



Interactive Al-Quran Learning Media in Raising Elementary School Students' Learning Motivation

**R. Nurhayati¹, Agus Suwito², Diarti Andra Ningsih³, Nurul Qisthy⁴,
Riska Damayanti⁵, Fakhri Ramadhani⁶, Syamsir⁷**

^{1,2,3,4,5,6,7} Universitas Islam Ahmad Dahlan, Sinjai

E-mail: rnurhayati1984@gmail.com

Abstract

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This article discusses the development of interactive Qur'anic learning media aimed at enhancing student motivation in elementary schools. Through the library research method, this study analyzes various relevant sources regarding the use of interactive media in education, particularly in the context of Qur'anic learning. Interactive media is an innovation in how we engage with information and content in the digital era. For instance, mobile applications and digital platforms have proven effective in capturing students' interest and increasing their engagement in the learning process. Furthermore, research shows that integrating Qur'anic values into learning media not only enhances students' religious understanding but also contributes to their character development and learning motivation. The results of this study are expected to provide valuable insights for educators and media developers in creating effective and engaging learning tools, as well as fostering technology-based learning innovations, particularly for Qur'anic education.

Keywords: *Interactive learning media, Qur'an, learning motivation*

1. Introduction

Education is one of the main pillars in the formation of children's character and personality, especially at an early age (Arifin, 2024). In Indonesia, religious education, including learning the Qur'an, plays an important role in the spiritual and moral development of students. However, the challenges faced in learning the Qur'an are often related to teaching methods that are less interesting and less motivating for students to learn (Aeni et al., 2024). Learning media is a tool to facilitate teaching and learning. The presence of media can also increase students' interest in learning (Harahap, 2024). According to the constructivist learning theory put forward by Piaget, students learn by building understanding through direct experiences that are relevant to their lives. In this context, interactive learning media can function as a tool to create a learning environment that supports active student participation (Stit et al., n.d.). In addition, the theory of learning motivation as explained by Deci and Rayn through Self-Determination Theory states that learning that provides a sense of autonomy, connectedness, and competence can increase students' intrinsic motivation. Therefore, it is important to develop interactive and relevant learning media in order to increase students' motivation in understanding the teachings of the Qur'an.

Interactive learning media has shown great potential in increasing student engagement in the learning process. By utilizing digital technology, such as online applications and platforms, students can learn in a more interesting and enjoyable way. Interactive media can help students understand the material better, increase information retention, and encourage active participation in learning (Artika et al., 2024). This is in line with the Multimedia Learning Theory proposed by Richard Mayer, which states that learning is more effective when students are given a combination of visual and verbal elements presented interactively. Interactive media is able to present these elements through simulations, animations, and interesting activities, so that students can more easily understand and remember the material. In addition, according to Engagement Theory, technology-based learning that



involves collaboration, interactivity, and relevance will encourage active student involvement in learning (Agung Budi Santoso, M.Pd Nur Fadli Utomo, 2020). In the context of learning the Qur'an, interactive media provides a deeper and more meaningful learning experience for students through features such as interactive quizzes, audio tajwid, and gamification.

One of the factors that influences students' motivation in learning is the relevance of the material to everyday life. When students see the relationship between the teachings of the Qur'an and the reality of life, they tend to be more enthusiastic about learning it. In the Relevance Theory which emphasizes that learning will be more effective if the material taught is relevant to the needs, interests, and experiences of students. In addition, the ARCS Motivation Theory developed by John Keller, the element of relevance is one of the keys to increasing learning motivation (Hamzah & Publik, 2019). When students feel that learning has practical value and is in accordance with their lives, their interest and curiosity increase. Therefore, the development of interactive learning media that incorporates the values of the Qur'an in the context of everyday life not only helps students understand religious teachings, but also arouses their interest and motivation to learn.

The use of interactive learning media in Qur'an education stems from the need to overcome the challenges of traditional learning, which is often less attractive to students in the digital era (Shobiroh, 2021). Technological literacy in religious education is important to bridge the learning styles of modern students who are more familiar with technological devices. Interactive learning media or educational games can help improve students' learning at a pace and in a way that suits their preferences, improve their ability to read, memorize, and understand the meaning of the Qur'an in more depth. Consideration of the age and characteristics of elementary school students allows teachers to apply interactive learning media, because this is considered to attract students' attention. This is in accordance with the fact that interactive learning media has been shown to increase effectiveness and make the teaching process more interesting for students, so that it can trigger learning motivation (Munawir et al., 2024).

Through the development of interactive learning media based on the Qur'an, it is expected to create a positive and enjoyable learning environment. This media is expected to combine technological elements, such as animation, sound, and educational games, to create an interesting learning experience (Syahdinur & Alfarisi, 2021). Also, this media can be designed to be flexible for use, both at school and at home, so that students can learn independently. The use of interactive media provides an opportunity for teachers to be more creative in delivering material, so that students not only learn to read the Qur'an but also understand and apply the values of the teachings in everyday life. The use of this interactive media is believed to increase student motivation during the teaching and learning process (Nata & Putra, 2021). This will form the emotional, sensory and cognitive involvement of students, creating a positive, enjoyable and meaningful learning atmosphere.

Previous research conducted by Amna Ali (2025) entitled Effectiveness of Interactive Learning Media in Increasing Elementary School Students' Interest and Motivation to Learn, shows that the use of interactive learning media has been proven to be able to increase students' interest and enthusiasm for learning at the elementary school level. The similarity between this study and this study is that both emphasize the use of interactive learning media, while the differences between the two are seen in generating specific learning motivation in the context of learning the Qur'an and the main difference is also the focus of learning materials (general vs. the Qur'an).

This article aims to contribute to the development of religious education in Indonesia, especially in learning the Qur'an at the elementary school level. By integrating the values of the Qur'an in technology-based media, students can better understand religious teachings in a context that is relevant to modern life. However, on the other hand, this media also supports government efforts in advancing character-based education through the use of technology. Therefore, this approach students not only learn to read the Qur'an but are also trained to internalize its values in everyday attitudes and actions. Thus, this article is expected to have a long-term impact in forming a generation that is religious, has character, and is technologically literate.



2. Method

A literature review is a collection of reference theories and previously existing study results that are relevant to the research being conducted (Hadi, 2021). This article uses a literature review method or library research, which is carried out by collecting, reading, and analyzing various literatures that are relevant to the topic of developing interactive Al-Qur'an learning media. Literature sources include books, scientific journals, articles, and other documents that can support the discussion of the article. Therefore, this method aims to provide a strong theoretical foundation for research, while identifying existing research gaps to support the relevance of the study. Data collection was carried out by accessing various sources, including digital libraries, academic repositories, articles available on the internet, and other online databases to ensure the completeness and accuracy of the references.

3. Results and Discussion

3.1 Use of Interactive Al-Quran Learning Media

Learning media is an important tool in creating an effective learning environment (Yuniarti et al., 2023). This media helps in conveying messages and facilitates students' understanding of the concepts being taught (Wulandari et al., 2023). Also, learning media are tools, materials, methods, or techniques used to convey learning materials so that the learning process becomes more effective and interesting (Nurrita, 2018). This media can be in the form of physical devices (such as books, whiteboards, or props) or digital (such as videos, applications, or software). Learning media is designed to help students understand the material in an easier, more interactive and enjoyable way (Nurfadhillah et al., 2021).

Interactive learning media is media designed to actively involve students in the learning process (Daulay & Hanafi, 2024). This media allows two-way communication between students and materials, so that learning becomes more interesting, dynamic, and effective (Diana, 2023).

So, interactive learning media of the Qur'an is a device or technology designed to facilitate learning of the Qur'an by involving active participation from students. The media used are such as audio, visual, digital applications, or other interactive tools. So that it can help the process of learning the Qur'an to be more effective, interesting, and in accordance with the needs of individual students, or in groups.

Interactive learning of the Qur'an has several main characteristics that make it effective and interesting. First, this process involves direct interaction, where students actively participate in reading, listening, or understanding the verses of the Qur'an. Usually this activity is supported by various tools and technologies to facilitate understanding. In addition, this learning integrates modern technology, such as applications, digital devices, namely online learning platforms specifically designed for learning the Qur'an (Fitrianda et al., 2025).

One of the advantages of interactive learning is the real-time feedback, where students can immediately find out mistakes or get corrections when reading the Qur'an (Agung Budi Santoso, M.Pd Nur Fadli Utomo, 2020). This can be done through teachers, digital devices, or applications that have reading detection features. This media also utilizes multimedia, such as animation to explain the laws of tajweed, audio to listen to the correct reading, and transliteration text or interpretation that helps students understand the meaning of the verses more deeply. Ultimately, this learning is designed to increase student motivation and interest through a creative and fun approach. Gamification, interactive quizzes, and interesting visual stories are part of this method. So that students are more motivated to study the Qur'an consistently.

The development of interactive learning media for the Qur'an is based on the need to overcome traditional methods that are often less interesting for students, especially in the digital era. Interactive media offers a new approach by utilizing technology such as applications, digital platforms, and educational software. This media allows students to learn through a combination of visuals, audio, and gamification, which arouses their motivation and learning engagement.

The use and development of interactive learning media provides various benefits, such as:



1. Increasing Student Interest

Interactive media with attractive visual elements and challenging activities can attract students' attention. Research shows that students are more motivated to learn when they are exposed to methods that are relevant to everyday life.

2. Deeper Mastery of Material

This media allows students to learn to read, memorize, and understand the meaning of the Qur'an in depth. Features such as interactive quizzes, audio simulations, and tajweed guides make it easier for students to understand the material.

3. Flexibility in Learning

This media can be used in various places, both at school and at home. This allows students to learn independently at their own pace.

Although interactive media has many excellent advantages and benefits, there are several challenges that need to be overcome:

1. Access to Technology

There are limited access to technology, especially in remote or less developed areas. Such as slow or unavailable internet connections, lack of hardware such as computers or tablets, and high costs to purchase and maintain technology are obstacles. This inequality can cause a learning gap between students who have access to technology and those who do not.

2. Teacher Skills

Not all teachers have adequate training to integrate technology into the learning process effectively. Some teachers may feel less confident or reluctant to try new technology because they feel their workload will increase, thus affecting their motivation to use interactive media in teaching.

3. Media Quality

Some media may not be relevant to the curriculum, too complicated to use, or less interesting to students. In addition, many media are not designed with inclusiveness in mind, so they cannot be used by students with special needs. The low quality of this media can affect the effectiveness of learning and even make students lose interest in learning.

3.2 Motivasi Belajar Siswa

Student learning success is greatly influenced by their motivation. Students with strong learning motivation tend to achieve better results, while students with low motivation tend to have less than optimal results. The level of motivation will determine how much effort or enthusiasm is poured into learning, and this enthusiasm will affect the results achieved.

According to Sardiman, learning motivation is one of the individual mental variables that plays an important role in increasing enthusiasm, energy, and drive to learn. Students who have high motivation tend to have a lot of energy to combine recreational activities with learning activities (Setiyaningsih & Sunarso, 2020).

Ridwan explained that anything that can encourage students or individuals to learn can be called learning motivation. Without motivation, a student will not be moved to learn, which ultimately hinders learning success. The level of success or failure in learning is highly dependent on the level of motivation, so learning is difficult to achieve without motivation (Fahriyah et al., 2020).

Meanwhile, Kompri argues that motivation and learning are two interrelated things. Without learning, motivation will not be enough to motivate students during the learning process in class (INDRA, 2022).

So, learning motivation is a drive that comes from within the individual or from the surrounding environment, which functions to increase enthusiasm, energy, and sincerity in undergoing the learning process. This motivation is an important factor that determines the success of learning, because without motivation, the learning process will be difficult to achieve optimally.

Motivation plays a very important role in learning success because it determines how much effort students make to understand and master the subject matter pelajaran (Resti



Titiandari¹, Ihsana El Khuluqo², 2024). Motivation is an internal or external drive that makes someone want to do something, in this case learning. Motivation is very important in the learning process because it is the main factor that determines whether a student will try their best or not in understanding and mastering the subject matter (Melvi¹, Martin Kustati², Rezki Amelia³, 2024).

Students who are highly motivated tend to be more active in seeking information, do not give up easily when faced with difficulties, and are able to persist in a long learning process. It is a motivation from within the students (Edu et al., 2021). They are also more enthusiastic in following lessons, doing assignments, and participating in class discussions. In contrast, students who are less motivated tend to be passive, easily bored, and do not try hard when facing challenges. Therefore, learning motivation plays an important role in shaping students' character so that they are enthusiastic and brave in facing challenges (Rahman et al., 2024).

In general, learning motivation can be classified into two types, namely intrinsic motivation and extrinsic motivation. Learning motivation can arise from intrinsic factors, such as the desire to achieve success, the drive to meet learning needs, and the hopes and ideals that you want to achieve. Extrinsic factors include rewards, a supportive learning environment, and interesting and enjoyable activities. Learning motivation is a combination of internal and external drives that encourage students to make changes in their learning behavior.

1. Intrinsic Motivation

Intrinsic motivation is a drive that comes from within the student. This drive arises because students feel interested and happy with the learning itself, not because of external rewards. For example, a student who studies a topic because of great curiosity or because he enjoys the learning process (Rifaaldi & Hadijah, 2021). Intrinsic motivation is usually stronger and lasts longer because it does not depend on external factors.

There are several factors that influence intrinsic motivation:

a) Interest in Subject Matter

Interest is a natural attraction to a particular topic or lesson. Students who are interested in subject matter will be more enthusiastic and enthusiastic in learning it. When the material is considered relevant and interesting, students tend to actively involve themselves in the learning process without feeling forced.

b) Self-Confidence in Learning Ability

Self-confidence makes students believe that they are able to understand and complete the tasks given. When students have confidence in their abilities, they are more motivated to try new things, face challenges, and do not give up easily if they encounter difficulties in learning.

c) Personal Goals to be Achieved through Learning

Personal goals are a strong motivator for students to learn. When students have specific targets, such as improving grades, understanding concepts, or achieving certain ideals, they will be more motivated to try hard. These goals provide a clear direction and reason why they need to learn, thus strengthening their commitment to the learning process.

2. Extrinsic motivation

Extrinsic motivation is the drive to learn that comes from external factors, not from the student's own internal interests or desires. This drive often arises because of certain incentives or consequences that influence student behavior (Amrullah, 2023). These factors include rewards, praise, punishment, or social pressure.

For example, a student may study hard to get high grades and gain recognition from parents or teachers. Another student may be motivated to study because he wants to avoid punishment or criticism from his surroundings. This kind of motivation is often used as a strategy by parents, teachers, or educational institutions to encourage students to achieve certain results in a relatively short time.

Learning activities will not be carried out without encouragement or motivation, either from within (internal) or from outside (external) the individual involved in the process (Nurmala et



al., 2014). Based on Wasty's opinion, motivation has a very important role in the learning process, including:

- a. **As the Main Driver or Encouragement in Learning Activities**
Motivation functions as the main driver that encourages students to be involved in the learning process. This motivation can come from within the student (internal motivation) or from the surrounding environment (external motivation). Without motivation, the learning process will be difficult to run optimally.
- b. **As an Explanation of Learning Objectives**
Motivation is always closely related to the achievement of certain goals. Without goals, motivation will not appear. Therefore, motivation is an important aspect that helps students achieve maximum learning outcomes. Motivation also provides guidance to students regarding the activities that need to be carried out to achieve the goals that have been set.
- c. **As a Tool to Determine the Direction of Action**
In this case, motivation helps students determine the steps that need to be taken to achieve learning goals. With motivation, students can choose which actions are the most effective and relevant to take.
- d. **As an Internal and External Motivation Strengtheners**
In the learning process, internal motivation comes from the desire or interest in students to learn. Meanwhile, external motivation is generally obtained from external factors, such as teacher support, awards, or a supportive learning atmosphere. Both complement each other to create an optimal learning experience.
- e. **As a Driving Factor for Learning Achievement**
Motivation plays an important role in helping students achieve academic achievement. The high or low learning achievement of a student is often correlated with how much motivation he or she has in the learning process. With strong motivation, students are more motivated to overcome various obstacles and achieve satisfactory results.

3.3 Development of Interactive AI-Quran Learning Media in Teaching

The development of interactive learning media for the Qur'an can be an effective solution in increasing students' interest and understanding of learning the Qur'an. This media can be designed by integrating digital technology, such as interactive applications, animated videos, or educational games, which are specifically designed to help students understand the reading, tajwid, and content of the Qur'an in a fun way (SDN, 2022). For example, the Qur'an learning application can be equipped with a voice recognition feature to help students practice pronouncing the verses of the Qur'an correctly.

Apart from that, interactive media can also include visual stories about the stories in the Koran, so that students can more easily understand the values contained. With visual elements, audio and interactive activities, learning becomes more interesting and can increase student attention. The use of gamification, such as giving points or virtual prizes, can also motivate students to study harder (Baiti et al., 2022).

It is also important to ensure that the learning media is appropriate to the age and needs of the students. For elementary school students, for example, colorful interactive media that uses simple language can be more effective. Conversely, for older students, the material can be developed with an emphasis on interpretation, the meaning of verses, and their application in everyday life. With the right approach, interactive learning media for the Qur'an can be an effective tool to support the process of religious education at various age levels.

The development of interactive learning media for the Qur'an must also pay attention to the principle of diversity in learning methods. This media can be designed to support various learning styles, such as visual, auditory, and kinesthetic. For example, students with a visual learning style can be helped by illustrations and animated videos, while auditory students can take advantage of audio features that support the pronunciation of verses from the Qur'an. Meanwhile, interactive activities such as matching verses and meanings or tracing the hijaiyah letters with a



finger on a touch screen can provide a learning experience that is appropriate for kinesthetic students. Thus, this media can reach the needs of various types of students more comprehensively.

In addition to supporting learning at school, interactive Al-Quran media can also be used at home with family. Parents can use this media to guide children in learning to read and understand the Al-Quran. For example, applications or software can provide guidance for parents in explaining the laws of tajwid or the meaning of verses in a way that is easy for children to understand (Nurhasanah & Nasution, 2024). With family involvement, learning becomes more meaningful and sustainable. This media also allows children to learn independently when parents cannot always accompany them, thus increasing independence in studying the Al-Quran.

However, the development of this media must still prioritize the accuracy of the content and Islamic values. It is important for developers to work with religious experts so that the material presented is truly in accordance with Islamic teachings. In addition, media design must also avoid content that has the potential to distract students from learning objectives, such as excessive games or irrelevant visual elements. With a balance between technology, appropriate Islamic content, and attractive design, interactive Al-Quran learning media can be an important innovation in supporting more effective and modern religious education.

4. Conclusion

The use and development of interactive Quran-based learning media can increase students' learning motivation in elementary schools. Interactive media that utilize digital technology, such as applications, audio-visuals, and gamification, not only make learning more interesting and relevant, but also help students understand, read, and memorize the Quran more effectively. This also supports the formation of student character through internalization of Quranic values. This approach presents challenges such as access to technology and teacher training, but its potential is very large in improving the quality of technology-based religious education in Indonesia.

Therefore, the development of interactive Quran learning media must continue to be encouraged by involving various parties, such as educators, technology developers, and the government. Support in the form of providing technological infrastructure, teacher training, and developing relevant and inclusive content is needed. Thus, it is hoped that Quran learning will not only be more effective and interesting, but also able to form a generation that is religious, has character, and is technologically literate in this digital era.

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