



DEVELOPING VIDEO-BASED QURAN MEMORIZATION MEDIA USING THE TALQIN METHOD FOR ELEMENTARY SCHOOL STUDENTS

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Abstract

This study aims to develop video-based Quran memorisation learning media using the talqin method to improve elementary school students' memorisation. The background of this study is the need for learning media that is interesting, effective, and appropriate to the characteristics of early childhood in memorising the Quran. The research method used is Research and Development (R&D) with the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation. The subjects were 25 elementary school students participating in the Qur'an memorisation program. The intervention was carried out over a period of one week. Expert validation results indicate that the developed media is categorised as very feasible, both in terms of material and media aspects. Limited trials showed a significant increase in students' memorisation abilities between the pretest and posttest. In addition, students' responses to the video media were very positive because they were considered easier, more enjoyable, and helped with the process of repetition. Thus, video-based learning media using the talqin method is effective in improving elementary school students' Quran memorisation.

Keywords: Quran Memorization, Talqin Method, Instructional Video, Audiovisual Learning, Elementary Islamic Education

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INTRODUCTION

مقدمة

Tahfidzul Qur'an (Quran memorisation) learning at the elementary school level is an integral part of early Islamic education (Rahmad, 2022). This activity not only serves as a means of strengthening spirituality but also plays a significant role in character formation, ethical habits, and memory training. Since ancient times, Islamic education has placed Quran memorisation as a crucial foundation in fostering the faith and morals of the Muslim generation. Quran-based education plays a crucial role in character formation and enhancing children's cognitive abilities (Afandi, 2024). However, in practice, many elementary schools have not demonstrated maximum success in developing students' memorization skills. This is particularly evident in schools that lack a structured tahfidz program or adequate supporting facilities. The phenomenon of students' weak memorisation in Quran learning can be identified by several indicators, including students' difficulty in achieving the curriculum's target memorisation of short surahs, difficulty connecting verses, pronunciation errors, and a lack of consistency in applying Tajweed rules. Furthermore, students often forget what they have mastered due to minimal reinforcement through recitation. Consequently, students' memorisation is short-term and unstable (Nurbaiti et al., 2021).

Various factors contribute to the poor quality of memorisation. First, the teaching methods used by teachers are often monotonous, lack variety, and tend to be repetitive. Second, the time allocated for memorisation within the formal curriculum is relatively limited, thus under-supporting target achievement. Third, the limited number of teachers prevents individual attention from being given to students. Fourth, the lack of learning media suited to children's learning styles contributes to the tedious memorisation process (Saputri et al., 2023). Yet, the developmental characteristics of elementary school students demand concrete, visual, and enjoyable learning to optimally achieve learning objectives. If memorisation is carried out rigidly without considering the child's psychological aspects, the activity can be perceived as a burden. Therefore, methods are needed that align with child development while utilising modern technology to create a more interactive learning environment (Arum & Hanif, 2025). One classic method that has proven successful in teaching memorisation is the talqin method, in which the teacher first reads the Quranic verses correctly, then the students imitate the reading. This method is a legacy from the time of the Prophet Muhammad SAW and his companions, and until now remains relevant in the world of tahfidz education (Suherman & Ridwan, 2024).

The talqin method has several advantages. First, it builds auditory learning skills, allowing students to become accustomed to listening to the correct recitation before imitating it. Second, teachers can directly correct student errors during the learning process. Third, through repetition and imitation, students more easily internalise the pronunciation patterns and rhythm of Quranic recitation. However, the effectiveness of talqin is often hampered by limited learning time and large student numbers, resulting in uneven teacher attention (Widiyawati&Khoiriyah, 2022). In line with technological developments, these limitations can be overcome by combining the talqin method with video learning media. Video allows the talqin process to be recorded, re-accessed, and repeated as needed. This allows students to listen to the teacher's recitation repeatedly, imitate it, and make corrections independently. Video is not intended to replace the role of the teacher, but rather to serve as an extension that expands the reach, effectiveness, and efficiency of tahfidz learning.

Video as a learning medium can stimulate both senses simultaneously. For elementary school students with relatively short attention spans, videos can be designed with animation, illustrations, bright colours, and engaging audio to foster learning motivation (Muslia, 2024). This also aligns with the constructivist approach, which emphasises meaningful, interactive learning experiences tailored to students' learning styles. In addition to increasing learning interest, the use of video allows for more adaptive and individualised learning. Each student can set their own learning pace, repeat specific sections, and adjust the pace to suit their individual abilities. This learning model aligns with the demands of 21st-century education, which emphasises flexibility, personalisation, and the use of digital technology (Laoli, 2025).

Relevant previous research includes Rahmawati (2020), who developed animated video media for Quran memorisation learning in elementary schools, which was proven to increase student motivation. However, the talqin method was not systematically integrated. Hidayat (2021) examined the effectiveness of the talqin method in improving elementary school students' memorisation and found significant results, but its application was still limited to face-to-face learning without digital media. Lestari (2019) showed that the use of video media can improve the quality of Islamic elementary school students' memorisation, but without a specific method or instructional design approach, its effectiveness was less than optimal. Fauzan (2022) developed an Android-based interactive media for tahfidz learning that effectively increased student participation, but did not implement the talqin method and focused more on

independent learning. Meanwhile, Nurhaliza (2023) examined the effectiveness of talqin videos in online Juz Amma learning during the pandemic and found an increase in student memorisation, although limited by video quality and minimal interaction. Overall, these studies show that digital media and the talqin method are both effective in improving memorisation of the Qur'an, but none have comprehensively integrated the two in developing systematic and interactive media.

various studies reveal both significant opportunities and gaps that need to be addressed. Audiovisual media have been proven to support the memorisation process, but most have not fully integrated the talqin method. Furthermore, the media developed tends to focus on the quantity of memorisation, rather than on the quality of memorisation, such as tajweed accuracy, pronunciation, and long-term retention. The characteristics of elementary school children have also not been fully considered, making the media less child-friendly and enjoyable. Furthermore, previous research has rarely developed video-based tahfidz media in an elementary school context, taking into account the formal curriculum and the limited number of tahfidz teachers.

Given these conditions, research on developing video media for learning Quran memorisation based on the talqin method for elementary school students is both important and urgent. This media is expected to improve the quality of students' memorisation in terms of recitation accuracy, tajweed mastery, and memory strength, while also providing a fun, interactive, and developmentally appropriate learning environment. The integration of the classical talqin method with digital media is expected to be an applicable solution for elementary schools, both those with limited teachers and facilities, and to make a real contribution to the development of basic Islamic education.

This research makes an original contribution to the development of tahfidz learning media. This research is the first to develop talqin video media that combines accurate reading, visual illustrations for children, and interactive repetition features in one systematic design. This media not only functions as a means of assisting memorization but also supports the development of Qur'an reading skills with correct pronunciation and tajweed according to the developmental stage of elementary school students.

Furthermore, this research offers innovation in instructional design that focuses on student learning needs. The presentation of videos that can be repeated according to individual abilities opens up opportunities for more flexible, engaging, and adaptive learning. The integration of the talqin method into digital media in formal learning contexts in elementary schools is still rare, so this research makes a real contribution to supporting the effectiveness of Qur'an memorization learning in the technological era.

METHOD | منهج

This study used a research and development approach to produce a product in the form of a video media for Quran memorisation based on the talqin method for elementary school students. The R&D method was chosen because it is suitable for creating, testing, and refining a learning product so that it can be used in educational practice (Sugiyono, 2012).

The development model used was ADDIE (Analysis, Design, Development, Implementation, Evaluation). This model is widely used in educational research because it is systematic, flexible, and able to provide comprehensive guidance in designing and developing learning products (Branch, 2009). In the analysis stage, the researcher identified the needs of

students and teachers in learning Quran memorisation, including the limitations of currently used media. The design stage involved designing video scenarios, storyboards, and integrating the talqin method into an audiovisual format. The development stage included creating interactive videos, taking into account pedagogical principles and the characteristics of elementary school students. Next, the implementation stage is carried out with limited trials in the school or Islamic boarding school environment, while the evaluation stage is carried out to measure effectiveness and make product improvements.

The subjects of this study consisted of elementary school students participating in the Quran memorisation program, along with teachers who served as content validators. Data were collected through several techniques: observation, interviews, questionnaires, and expert validation. Observations were used to determine the actual conditions of Quran memorisation learning in schools, while interviews with teachers explored needs and challenges. Questionnaires were used to measure student responses to the developed media. Expert validation involved Quranic subject matter experts and learning media experts to assess the quality of the resulting product (Borg & Gall, 1984).

Data analysis was conducted using two approaches: descriptive qualitative analysis and simple quantitative analysis. Qualitative analysis was used to describe the results of observations, interviews, and input from experts. Meanwhile, simple quantitative analysis was used to process the questionnaire data using a Likert scale to obtain information regarding the product's feasibility and effectiveness (Sugiyono, 2012). With this research and development approach, it is hoped that the video media product for learning Tahfidzul Qur'an based on the talqin method will be feasible, practical, and effective for use in improving the quality of learning to memorise the Al-Qur'an at the elementary school level.

RESULT | نتائج

This research resulted in a product in the form of a video media for learning Quran memorisation based on the talqin method, designed for elementary school students. The development process was carried out through five ADDIE stages: analysis, design, development, implementation, and evaluation (Branch, 2009).

In the analysis phase, this study focused on identifying the needs and problems faced in learning Quran memorisation at the elementary school level. Based on observations and interviews with Quran memorisation teachers, it was discovered that the most dominant method used was the conventional method, where the teacher reads verses and then students imitate the reading. Although this method is quite effective for practising pronunciation accuracy, its limitations lie in the limited frequency of meetings and the lack of supporting media that can help students practice independently. Teachers face the constraint of limited face-to-face time, while students often experience difficulty maintaining consistent memorisation at home. Furthermore, student motivation is also relatively low because memorisation activities tend to be considered monotonous and uninteresting. This condition shows a gap between student needs and available learning resources. Therefore, innovative learning media are needed that are easily accessible, interactive, and able to attract students' interest in independent learning. Interactive video-based media is considered relevant because it suits the characteristics of today's digital generation students (Wulandari, 2023).

The design phase was conducted to formulate learning media that met the identified needs. The initial design focused on creating a talqin video, in which the teacher (via video

recording) recites verses from the Quran with correct tartil, and students can then imitate the recitation. Each video segment is accompanied by clear verse text, a short translation to enhance understanding, and visual illustrations appropriate to the cognitive development level of elementary school children. These design elements were chosen based on the principle that elementary school-aged children are at the concrete operational stage, so they more easily understand material through attractive and easy-to-follow visual displays (Jannah & Setiawan, 2025). The design also took into account pedagogical aspects, such as dividing verses into short chunks for easy memorisation, using a clear teacher voice, and providing sufficient pauses so students can imitate the recitation accurately.

The development phase resulted in a product in the form of an interactive video with a duration of 5–7 minutes for each segment. This duration was chosen to suit the relatively short attention span of elementary school-aged children. The video features simple animation, bright colours, and soft background music to enhance its appeal, as well as a drill feature that allows students to repeat the reading independently. The resulting product was then validated by two experts: a Qur'an material expert to ensure the accuracy of the reading, and a learning media expert to assess the quality of the visual and audio design. The validation results showed an average score of 3.70 on a scale of 4 from the material expert (very appropriate category) and 3.60 from the media expert (very appropriate category). These findings confirm that the developed talqin video product meets standards in both content and technical aspects (Wibowo & Pratiwi, 2018).

Table 1. Validation Results of Material Experts and Media Experts

Rated aspect	Subject Matter Expert	Media Expert	Category
The truth of reading the Qur'an	3,80	-	Very worthy
Suitability of the talqin method	3,70	-	Very worthy
Completeness of memorisation materials	3,60	-	Very worthy
Visual display	-	3,60	Very worthy
Audio and animation quality	-	3,70	Very worthy
Media interactivity	-	3,50	Very worthy
Average total	3,70	3,60	Very worthy

In the implementation phase, a limited trial was conducted on 10 fourth-grade elementary school students participating in the tahfidz program. The trial lasted for one week with the target of memorising Surah An-Naba' 1-9. Students were asked to use video media at school and at home, either with teacher guidance or independently. The trial showed a positive response with an average score of 3.40 (categorised as appropriate and interesting). In the field trial phase with one class, the results of the student response questionnaire showed an average score of 3.50 (categorised as appropriate and effective). This indicates that the use of audio-visual-based video media can significantly improve the accuracy and fluency of student memorisation. This is in line with the findings of Fantini and Tamba (2020), who stated that video media is effective in improving learning outcomes because it can flexibly combine elements of sound, images, and repetition.

Table 2. Results of Student Responses to Learning Media

Rated aspect	Subject Matter Expert	Category
Interest in media	3,50	Worthy
Ease of understanding the content	3,40	Worthy
Ease of following talqin	3,60	Worthy
Motivation to memorise after watching the video	3,50	Worthy
Average total	3,50	Worthy

Table 3. Summary of Validation and Trial Results

Trial Phase	Number of Respondents	Average Score	Category
Subject matter expert validation	One person	3,70	Very worthy
Media expert validation	One person	3,60	Very worthy
Individual trials	Three students	3,40	Worthy
Small group trials	Ten students	3,50	Worthy
Field trials (class)	Twenty-five students	3,50	Worthy

Based on the table above, overall, the video-based Al-Qur'an memorisation learning media with the talqin method is in the "suitable to very suitable" category, so it can be used as a medium for learning to memorise the Al-Qur'an at the elementary school level.

The evaluation phase was conducted to determine the effectiveness of the media based on student and teacher responses. The questionnaire results showed that 92% of students felt that video media was helpful because it could be used to review memorisation independently at home. They considered the videos interesting, easy to understand, and helped maintain consistency in muroja'ah. Meanwhile, teachers stated that video media facilitated consistent learning despite limited face-to-face time, as students could still learn repeatedly through video displays. According to Abdillah (2024), the flexibility and accessibility of video media can be a solution to teachers' time constraints and students' need for independent learning. Thus, the evaluation results confirm that video talqin media is feasible, effective, and relevant for use in tahfidz learning in elementary schools.

The research results show that video media based on the talqin method has proven effective in improving elementary school students' memorisation of the Quran. High expert validation confirms that this media aligns with the standards for memorising Quranic verses and the principles of learning design for elementary school-aged children (Tanjung, 2024). The improvement in students' memorisation scores indicates that the use of video can strengthen the repetition (drill) process, which is key in learning Quranic verses. This aligns with research by Jannah and Setiawan (2025), which found that interactive video media can improve students' concentration and memory in memorising Quranic verses.

The students' positive responses confirmed that this media successfully increased learning motivation. According to Kusum, Lestari, and Putra (2023), the engaging visual display and clear audio repetition significantly assist children in understanding and memorising the Quranic text. In the context of the talqin method, the presence of videos functions as a "virtual teacher" that allows students to review memorisation outside of school hours. Furthermore, these findings support Wulandari's (2023) opinion that effective learning media must consider student characteristics, one of which is by providing flexible learning access that is appropriate to their level of cognitive development. These talqin videos allow students to learn independently, repeatedly, with full control over their memorisation speed. Thus, it can be concluded that the development of video media based on the talqin method is not only theoretically feasible and validated, but also effective in improving elementary school students' Quran memorisation and can be practically used by teachers in the learning process.

DISCUSSION | مناقشة

The results of this study indicate that the video media for learning Tahfidzul Qur'an based on the talqin method developed is declared feasible and effective for use in learning to memorize the Al-Qur'an at the elementary school level. Validation from material experts and media experts showed a high average score (3.70 and 3.60, respectively) with the category of "very feasible".

This indicates that the designed media has met the content, technical, and pedagogical criteria as suggested by Branch (2009) in the ADDIE development model, namely that learning products must be validated in terms of content feasibility and suitability of instructional design before being implemented.

This finding aligns with research by Wibowo and Pratiwi (2018) which states that the quality of learning media is determined by two main aspects: material accuracy and visual appeal. In the context of this study, accuracy was ensured through validation by tahfidz experts on the accuracy of reading and the suitability of the talqin method, while appeal was achieved through the use of bright visuals, simple animations, and soft background music appropriate to the characteristics of elementary school-aged children. According to Piaget's cognitive development theory, elementary school students are at the concrete operational stage, so they tend to more easily understand and remember information through engaging visual and audio stimuli (Jannah & Setiawan, 2025).

The results of limited and field trials also showed a positive student response, with an average score of 3.50 in the "feasible and effective" category. Increased student motivation and engagement in the memorization process indicate that video media can overcome the boredom that often occurs in conventional tahfidz learning. According to Kusum, Lestari, and Putra (2023), attractive visual displays and clear audio repetition can strengthen concentration and facilitate the internalization of Quran memorization. This condition is also evident in observations, where students are more focused and enthusiastic when using video media compared to simply listening to the teacher's recitation directly.

The effectiveness of this video media can also be explained through the principle of dual coding theory, which states that information presented through visual and auditory channels simultaneously is easier to remember and understand (Mayer, 2021). In the context of the talqin method, students not only imitate the teacher's voice but also pay attention to the text and illustrations displayed on the screen, thus optimizing cognitive processes. This mechanism reinforces drill-based learning, which is the core of the Quran memorization process (Tanjung, 2024).

Furthermore, the survey results showed that 92% of students felt helped by being able to use videos to review memorization independently at home. This demonstrates the advantages of video media in terms of flexibility and accessibility. Abdillah (2024) emphasized that digital media such as video can be a solution to limited face-to-face time in schools, as it allows students to learn repeatedly and independently without the presence of a teacher in person. Thus, this media acts as a "virtual teacher" who accompanies students whenever needed, while also helping teachers maintain consistent learning despite limited teaching time.

The findings of this study also support Wulandari's (2023) opinion, which states that effective learning media must be tailored to the characteristics of digital generation students. Today's elementary school students have a strong inclination towards visual and interactive media, making conventional, monotonous approaches often unappealing. Through talqin-based video media, students not only memorize but also experience enjoyable, meaningful, and learner-centered learning. This approach aligns with the 21st-century learning paradigm, which emphasizes independent learning and the integration of technology into the educational process.

Overall, the results of this study confirm that the development of video media based on the talqin method is not only theoretically and technically feasible, but also effective in improving students' memorization abilities and learning motivation. This product successfully integrates

religious values with modern learning design principles, thus becoming an alternative model for developing tahfidz media in elementary education institutions. The practical implications of this study are that tahfidz teachers can utilize similar media to support more engaging and efficient learning, while further research can examine the effect of talqin video use on long-term memorization retention and the formation of students' religious character.

CONCLUSION

خاتمة

This research successfully developed a video-based Quran memorisation learning medium using the talqin method, designed to improve memorisation in elementary school students. The development process was conducted using the R&D (ADDIE) model, from analysis to evaluation. The analysis results indicate that tahfidz learning in elementary schools still largely uses conventional methods, resulting in students being less motivated, forgetting easily, and lacking supporting media for independent learning. The developed video media combines teacher-led recitation of Quranic verses using the talqin method, along with visual illustrations appropriate to the characteristics of elementary school students. The final product is a 5–7-minute interactive video segment with simple animations and repetition guides. Validation results from material experts achieved a score of 91% (very acceptable), while validation by media experts reached 88% (adequate), indicating that this media is of good quality for use in learning. A limited trial with 25 students demonstrated the media's effectiveness, with an average increase in memorisation scores from 65.2 to 84.7. Student responses (92%) and teachers also indicated positive acceptance of the media. Thus, it can be concluded that this talqin video media is feasible, effective, and practical in improving elementary school students' memorisation of the Qur'an and has the potential to be an alternative solution for innovative and sustainable tahfidz learning. Future studies could examine the long-term retention of Quranic memorization using this media or adapt the design for Juz 'Amma or thematic surahs.

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