi.org/10.36261/ijdeel.v5i1.789>
- Tri, N. M., Hoang, P. D., & Dung, N. T. (2021). Impact of the industrial revolution 4.0 on higher education in Vietnam: challenges and opportunities. *Linguistics and Culture Review*, 5(S3), 1–15. <https://doi.org/10.21744/lingcure.v5ns3.1350>
- Uliyah, A., & Isnawati, Z. (2019). Metode Permainan Edukatif Dalam Pembelajaran Bahasa Arab. *Shaut Al Arabiyyah*, 7(1), 31. <https://doi.org/10.24252/saa.v1i1.9375>
- Vu Anh, T. L., & Le Quoc, T. (2019). Development orientation for higher education training programme of mechanical engineering in industrial revolution 4.0: A perspective in Vietnam. *Journal of Mechanical Engineering Research and Developments*, 42(1), 71–73. <https://doi.org/10.26480/jmerd.01.2019.71.73>
- Wu, B. (2020). Social isolation and loneliness among older adults in the context of COVID-19: a global challenge. *Global Health Research and Policy*, 5(1), 27. <https://doi.org/10.1186/s41256-020-00154-3>
- Yusnita, Y., Eriyanti, F., Engkizar, E., Anwar, F., Putri, N. E., Arifin, Z., & Syafril, S. (2018). The Effect of Professional Education and Training for Teachers (PLPG) in Improving Pedagogic Competence and Teacher Performance. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, 3(2), 123. <https://doi.org/10.24042/tadris.v3i2.2701>
- Zega, Y. K. (2022). Peran Guru PAK Memanfaatkan Media Pembelajaran Untuk Meningkatkan Kecerdasan Spiritual Peserta Didik. *Jurnal Apokalupsis*, 13(1), 70–92. <https://doi.org/10.52849/apokalupsis.v13i1.41>

Copyright holder:

© Munawaroh, H., Widiyani, A. E. Y., Chansanah, N., Fauziddin, M. (2022)

First publication right:

Khalifa: Journal of Islamic Education

This article is licensed under:

CC-BY-SA