



## **Islamic Education Learning Management using the Wordwall Application in Tahsin and Tajwid Programs at Daarul Armina Foundation**

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### **Abstract**

Learning the Qur'an, especially tahsin and tajwid, plays a strategic role in shaping students' religious competence. However, learning tahsin and tajwid in Islamic educational institutions still faces various obstacles, such as conventional learning methods, low learning motivation, and students' difficulties in understanding the abstract concept of tajwid. This study aims to describe the implementation of the Wordwall application in tahsin and tajwid learning at the Daarul Armina Foundation and analyze its impact on students' motivation and learning engagement. This study uses a qualitative descriptive approach with tahsin and tajwid teachers and students as research subjects. Data collection techniques include observation, in-depth interviews, and documentation. Data analysis is carried out through the stages of data reduction, data presentation, and drawing conclusions, with data validity maintained through triangulation of sources and techniques. The results of the study indicate that the implementation of Wordwall through the stages of planning, content development, implementation, and evaluation is able to create more interactive tahsin and tajwid learning, increase learning motivation, and make it easier for students to understand the makharijul huruf and the laws of tajwid. Thus, Wordwall can be an effective and relevant digital learning medium in learning the Qur'an in the digital era.

**Keywords:** Digital Learning, Islamic Education, Tahsin, Wordwall

## Introduction

Qur'anic learning occupies a central position in the Islamic education system because it directly shapes students' religious competence and spiritual awareness. The ability to read the Qur'an correctly is not merely a technical skill, but a fundamental aspect of Islamic character formation. Tahsin and tajwid represent the core components of Qur'anic learning that ensure accurate pronunciation, fluency, and compliance with established recitation rules. Tahsin focuses on improving the quality of recitation, while tajwid provides systematic guidance concerning articulation points, phonetic characteristics, and recitation laws. Proper mastery of these elements prevents semantic distortion and preserves the authenticity of Qur'anic meaning. Consequently, tahsin and tajwid instruction becomes a strategic priority within Islamic education institutions.

In practice, tahsin and tajwid learning often encounters significant instructional challenges. Learners frequently struggle to comprehend abstract tajwid concepts, particularly subtle distinctions in makharij al-huruf and closely related letter characteristics. The application of recitation rules within diverse Qur'anic verses further increases cognitive complexity. Conventional instructional approaches that emphasize repetition and teacher-centered delivery tend to limit students' active engagement. Minimal use of varied instructional media also contributes to learning fatigue and reduced motivation. These conditions collectively hinder the achievement of optimal learning outcomes.

Such challenges highlight the importance of effective learning management in Islamic education. Learning management refers to a systematic process encompassing instructional planning, organization, implementation, and evaluation. Within tahsin and tajwid instruction, sound learning management ensures alignment between learning objectives, teaching strategies, learning media, and assessment methods. Without structured management, instructional activities risk becoming fragmented and less responsive to students' needs. Effective learning management enables Islamic education institutions to optimize instructional resources. Therefore, management-oriented approaches are essential to enhance the quality of Qur'anic learning.

The rapid development of information technology has significantly transformed educational practices. Digital technology is no longer perceived merely as a supplementary tool, but as an integral component of instructional design. Research indicates that technology-enhanced learning environments can improve learner motivation, engagement, and conceptual understanding (Huang et al., 2021). Digital platforms facilitate interactive learning experiences that support diverse learning styles. These platforms also provide immediate feedback that strengthens the learning process. In contemporary education, technology integration has become a strategic necessity.

In the context of Islamic education, technological integration holds particular relevance. Digital learning tools can function not only as pedagogical innovations but also as effective media for transmitting Islamic values. Rahman (2021) argues that technology-based Islamic education can serve as a meaningful form of digital da'wah when implemented responsibly. Properly designed digital learning does not contradict Islamic principles. Instead, it offers adaptive and contextualized learning experiences. Thus, technology can reinforce the relevance of Islamic education in the digital era.

One digital learning innovation increasingly adopted in educational settings is the Wordwall application. Wordwall is an interactive, game-based learning platform that allows teachers to present materials through various engaging activities. These activities include quizzes, matching exercises, word puzzles, and other educational games. The platform's flexibility and accessibility make it suitable for different subjects, including Islamic Religious Education. Wordwall encourages active student participation while maintaining instructional focus. As a result, it has strong potential to support tahsin and tajwid learning.

From a learning theory perspective, the use of Wordwall aligns with constructivist principles. Interactive media encourage students to actively construct knowledge through experience and reflection. Learners receive immediate feedback that supports self-regulation and deeper understanding (Vygotsky, 2019). Wordwall also supports the Technological Pedagogical Content Knowledge (TPACK) framework. This framework emphasizes the balanced integration of content, pedagogy, and technology in instructional design (Koehler & Mishra, 2019). Such integration strengthens the effectiveness of Islamic education learning management.

At Daarul Armina Foundation, tahsin and tajwid learning had traditionally relied on conventional methods such as lectures, talaqqi, and repetitive recitation drills. These methods remain valuable for preserving authenticity and accuracy in Qur'anic learning. However, they have not fully addressed the learning characteristics of digitally oriented students. Learners accustomed to interactive technology often require varied instructional strategies to sustain attention. Limited innovation in learning media contributed to reduced enthusiasm among some students. This condition necessitated instructional adaptation.

The implementation of Wordwall at Daarul Armina Foundation represents a strategic response to these challenges. Wordwall is utilized not only as an assessment tool but also as an instructional medium. Tajwid concepts can be visualized through interactive exercises that reinforce articulation and recitation rules. Students are encouraged to engage actively in learning tasks rather than passively receiving information. This approach supports gradual skill development in tahsin and tajwid. Consequently, learning becomes more engaging and structured.

From a learning management perspective, the use of Wordwall involves systematic instructional planning. Teachers design activities aligned with learning objectives and students' proficiency levels. Learning implementation is organized through scheduled digital activities integrated into classroom instruction. Evaluation processes are conducted through interactive quizzes that provide immediate performance feedback. Such practices enable continuous monitoring of students' progress. This structured approach reflects effective Islamic education learning management.

The game-based learning model embedded in Wordwall aligns well with the characteristics of digital-era learners. Students tend to respond positively to challenges, interaction, and immediate feedback. Game-based activities enhance motivation without compromising instructional substance (Prensky, 2020). Learning becomes enjoyable while remaining goal-oriented. This balance contributes to sustained learner engagement. As a result, students demonstrate greater persistence in mastering tahsin and tajwid skills.

Institutionally, the integration of Wordwall strengthens collaborative learning management. Teachers coordinate instructional design, share digital resources, and reflect on learning outcomes collectively. Such collaboration supports consistency in instructional quality across learning sessions. School management also plays a role in

facilitating infrastructure and policy support. This synergy ensures sustainability in digital learning implementation. Therefore, Wordwall adoption contributes to both pedagogical and managerial improvement.

## Method

This study employed a descriptive qualitative approach to obtain an in-depth and comprehensive understanding of the implementation of the Wordwall application in tahsin and tajwid learning at the Daarul Armina Foundation. A qualitative approach was selected because the study emphasizes the exploration of processes, meanings, and learning dynamics that naturally occur within the context of Islamic education, rather than focusing solely on quantitative measurement (Creswell & Poth, 2019). Through this approach, the researcher sought to understand holistically how the Wordwall application was utilized, how teachers and students responded to its use, and how it influenced the tahsin and tajwid learning process.

The research subjects consisted of tahsin and tajwid teachers as well as students who were directly involved in learning activities using the Wordwall application at the Daarul Armina Foundation. The selection of participants was conducted purposively, based on the consideration that the informants possessed relevant experience and knowledge related to the focus of the study. Teachers were selected because of their role as learning designers and implementers, while students were chosen as individuals who directly experienced the implementation of digital learning media (Sugiyono, 2021). Accordingly, the data obtained were expected to represent the actual conditions of Wordwall-based tahsin and tajwid learning. Data collection techniques in this study included observation, in-depth interviews, and documentation. Observations were conducted directly during tahsin and tajwid learning activities that utilized the Wordwall application to examine teacher and student activities, interaction patterns, and the overall learning atmosphere. The observation was participatory yet non-interventional, meaning that the researcher did not engage directly in the learning process but functioned as an observer who systematically recorded relevant phenomena (Merriam & Tisdell, 2020).

In-depth interviews were conducted with tahsin and tajwid teachers as well as several students to explore their experiences, perceptions, and perspectives regarding the use of the Wordwall application. The interviews were semi-structured in nature, allowing the researcher to follow an interview guide while maintaining flexibility to probe informants' responses more deeply. This technique was considered effective for uncovering subjective meanings that could not be fully captured through observation alone (Kvale & Brinkmann, 2021). Documentation was used as a supporting technique to strengthen the research data. The documentation included students' learning outputs generated through Wordwall activities, screenshots of application use, instructional materials, and teachers' evaluation records. Documentary data served as empirical evidence that enriched and validated the research findings. This technique also enabled cross-verification of data obtained from observations and interviews (Bowen, 2019).

Data analysis was conducted continuously from the data collection stage through the conclusion-drawing process. The analysis followed three main stages, namely data reduction, data display, and conclusion drawing. Data reduction involved selecting and focusing on information relevant to the research objectives. Data were then presented in systematic descriptive narratives to facilitate clarity and comprehension. Finally, conclusions were drawn by interpreting the data logically and critically based on field findings (Miles, Huberman, & Saldaña, 2020). Data trustworthiness was ensured through

source triangulation and technique triangulation. Source triangulation was conducted by comparing data obtained from teachers and students, while technique triangulation involved comparing findings from observations, interviews, and documentation. Through these strategies, the validity and credibility of the research findings were maintained in accordance with established qualitative research standards (Creswell & Poth, 2019).

## Results & Discussion

### 1. Planning and Development of Wordwall-Based Tahsin and Tajwid Learning

This section may be divided into subheadings. It should provide a concise and precise description of the experimental results, their interpretation, and the experimental conclusions that can be drawn. Planning plays a crucial role in the successful implementation of Wordwall-based *tahsin* and *tajwid* learning at the Daarul Armina Foundation. Effective planning ensures that digital media are aligned with instructional objectives and Islamic educational values. Teachers begin the process by identifying learning goals related to accurate Qur'anic recitation and mastery of tajwid rules. These goals serve as the foundation for selecting appropriate materials and designing learning activities. Careful planning helps prevent the misuse of technology as mere entertainment. Instead, Wordwall is positioned as a structured pedagogical tool that supports meaningful learning.

The formulation of learning objectives is conducted by considering both cognitive and spiritual aspects of students. Teachers aim not only to improve students' technical reading skills but also to strengthen their awareness of the importance of proper Qur'anic recitation. Learning objectives are articulated clearly to guide instructional decisions. These objectives include understanding *makharij al-huruf*, applying *tajwid* rules correctly, and improving fluency. Clear objectives enable teachers to measure learning progress effectively. As a result, the planning process becomes more systematic and goal oriented.

Curriculum analysis is another essential component of the planning stage. Teachers map *tahsin* and *tajwid* materials based on students' proficiency levels and learning needs. Materials are organized from basic concepts to more complex rules to ensure gradual learning progression. This sequencing helps reduce students' cognitive load during instruction. The curriculum mapping also ensures coherence between lesson objectives, activities, and assessments. Through this approach, Wordwall content is developed in alignment with the existing Islamic education curriculum.

The development of Wordwall-based learning content requires careful pedagogical consideration. Teachers design interactive activities that reflect authentic tajwid concepts and Qur'anic examples. Various formats such as multiple-choice quizzes, matching exercises, and error-identification tasks are utilized. These activities aim to reinforce understanding through repetition and active engagement. Visual elements are incorporated to support comprehension and retention. The development process emphasizes clarity, accuracy, and relevance to learning objectives.

Content development also prioritizes the accuracy of Islamic knowledge. Teachers ensure that all tajwid rules presented in Wordwall activities are based on authoritative references. Incorrect or oversimplified representations are carefully avoided. This attention to content validity is crucial to maintaining the integrity of Qur'anic learning. Teachers review and revise activities before classroom implementation. Such quality control reflects responsible learning management in Islamic education settings.

The integration of pedagogical strategies is central to Wordwall content development. Teachers apply principles of active learning and student-centered instruction. Activities

are designed to encourage exploration, self-correction, and reflection. Immediate feedback provided by Wordwall supports formative learning processes. This pedagogical approach enables students to learn from mistakes without fear of judgment. Consequently, learning becomes more interactive and meaningful.

From a management perspective, time allocation is carefully planned during development. Teachers determine when and how Wordwall activities are introduced within each lesson. Digital activities are balanced with traditional methods such as *talaqqi* and guided recitation. This balance ensures that technology complements rather than replaces conventional Qur'anic instruction. Time management allows lessons to remain focused and efficient. As a result, learning objectives can be achieved within the allocated instructional time.

Teacher readiness is another important factor in planning and development. Teachers must possess adequate digital literacy to design and operate Wordwall effectively. Training and self-learning are conducted to enhance teachers' technological competencies. Pedagogical understanding is also strengthened to ensure meaningful integration of digital tools. Teacher preparedness influences the quality of learning design. Well-prepared teachers are more confident in managing Wordwall-based instruction.

Infrastructure and technical considerations are included in the planning process. Teachers assess the availability of devices, internet access, and classroom facilities. These considerations help determine the feasibility of Wordwall implementation. Planning for technical challenges minimizes disruptions during learning. Backup strategies are prepared to handle connectivity issues. Such anticipation reflects effective learning management practices.

Student characteristics are carefully considered during the development stage. Teachers analyze students' learning styles, motivation levels, and digital familiarity. Wordwall activities are adapted to suit diverse learner needs. Differentiation is applied by adjusting task difficulty and pacing. This approach supports inclusive learning and accommodates individual differences. Consequently, students can engage with content according to their abilities.

The planning and development process also reflects the principles of Technological Pedagogical Content Knowledge (TPACK). Teachers integrate subject knowledge, teaching strategies, and digital technology in a balanced manner. Wordwall is selected because it supports pedagogical goals and content requirements simultaneously. This integration enhances instructional coherence and effectiveness. TPACK-based planning strengthens the quality of Islamic education delivery. It ensures that technology serves pedagogical and spiritual purposes.

## **2. Implementation of Wordwall in the Learning Process**

The implementation of Wordwall in the learning process was designed as an integral component of instructional practice rather than a supplementary activity. Teachers systematically embedded the application into lesson stages to support the achievement of predefined learning objectives. Digital activities were aligned with curricular content to ensure pedagogical coherence. Instructional sequences were structured to maintain continuity between conceptual explanation and interactive practice. Learning sessions combined teacher guidance with independent student engagement. This approach allowed Wordwall to function as a meaningful instructional medium rather than a recreational tool.

The learning process began with an orientation phase in which teachers introduced lesson objectives and outlined expected learning outcomes. Clear explanations regarding the use of Wordwall were provided to ensure students understood the learning procedures. Access to the application was facilitated through individual or shared digital devices depending on classroom conditions. Students were encouraged to engage actively with the content during the session. This preparatory stage helped establish a focused learning atmosphere. Classroom readiness contributed to smoother implementation during subsequent activities.

Instructional delivery incorporated Wordwall activities following conceptual explanations of *tahsin* and *tajwid* materials. Teachers presented key concepts such as *makharij al-huruf* and recitation rules before introducing digital tasks. Interactive exercises were selected to reinforce conceptual understanding through practice. Digital activities functioned as a bridge between theoretical explanation and applied learning. Students engaged with content by responding to structured prompts and challenges. Learning interactions became more dynamic through this integrated process.

Student engagement increased significantly during the implementation phase. Active participation was observed as learners responded to tasks presented through Wordwall. Immediate feedback provided by the application supported self-correction and reflection. Learners demonstrated greater focus compared to conventional instructional methods. Interactive elements stimulated curiosity and sustained attention throughout the lesson. Classroom dynamics shifted toward a more participatory learning environment.

Collaborative learning also emerged during Wordwall-based activities. Students frequently discussed answers and shared insights with peers. Group-based engagement encouraged mutual support and constructive interaction. Learning interactions extended beyond individual task completion. Social exchange contributed to deeper comprehension of *tajwid* principles. Collaborative processes strengthened both cognitive and social learning outcomes.

Teacher roles evolved during the implementation of Wordwall-based learning. Instruction shifted from direct explanation toward facilitative guidance. Teachers monitored student progress while providing targeted assistance. Learning interventions were adjusted based on observed difficulties. Digital monitoring features supported instructional decision-making. Pedagogical flexibility increased as teachers responded to real-time learning needs.

Classroom management benefited from the structured use of Wordwall. Clear task sequencing minimized off-task behavior. Students remained engaged due to the interactive nature of activities. Learning transitions occurred smoothly between instructional stages. Time allocation became more efficient during practice sessions. Digital integration contributed to a more organized learning environment.

Learner autonomy was enhanced through repeated engagement with Wordwall activities. Students demonstrated increased confidence in completing tasks independently. Opportunities for repetition allowed learners to practice at their own pace. Self-directed learning behaviors emerged during individual activities. Learning ownership became more evident as students monitored their progress. Autonomy supported sustained learning motivation.

Formative assessment was seamlessly integrated into the learning process. Wordwall provided immediate performance data for both teachers and students. Assessment results informed instructional adjustments during ongoing lessons. Feedback mechanisms promoted continuous improvement. Evaluation activities were aligned with learning objectives. Assessment practices became more responsive and informative.

Learning effectiveness improved as digital interaction reinforced conceptual mastery. Abstract tajwid concepts became more accessible through visual representation. Practice-based engagement strengthened retention of learning materials. Learners demonstrated improved accuracy in recitation activities. Digital reinforcement supported consistent skill development. Instructional outcomes reflected enhanced learning quality.

Technological integration remained aligned with Islamic educational values throughout implementation. Learning activities respected ethical principles associated with Qur'anic instruction. Teachers ensured that digital engagement supported spiritual objectives. Instructional integrity was maintained despite technological use. Technology functioned as a supportive instrument rather than a replacement for traditional learning. Value-based education remained central to instructional practice.

### **3. Student Responses, Evaluation, and Learning Outcomes**

Student responses represent an essential indicator for assessing the effectiveness of Wordwall implementation in *tahsin* and *tajwid* learning. Observations and interviews revealed that students demonstrated a positive attitude toward the use of digital media in Qur'anic instruction. Interactive learning activities encouraged higher levels of attention and reduced monotony during the learning process. Students perceived Wordwall as a supportive tool that facilitated clearer understanding of tajwid concepts. Engagement increased as learners actively participated in game-based tasks. Motivation appeared to improve alongside increased confidence in recitation accuracy.

Learners expressed that Wordwall-based activities created a more enjoyable learning atmosphere without diminishing the seriousness of Qur'anic study. Digital exercises enabled students to practice repeatedly without fear of making mistakes. Immediate feedback provided by the application allowed learners to recognize errors independently. Self-correction became more frequent as students reflected on incorrect responses. Learning autonomy gradually developed through consistent interaction with the platform. Such responses indicate that digital media can foster a supportive and learner-centered environment.

Student participation showed measurable improvement throughout the learning sessions. Active involvement was evident during quizzes, matching exercises, and error-identification tasks. Classroom dynamics shifted from teacher-dominated instruction to interactive engagement. Peer discussions emerged naturally as students compared answers and clarified misunderstandings. Collaborative learning experiences strengthened social interaction among participants. These patterns demonstrate that Wordwall promotes participatory learning behaviors.

Evaluation processes were conducted systematically through formative assessment embedded within the Wordwall platform. Teachers monitored student progress using real-time performance data. Accuracy rates, response duration, and completion levels provided detailed insights into learning development. Assessment data enabled instructors to identify recurring difficulties in tajwid application. Instructional adjustments were made based on evaluation findings. Assessment therefore functioned as both measurement and instructional feedback.

Digital evaluation reduced administrative burden while increasing assessment accuracy. Automated scoring allowed teachers to focus more on instructional guidance. Performance records were stored consistently for longitudinal analysis. Evaluation outcomes informed lesson planning and content reinforcement strategies. Weak areas such as makharij al-huruf and mad rules received additional instructional focus. Continuous monitoring enhanced instructional responsiveness.

Learning outcomes demonstrated notable improvement following Wordwall integration. Students showed greater accuracy in applying tajwid rules during recitation practice. Pronunciation clarity improved as learners became more familiar with phonetic distinctions. Recitation fluency increased due to repeated exposure to interactive exercises. Cognitive understanding of tajwid concepts strengthened alongside practical application. These outcomes suggest that digital tools support both conceptual and procedural learning.

Skill acquisition developed progressively through consistent interaction with Wordwall activities. Students demonstrated improved retention of tajwid rules over time. Repetition embedded within game-based tasks reinforced long-term memory. Learning transfer occurred as students applied rules during live recitation sessions. Error frequency decreased as familiarity increased. Such progress reflects effective instructional reinforcement.

Affective learning outcomes were also observed during the implementation phase. Learners displayed increased confidence when reciting Qur'anic verses aloud. Anxiety related to making mistakes diminished significantly. Emotional comfort contributed to sustained learning engagement. Positive learning emotions supported greater perseverance during challenging tasks. Emotional development complemented cognitive achievement.

Motivational outcomes emerged as a central benefit of Wordwall-based learning. Competitive elements encouraged consistent participation without fostering unhealthy rivalry. Reward systems reinforced achievement and persistence. Visual elements enhanced interest and maintained learner focus. Intrinsic motivation increased as students experienced success. Motivation played a critical role in sustaining learning continuity.

Instructional effectiveness improved through alignment between objectives, activities, and evaluation. Learning goals were consistently reinforced through digital exercises. Assessment results reflected alignment with instructional intentions. Teaching strategies became more adaptive and responsive. Pedagogical coherence strengthened instructional quality. Such alignment contributes to sustainable learning improvement (Hidayat et.al, 2023).

Educational values remained preserved throughout digital implementation. Respect for Qur'anic ethics guided instructional design and media use. Teachers ensured that digital activities upheld adab and spiritual discipline. Technology functioned as a facilitative tool rather than a substitute for religious guidance. Moral responsibility remained embedded in learning practice. Digital integration therefore complemented Islamic educational values.

Overall findings indicate that Wordwall positively influences student responses, evaluation processes, and learning outcomes in tahsin and tajwid instruction. Interactive learning supports comprehension, engagement, and skill mastery. Systematic evaluation enhances instructional effectiveness and learner progress. Learning outcomes reflect cognitive, affective, and behavioral development. Digital tools can be harmonized with Islamic pedagogy when managed appropriately. Wordwall-based learning thus represents a viable instructional model for Qur'anic education in the digital era.

## **Conclusion**

The findings of this study indicate that the implementation of Wordwall in tahsin and tajwid learning at the Daarul Armina Foundation contributes significantly to the

effectiveness of Islamic education learning management. Systematic planning, well-developed interactive content, and structured implementation enable Wordwall to function not merely as a digital medium but as an integrated pedagogical tool that supports instructional objectives. Student responses demonstrate increased motivation, engagement, and learning autonomy, while evaluation processes become more efficient and data-driven through real-time assessment features. Learning outcomes show improvement in cognitive understanding, recitation accuracy, and affective dimensions such as confidence and learning persistence. The integration of Wordwall aligns with the principles of TPACK and constructivist learning by harmonizing content, pedagogy, and technology. Overall, Wordwall-based learning presents a relevant and sustainable model for enhancing tahsin and tajwid instruction within the framework of Islamic education management in the digital era.

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