

TRANSFORMATION OF TAJWEED LEARNING MANAGEMENT THROUGH DIGITAL METHOD APPROACH

Faizatul Widat*, Rizki Sandi Kurniawan

Universitas Nurul Jadid, Probolinggo, East Java, Indonesia

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***Correspondence Address:**

faizatulwidat23@gmail.com

Abstract :

This study examines implementing the digital method approach in tajweed learning at MI Al-Islamiyah. This research uses a qualitative approach with a case study method. Data were collected through interviews, observation, and analysis of related documents. The transformation begins with preparing a strategic plan that includes digital content development, teacher training, and infrastructure and technology upgrades. The results showed that implementing the digital method approach has had a positive impact. Students are more enthusiastic and engaged in tajweed learning with interactive content such as videos, animations, and educational games. Teachers experience quality developments in integrating technology in tajweed learning, which positively impacts teaching quality. In addition, collaboration with parents in supporting children's tajweed learning has also increased. With the transformation of tajweed learning management through a digital approach, MI Al-Islamiyah can provide broader access for students to learn tajweed. The change of Tajweed learning management through a digital system at MI Al-Islamiyah has increased learning effectiveness, student engagement, teacher quality, and supporting collaboration with parents. Thus, the digital method approach becomes a relevant alternative to enrich and improve tajweed learning in the context of Islamic education in this digital era.

Abstrak:

Penelitian ini mengkaji penerapan pendekatan metode digital dalam pembelajaran tajwid di MI Al-Islamiyah. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Data dikumpulkan melalui wawancara, observasi, dan analisis dokumen terkait. Transformasi dimulai dengan menyiapkan rencana strategis yang mencakup pengembangan konten digital, pelatihan guru, serta peningkatan infrastruktur dan teknologi. Hasil penelitian menunjukkan bahwa penerapan pendekatan metode digital memberikan dampak positif. Siswa lebih antusias dan terlibat dalam pembelajaran tajwid dengan konten interaktif seperti video, animasi, dan game edukasi. Guru mengalami perkembangan kualitas dalam mengintegrasikan teknologi dalam pembelajaran tajwid, yang berdampak positif pada kualitas

pengajaran. Selain itu, kerjasama dengan orang tua dalam mendukung pembelajaran tajwid anak juga semakin meningkat. Dengan transformasi pengelolaan pembelajaran tajwid melalui pendekatan digital, MI Al-Islamiyah dapat memberikan akses yang lebih luas bagi siswa untuk belajar tajwid. Perubahan manajemen pembelajaran tajwid melalui sistem digital di MI Al-Islamiyah telah meningkatkan efektivitas pembelajaran, keterlibatan siswa, kualitas guru, dan mendukung kolaborasi dengan orang tua. Dengan demikian, pendekatan metode digital menjadi alternatif yang relevan untuk memperkaya dan meningkatkan pembelajaran tajwid dalam konteks pendidikan Islam di era digital ini.

INTRODUCTION

Education is one of the essential pillars of developing a nation (Sahabuddin & Syahrani, 2022). In the Indonesian context, Islamic education has a strategic role in shaping the character and morals of students to become a generation with charisma and quality. One crucial aspect of Islamic education is tajweed learning, which is the science of how to read and pronounce the letters of the Quran correctly and well (Partono et al., 2020).

Tajweed learning is applied aiming, *first*, to minimize errors in reading the Qur'an, which leads to a change in meaning. *The second* is to help understand the Qur'an properly and correctly (Prasmanita et al., 2020) Learning the science of tajweed is far kifayah; if someone has learned it, then the obligation falls to others. Practicing the science of tajweed in reading the Qur'an is far in, which is an obligation for every Muslim ummah. In other words, using the science of tajweed is a must. So whoever needs to improve his Qur'anic reading is sinning (Yullah, 2015) (Saleha, 2023). If you plan to learn tajweed, the law is mandatory; fun management is needed in learning tajweed so that students are happy and interested in following the learning.

Learning management is needed to streamline learning (Rohmat, 2017). Student activeness in ongoing learning is very necessary during the implementation of the learning process (Afandi & Zuraidah, 2020). Especially in tajweed learning, because tajweed learning requires deep understanding, it needs to be memorized and lived so that it is easily understood by students who learn it. Similarly, classroom management is needed to create and maintain classroom conditions to remain conducive and effective so that the teaching and learning process in the classroom can run well (Fauzi et al., 2020).

In this era of rapid information and communication technology, the world of education is experiencing a paradigm shift towards a more interactive and adaptive approach (Saleha et al., 2022) MI Al-Islamiyah is one of the Islamic educational institutions dedicated to providing quality tajweed education. However, to ensure effective and relevant tajweed learning with the times, the transformation of learning management becomes an urgent need. Until now, conventional methods used in tajweed learning may have been quite meritorious, but they could not keep up with the rapid development of technology and digital potential. In this digital era, the younger generation tends to be more responsive to interactive learning and relies on technology (Nurlailiyah, 2020) Therefore, it is

necessary to transform the management of tajweed learning in MI Al-Islamiyah through a digital method approach.

The application of digital methods in tajweed learning management at MI Al-Islamiyah is not just replacing physical books with digital devices. More than that, this transformation involves a fundamental shift in the overall approach to teaching and learning. This digital method approach opens up great opportunities to utilize technology to enrich the teaching and learning process, create a more interactive environment, and bring tajweed education to a higher level.

Various aspects underlie the needs and benefits of transforming tajweed learning management through a digital method approach at MI Al-Islamiyah. First, the importance of tajweed learning in the context of Islamic education and its crucial role in an authentic understanding of the Quran. Second, students are less responsive and tend to get bored when participating in tajweed learning. Furthermore, the development of digital technology and how this has affected the way of learning and interacting with information. Then, the relevance of the digital method approach in accommodating the learning styles of the digital generation that are increasingly sophisticated and responsive. In addition, emphasis will be placed on how the use of technology in tajweed learning can increase student interest and motivation, as well as involve the important role of parents in supporting their children's learning process.

Using digital methods is expected to solve students' problems, so that they can overcome feelings of boredom when learning, and also as a transformation of progress in learning in this digitalized era. This is also expected to inspire students to learn more actively, more actively and enthusiastically following learning through functional indicators of all student organs that can be used in understanding the material provided by the teacher (Partono et al., 2020). Digital technology media is used in conveying information (learning material) that can stimulate students' attention, interests, thoughts and feelings to achieve learning goals in learning activities. The main function of digital learning media as a buffer will affect the climate, conditions and learning environment created by teachers (Atmaja, 2019). Digital media is also a prop to influence the climate, conditions and learning environment created by teachers (Rahmah & Fa'atin, 2019).

The digital method approach is not only about replacing conventional methods, but also opening up space for exploration and innovation in presenting tajweed material in a more interesting, effective, and fun way (Rezky et al., 2020). The transformation of tajweed learning management through a digital method approach at MI Al-Islamiyah has the potential to create learning that is more dynamic, deep, and relevant to today's needs.

The importance of this digital method has also been discussed by several previous studies that stated the effectiveness of the digital method approach in learning including: Terananda et al., (2020) said the use of digital games in learning can increase student motivation in participating in learning activities implemented by teachers. Then Jannah & Atmojo, (2022) Zakiyah et al., (2022) explained about how the use of digital narratives can increase students'

understanding and critical thinking skills so that students are able to solve problems wisely and precisely. Furthermore, Styawat et al., (2020) revealed in their research that digital technology can function as a tool in stimulating more effective and transformative learning.

From the description submitted by the researcher said that the application of digital methods is able to maximize the information conveyed by the teacher so that the learning implemented by the teacher can be absorbed properly, the difference in this study is that the researcher focuses more on managing tajweed learning where tajweed learning requires focus and concentration from students in order to be able to understand the aims and objectives in learning. Through this approach, it is hoped that MI Al-Islamiyah can answer the challenges of the times more progressively and make a real contribution in forming a generation of Muslims who are charismatic, knowledgeable about tajweed, and able to read and understand the Quran with beauty and high example. Fokus research on how to transform tajweed learning management through a digital method approach from conventional methods at MI Al-Islamiyah.

RESEARCH METHODS

This research uses qualitative methods of case study type, namely by conducting research that intends to describe problems and analyze the problems that occur. This study aims to examine the transformation of learning management carried out by an ibtidaiyah madrasah educational institution through a digital method approach. The institution chosen in this study is an institution located in the Probolinggo area, an educational institution of madrasah ibtidaiyah under the auspices of the Baitis Salam Foundation, namely Mi Al-Islamiyah. The location is in Paiton sub-district, Probolinggo Regency. Researchers collect data through several stages, namely; Observation activities, by making direct observations at the research site. Then conducted interview sessions with several informants. There are four informant sources, namely from the head of Mi Al-Islamiyah, MI Al-Islamiyah teachers and MI Al-Islamiyah students. Furthermore, observations were made at several meetings in directly observing the implementation of tajweed learning through a digital approach carried out by the institution.

FINDINGS AND DISCUSSION

Preparation of Strategic Plans

In the era of ever-evolving technology, education has endless opportunities to deliver more interactive, inclusive, and effective learning (Atmaja, 2019). In the midst of global challenges, one important aspect of learning is a deep understanding of Tajweed, the science that teaches how to read the Qur'an correctly (Partono et al., 2020). To answer these challenges, the MI Al-Islamiyah institution prepared a strategic plan in Tajweed teaching through a Digital Method Approach.

The first step is to develop a strategic plan for the implementation of tajweed learning management transformation through digital methods. This plan includes the vision, goals, objectives, and tactical steps to be taken in the transformation process. As expressed by the principal, this strategic plan carries

a vision to bring the understanding of Tajweed to a higher level by utilizing digital technology. This approach is able to provide messages and information about tajweed learning to MI Al-Islamiyah students so that students are able to read the Qur'an. Through measurable and focused strategic measures, the plan aims to bring tradition and technology together, enabling a cultural heritage to blend harmoniously with modern innovation.

The modern approach is the digitization method in tajweed learning by paying attention to the vision, goals and objectives of the institution. Where the vision, goals and objectives of the institution to provide an understanding of modern-based tajweed learning so that this method can spark students' interest to be more active and active in participating in learning activities, especially in tajweed learning.

Also emphasized by one of the teachers of MI Al-Islamiyah who said that phas a point, this plan proposes a learning approach that combines a love for the Qur'an with technological advances. MI Al-Islamiyah students will get access to digital materials, such as video tutorials that can be accessed anytime and anywhere. This approach facilitates independent learning, while still allowing interaction with teachers and fellow participants through an online platform.

Based on field observations, it was found that in striving for balance and optimization of digital-based tajweed learning transformation at MI Al-Islamiyah institutions, it also continues to pay attention to the quality of supporting components such as:

Teacher Training

Teacher training is not just a routine obligation, but a real investment in improving the quality of learning and professional development of educators (Nurhayati et al., 2022). Teacher training is a golden opportunity for educators to deepen knowledge, skills, and insights (Daheri et al., 2020). Each training provides a space for teachers to explore innovative learning methods, the latest teaching strategies, and more effective pedagogical approaches. Thus, teachers can provide a more meaningful and inspiring learning experience for their students (Pranita et al., 2018).

The headmaster asserts that teacher training can also help create a more positive and collaborative work environment. By sharing the latest experiences, knowledge, and ideas through training, teachers can support and enrich each other. This can also strengthen the sense of ownership of the school's vision and mission, and strengthen the bond of the educator community in it. Moreover, in the application of digitalization of tajweed learning at MI Al-Islamiyah, teachers make training a golden opportunity to cultivate skills in the field of digitalization media.

It was emphasized by tajweed teachers that the institution sent teachers at MI Al-Islamiyah to attend training on the use of technology and digital methods in tajweed learning. This training equips them with skills and understanding of how to effectively integrate technology in the teaching process. Teacher training programmed at MI Al-Islamiyah including training on digital methods of tajweed learning is carried out twice in each semester both outside and inside the institution.

Plan training programs for teachers, ensuring that they are able to integrate technology effectively in the learning process. In addition, aspects of religious values and togetherness are maintained in this digital learning community, ensuring that learning is not only a technical skill, but also rooted in spiritual life.

With the training, teachers are better prepared to implement tajweed learning through a digital approach so that the achievement of the desired goals is closer to success as the expected vision.

Infrastructure and Technology Provision

MI Al-Islamiyah ensures the availability of adequate infrastructure and technology to support the digital method approach. Such as stable internet access, hardware such as computers, laptops, or tablets, as well as software or applications relevant to tajweed learning. The provision of infrastructure is carried out in an effort to optimize the programs that have been launched and pursued (Nurhaco et al., 2021). With the availability of infrastructure, it makes it easier for teachers and students to carry out teaching and learning activities with the use of digital media (Effendy et al., 2016) (Pebrianti, 2016). (Pebrianti, 2016)

Based on observations and interviews from MI Al-Islamiyah teachers that the availability of digital learning infrastructure has indeed been provided by the institution, the institution has a stable wifi network, the institution has one digital laboratory room, the provision of projectors in each class, laptops for each teacher and selected applications such as tajweed educational games, tawid learning videos and so on. These tools are provided by institutions to optimize teaching and learning activities through digital media devices, especially in tajweed learning.

With the availability of adequate infrastructure, both teachers and students are more flexible in providing and receiving learning. As stated by Widyanto & Athanasius, (2021) The availability of digital infrastructure allows students to access a variety of learning resources, including videos, interactive materials, e-books, educational websites, and online learning platforms. This helps enrich the learning experience and allows for a deeper understanding of concepts. Kemudaian Restianty, (2018) Digital infrastructure allows customization of learning based on individual needs and levels of understanding. With the right data and analysis, teachers or digital learning systems can develop lesson plans that better suit the characteristics and learning speed of each student.

The preparation of a strategic plan in the application of tajweed learning through the application of digital media is an important milestone in preparing a generation that is deeper in understanding Tajweed, and at the same time opens wide doors for those who want to explore the richness of the Qur'an. In the marriage of harmony between tradition and technology, Tajweed Learning Through Digital Method Approach becomes the foundation to inspire, guide, and shape individuals who explore the message of the Qur'an with sincerity and perseverance.

Implementation of Digital Tajweed Learning

Digital learning as a transformation in overcoming boredom in traditional learning, but it is still undeniable that traditional learning has also helped in developing student knowledge. In this modern era, digitalization has emerged at all levels, including in the world of education. Education that only stands still without transformation will be outdated and will be abandoned by consumers. Therefore, the implementation of learning at MI Al-Islamiyah uses a digital approach, including tajweed learning.

The narration of one of the teachers as an informant in the research said that before the implementation of all components of the institution first made preparations, including teachers as the main key holders in the implementation of this learning, teachers still prepare daily learning plans as they should, but the plan is designed in digital programs such as the use of digital content (animation, video, audio) and application selection tailored to the student's interests.

Some of the steps prepared by MI Al-Islamiyah teachers in implementing tajweed learning through a digital approach include:

Digital Content Development

The teaching team at MI Al-Islamiyah develops quality interactive digital content for tajweed learning. The selected content includes tajweed materials, learning videos, animations, audio, and various other forms of digital content that can increase student understanding. Interesting digital content has an impact on the ease of providing content understanding to information recipients (Hapsari Wijayanti et al., 2022).

Tajweed Games

One of the educational games chosen in the development of tajweed learning at MI Al-Islamiyah, namely the tajweed game downloaded from the app store, is recommended to parents as guides and supervisors when students play educational games at home, in the game it has been explained about tajweed learning starting from the law of nun mati and tanwin, the law of mim breadfruit, the law of mim and nun tasydid and the law of mad. In addition to the form of material, this game also provides games including guess the law of tajweed, guess the reading of the Qur'an and guess the sound of the reading.

Interactive Technology Integration

The use of interactive technology such as digital whiteboards, touch screens, or educational software should be integrated in the tajweed learning process. This can increase student engagement and provide a more enjoyable learning experience (Puspitasari & Resmalasari, 2022).

After these three steps are fulfilled, the teacher is ready to implement tajweed learning which is carried out with a digital approach. Integration of interactive technology with the fulfillment of existing facilities in schools such as projectors and laptops. One of the tajweed teachers said that in the implementation of learning, the teacher gave a spectacle in the form of interactive digital content about the science of tajweed to students, then the teacher conducted a discussion and question and answer session about the tajweed

material delivered, then the teacher gave daily tests to test the sensitivity of students' understanding of the material, finally the teacher provided reinforcement by recalling to remind about the material delivered and gave homework, namely Apply educational games with parental guidance.

Educational games *are downloaded* by parents with teacher guidance announced during school program meetings. Educational games can be played by students when at home with the supervision of parents, the school also schedules educational game activities that are played on Friday and Saturday because on that day tajweed learning is also carried out at school, the game starts at 20.00 to 20.30. With a duration of 30 minutes, students can learn and repeat the material so that they can remember and memorize the material.

This narrative is reinforced by the statement of parents who say that school rules in playing educational games can help us limit our children from using games that are less useful. This educational game helps understand tajweed material which was initially difficult to understand, now our children are more enthusiastic in repeating learning so that their understanding is more optimal. One of the students also said, we are very happy to play educational games because there are many menu choices in learning tajweed and also packed with interesting pictures.

By doing digital methods give new passion and enthusiasm to MI Al-Islamiyah students in understanding the science of tajweed in order to improve the reading of the Qur'an. Learning that is packed with new innovations will invite enthusiasts to participate in and malakuka the activity (Ahmadiyanto, 2016). In the modern context, digital learning is a new passion in the eyes of the public, in addition to being a learning innovation, this method is also an opportunity for institutions in relation to branding that is able to attract public interest in the institution (Widat et al., 2022). So with the new innovation, it will bring up various advantages including; Improving the quality of education, increasing the quality of students and teachers and increasing school branding to the general public.

Monitoring, Evaluation and Continuous Development

During implementation, MI Al-Islamiyah needs to conduct regular monitoring and evaluation to see the extent of the effectiveness of this transformation. Data collected from teacher assessments can be used to identify student progress, identify challenges, and assess the success of the steps taken.

In the assessment process, significant progress was found in students' understanding of the science of tajweed learned by students. Not only in the assessment process but in field observations students also have high enthusiasm in participating in tajweed learning because it is done with digital methods so they are very happy to try new things learned, their curiosity is higher when involving educational games. However, in the application of educational games, the institution also coordinates with parents to cooperate in supervising their children in providing educational games.

Furthermore, after the evaluation results found a significant improvement, the MI Al-Islamiyah institution sought sustainable development.

In accordance with the principal's narrative that MI Al-Islamiyah continues to develop digital applications in all subjects, especially in tajweed material with several development steps, namely; Updating digital content, improving infrastructure, and providing training and support for teachers so that digital methods can develop and have a positive impact in the long term.

With these steps, MI Al-Islamiyah can successfully implement the transformation of tajweed learning management through a digital method approach effectively and provide significant benefits for the tajweed learning process. Monitoring, evaluation and continuous development become measurement and improvement of activities so that institutions can develop a more effective and efficient learning activity process according to student needs (Saleha et al., 2022).

CONCLUSION

The transformation of tajweed learning management through digital method approach at MI Al-Islamiyah has had a significant impact on the way students learn and assimilate the rules of tajweed. This transformation process has changed the landscape of tajweed learning, leveraging digital technology to provide a more interactive, effective, and inclusive learning experience. By utilizing the digital learning platform that has been prepared, MI Al-Islamiyah has succeeded in creating a more flexible and open learning environment. Students now have direct access to tajweed materials, explanatory videos, educational games, and interactive exercises without having to rely on printed or written books. This provides flexibility for students to study according to their individual rhythms and preferences, reducing time and place limitations. The application of digital methods in tajweed learning has also helped improve the quality of student understanding. Animations, interactive images, and digital simulations provide a clearer visualization of the rules of tajweed, making it easier for students to understand and remember concepts that may be difficult in conventional learning. Interactive features, such as online trials and assignments, provide immediate opportunities for students to apply the rules of tajweed and receive instant feedback from teachers. Collaboration between students and teachers is also increasingly facilitated through this digital method approach. Through chat features, online discussions, and electronic material sharing, interactions between students and teachers become more dynamic. Teachers can provide guidance and support in real time, while students can ask questions and discuss more actively. However, keep in mind that while this transformation provides many benefits, challenges are also present. Not all students have equal access to digital technology, and efforts must be made to ensure inclusivity for all students. In addition, the role of the teacher remains very important in directing learning, providing deep understanding, and providing emotional support to students. Overall, the transformation of tajweed learning management through the digital method approach at MI Al-Islamiyah has brought positive changes in the way students learn and interact with subject matter. It is a step towards education that is more adaptive, innovative, and relevant to the needs of modern times. With commitment and continuing to

apply the principles of wise digital education, MI Al-Islamiyah is ready to face future challenges and provide quality education to the next generation.

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