



Enhancing fourth-grade students' learning outcomes in Tajwīd through lapbook media: A Classroom action research

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Abstract

This research examine the use of lapbook media as an instructional strategy to enhance fourth-grade students' achievement in learning *tajwīd*, specifically the pronunciation rules of *nun sākinah* and *tanwīn*. The study was conducted in response to limited student engagement and unsatisfactory learning outcomes commonly found in conventional *tajwīd* instruction in the primary school level. A Classroom Action Research approach based on the Kemmis and McTaggart framework was implemented through two iterative cycles involving instructional planning, classroom action, observation, and reflective evaluation. The participants consisted of 16 fourth-grade students during the first semester. Data were obtained from achievement tests, classroom observations, interviews, and supporting documentation, and were analyzed descriptively across cycles. The findings reveal a progressive improvement in students' learning performance, as reflected in the increase of the mean score from 64.37 before the intervention to 75.50 after the first cycle and 88.44 following the second cycle. The proportion of students meeting the mastery criteria also rose from 37.5% to full mastery by the end of the study. Furthermore, classroom observations indicated that lapbook-based activities encouraged greater student participation and learning motivation. These results suggest that lapbook media can be effectively integrated into *tajwīd* instruction to support active learning and improve educational outcomes in primary education.

Keywords: lapbook media, learning outcomes, *tajwīd* rules, primary education

INTRODUCTION

Tajwīd linguistically means “to improve” or “to beautify,” while terminologically it refers to articulating each letter from its proper point of articulation in accordance with its rules by fulfilling its rights and due characteristics (Sudiarjo et al., 2015). The science of *tajwīd* is a branch of *‘Ulūm al-Qur’ān* that studies the principles and procedures for reciting the Qur’an correctly and properly in order to preserve the recitation from errors. This discipline includes the recognition of the 29 hijaiyah letters, various vowel signs (*ḥarakāt*), and correct pronunciation in different letter combinations. Mastery of *tajwīd* is an essential prerequisite for

correct Qur'anic recitation, as it is impossible to achieve proper recitation without an adequate understanding of its rules (Habibulloh & Arifin, 2019).

The primary objective of learning *tajwīd* is to protect the tongue from errors in Qur'anic recitation. Reciting the Qur'an without adhering to *tajwīd* rules may result in *lahn* (pronunciation errors), which not only negatively affects the quality of worship but may also reduce spiritual reward. In certain cases, such as reciting Sūrat al-Fātiḥah incorrectly or without observing *tajwīd* rules, acts of worship such as prayer (*ṣalāh*) may even become invalid (Amir, 2019).

Nun mati or tanwin refers to the sound of a nun *sākinah*, whether written or unwritten, which follows the same recitation rules when encountering hijaiyah letters, namely *idzhar*, *idgham*, *iqlab*, and *ikhfa*. *Idzhar* is pronounced clearly without *ghunnah* when followed by halqi letters (ح, ع, هـ, غ, خ). *Idgham* is pronounced by merging sounds and is divided into *idgham bighunnah* (ي, ن, م, و) and *idgham bila ghunnah* (ج, د). *Iqlab* involves changing the nun sound into a mim accompanied by *ghunnah* when followed by the letter ب, while *ikhfa* is pronounced indistinctly with *ghunnah* when encountering fifteen *ikhfa* letters (Mahfud, 2017).

Islamic Religious Education learning in fourth-grade in primary education faces challenges in delivering the material on nun mati and tanwin recitation rules, which are considered abstract and difficult for elementary school students to understand. This condition has contributed to low student learning outcomes, despite the school's efforts to increase religious activities in the morning. This is evident from the pre-cycle results on the nun mati and tanwin material, where 11 students scored below the Minimum Mastery Criteria of 70 and were therefore categorized as not achieving mastery. This situation indicates that increasing the quantity of religious activities does not necessarily lead to improved quality of students' understanding, highlighting the need for more effective and meaningful learning strategies.

One factor contributing to the low learning outcomes is the use of conventional teaching methods, such as lecturing, which provide limited opportunities for interaction and active student involvement. Teacher-centered instruction tends to make students passive and less motivated. Therefore, a more interactive and structured learning approach is needed to engage students, enhance motivation, and facilitate better understanding of Qur'anic recitation rules so that students are able to apply them in their daily lives. One alternative approach is the use of lapbook media created directly by students as a learning product.

Lapbook is a learning medium in the form of a foldable book or three-dimensional portfolio designed to encourage active student participation and provide hands-on learning experiences, such as in descriptive text reading activities (Latifa & Muryanti, 2022). This medium consists of a simple visual portfolio that can be created individually or in groups, featuring attractive designs that combine images, text, activity sheets, and interactive elements such as flaps. Lapbooks are highly suitable for thematic learning because they accommodate various concepts within a single theme through creative elements such as diagrams, timelines, and charts, making them effective in increasing student engagement and supporting teachers in developing instructional materials (Wulandari et al., 2021). The use of lapbooks also aligns with constructivist learning theory, which emphasizes students' active role in constructing knowledge through direct learning experiences and critical-thinking questions (Jamaludin & Rosidah, 2020).

The use of lapbooks as a learning medium aims to create an interactive learning environment. Interactive learning has been shown to increase students' learning motivation, which positively affects academic achievement (Dimas Purnomo et al., 2025; Harsiwi & Arini, 2020; Rohmah & Tegeh, 2022). In addition, interactive learning can maximize students' potential and generate relatively quick feedback between teachers and students (Asela et al., 2020).

Interactive learning is characterized by a variety of learning activities that engage students in whole-class, group, and individual settings, making the learning process more dynamic and less monotonous. This model encourages the development of collaborative skills and requires a high level of students' mental involvement, while the teacher acts as a facilitator, classroom manager, and resource person, as learning control is largely placed in the hands of students. The communication pattern is not one-way but occurs actively through discussions and interactions among students, which indirectly fosters communication skills. As a result, the classroom atmosphere becomes more democratic and engaging without neglecting the achievement of learning objectives. In addition, interactive learning is flexible and can be implemented both inside and outside the classroom (Husnawati, 2024). In line with this, active students in interactive learning are characterized by their ability to express learning goals and motivation, demonstrate various efforts to participate in learning activities, take part in planning, implementing, and following up learning processes while communicating their learning outcomes, display creativity and learning strategies oriented toward success, and learn through direct experiences that enable them to discover and construct knowledge independently (Murni, 2021).

Previous studies indicate that the application of innovative teaching methods and learning media in tajwid instruction has a positive impact on students' learning outcomes. For instance, the development of Android-based learning applications for tajwid, waqf, and *makharijul huruf* has been proven to help children learn Qur'anic recitation interactively and independently through smartphones (Sudiarjo et al., 2015). Similarly, the implementation of the active learning method *card sort* has demonstrated significant improvements in students' learning outcomes on nun *sākinah* and tanwin recitation rules, increasing from 58.8% in the pretest to 94% in the second cycle of a classroom action research study at the junior high school level (Salamah, 2019).

Meanwhile, research on the use of lapbooks as learning media has also shown positive results, although it has largely focused on general subjects. Lapbook media have been proven to significantly influence students' learning outcomes in Social Studies (Aureliya et al., 2022), increase learning activeness through project-based learning assisted by lapbooks (Wulandari et al., 2021), and be considered valid and practical when developed using recycled materials in elementary schools (Nurdin et al., 2024). However, studies examining the use of lapbooks in Islamic Religious Education, particularly on nun mati and tanwin tajwid material at the elementary school level, remain limited. Therefore, this study holds strong urgency and potential to examine the extent to which the use of lapbooks impacts students' learning outcomes in Islamic Religious Education subjects.

Therefore, this study aims to examine the implementation of lapbook media in improving the learning outcomes of fourth-grade students in primary education on the topic of

nun sākinah and *tanwīn* recitation rules. The use of lapbooks as student-generated learning products is expected to maximize learning outcomes and make the learning process more engaging and effective through interactive classroom action research.

RESEARCH METHOD

This study employed a Classroom Action Research (CAR) approach, which is designed to improve the quality and effectiveness of classroom learning through systematic and reflective instructional practices (Yanuarto et al., 2021). CAR emphasizes planned actions, observation, and reflection to address identified learning problems and enhance instructional outcomes (Mu'alimin & Hari, 2014). In this study, CAR was applied to examine the effectiveness of integrating lapbook media in improving fourth-grade students' learning outcomes on the topic of *nun sākinah* and *tanwīn* recitation rules.

The research adopted the Kemmis and McTaggart model, which was implemented through two iterative cycles. Each cycle consisted of four stages: planning, action, observation, and reflection (Purnama et al., 2020). The planning stage involved the preparation of lesson plans, learning materials, and observation instruments. The action stage focused on the implementation of lapbook-based learning activities in the classroom. During the observation stage, students' learning activities and classroom interactions were systematically recorded. The reflection stage involved evaluating the outcomes of each cycle collaboratively with a collaborator to determine necessary improvements for the subsequent cycle.

This study was conducted at one public elementary school in Kuningan Regency, West Java, Indonesia, located in a rural area and serving students from predominantly lower-middle socio-economic backgrounds. The school is supported by adequate instructional facilities and an active teaching staff that promotes academic quality, spiritual values, and character development through various learning programs. These contextual characteristics provided a relevant and appropriate setting for examining instructional innovations in Islamic Religious Education, particularly in improving students' learning outcomes at the elementary level.

This study involved two main variables: an independent variable and a dependent variable. The independent variable was the implementation of lapbook media as an instructional method to improve students' learning outcomes. The dependent variable was students' learning outcomes on the topic of *nun sākinah* and *tanwīn* recitation rules. The research was conducted at SD Negeri Cikaso, with the research subjects consisting of 16 fourth-grade students in the first semester. The fourth grade was selected because its average learning outcomes were lower compared to other grade levels.

The research instruments used included tests to measure students' understanding, observation sheets to record teacher and student activities during the learning process, interviews to explore students' experiences with the implemented learning method, and documentation in the form of test results and observation reports as supporting data. Data were collected through observation, tests, interviews, and documentation, with research success determined by an increase in the average student learning outcomes from pretest to posttest, in which at least 80% of students were expected to achieve scores above the Minimum Mastery Criteria of 70 and demonstrate understanding of the *nun mati* and *tanwin* recitation rules. To examine the effectiveness of the cycle implementation, this study employed a one-group

pretest–posttest design, involving a single class that was assessed at the pretest stage, given treatment through the implementation of Classroom Action Research (CAR) cycles, and subsequently evaluated through a posttest (Creswell, 2017).

Table 1. Classroom Action Research Procedure

Class 4 SD Negeri Cikaso	Pre-Test	Treatment (PTK cycle)	Post-Test
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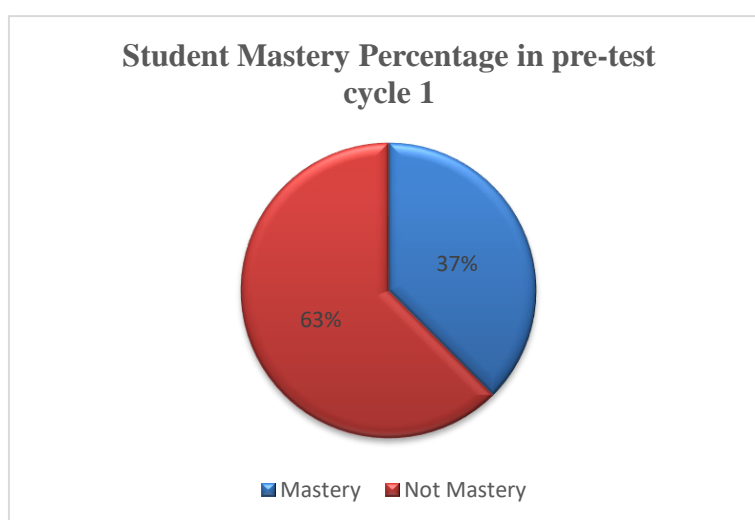
FINDINGS & DISCUSSION

Based on the research design and procedures described above, the following section presents the results of the Classroom Action Research conducted in one public elementary school in Kuningan Regency. The findings are organized according to the implementation of two research cycles and are presented through quantitative data from learning outcome tests and qualitative data derived from classroom observations and interviews. This section focuses on changes in students' learning outcomes, levels of participation, and the overall learning process following the implementation of lapbook media.

Findings

Students' Learning Outcomes and Classroom Engagement in Cycle I

Based on the pretest conducted to assess students' understanding of the rules of *nun sākinah* and *tanwīn*, the results showed that only 37.5% of students achieved mastery, while 62.5% did not meet the mastery criteria. This indicates that many students did not yet understand the tajwīd rules related to *nun sākinah* and *tanwīn*. This lack of mastery was further supported by interview results, which revealed that students found the material on the rules of *nun sākinah* and *tanwīn* quite difficult to understand. To improve learning outcomes, the teacher planned instruction using student-created lapbooks as a learning medium.



During the planning stage, the teacher designed teaching modules, prepared learning media, and developed evaluation instruments to measure students' learning success. The learning process began with an introduction, including classroom conditioning, collective

tadarus, ice-breaking activities, and the delivery of learning objectives. In the core activities, students were given a problem-based learning scenario and divided into small groups to study the rules of *nun sākinah* and *tanwīn*. They were also asked to identify examples of these tajwīd rules. Each group then presented the results of their discussion, followed by feedback from the teacher.

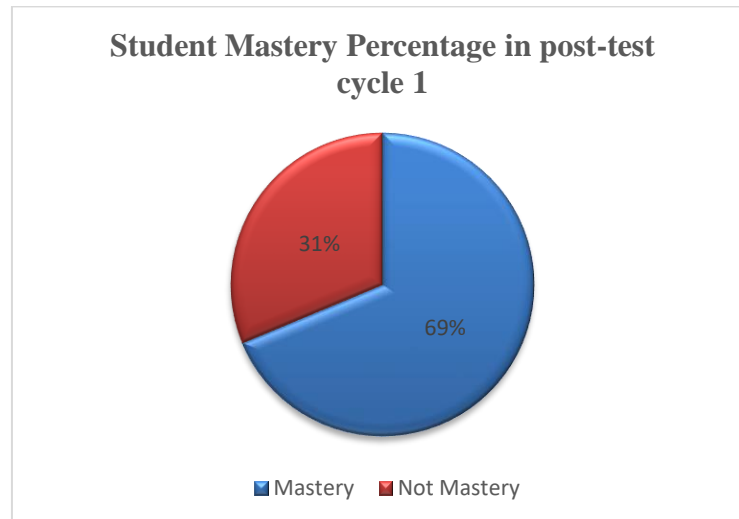
Throughout the learning process, students were involved in reflection through questions related to their understanding of the tajwīd rules of *nun sākinah* and *tanwīn* and the benefits of group work. The teacher also administered a post-test to measure learning outcomes. Students were asked to identify tajwīd rules, reflect on the importance of reading the Qur'an correctly, and practice their recitation at home. These activities aimed to increase students' confidence in understanding the rules of *nun sākinah* and *tanwīn*.



Figure 1. The process of making lapbooks by students

Observations showed an increase in student activeness, such as participating in group discussions, asking questions, and responding to peers. However, students' attention to the material still needed improvement. Discipline was fairly good, with most students arriving on time and completing assigned tasks. Nevertheless, some students had not fully utilized group discussions to improve their recitation.

The students' post-test results showed very good achievement. Based on the data obtained, 68.75% of the students succeeded in reaching the Minimum Mastery Criteria. This indicates that the use of lapbooks was effective in improving students' learning outcomes. Students' activeness in group work, their focus on the learning material, and the teacher's ability to facilitate the learning process were key factors contributing to this success.



Learning through the use of lapbook media showed a positive impact on increasing student activity. However, the pretest and post-test results indicated the need for reinforcement in aspects of *tajwīd* and *makhārij al-ḥurūf*. Therefore, the teacher planned improvements for the next cycle, such as increasing student interaction in group discussions and providing more structured guidance to correct recitation errors.

Students' Learning Outcomes and Classroom Engagement in Cycle II

The implementation of Cycle II focused on deepening students' understanding of the rules of *nun sākinah* and *tanwīn*. The teacher designed the learning activities by utilizing lapbooks as instructional media. The objective of this cycle was to increase students' learning activities and achievement so that they reached the Minimum Mastery Criteria of 70. Based on the reflection from the previous cycle, the planning stage involved preparing lesson modules, instructional media, and evaluation instruments to measure students' learning success.



Figure 2. Students present their lapbook projects.

During the implementation, the teacher began the lesson with introductory activities, including collective *tadarus* (Qur'anic recitation), motivation, ice-breaking activities, and apperception through guiding questions related to the rules of *idhār*, *ikhfā'*, *iqḷāb*, and *idghām*. In the main activity, the teacher applied a differentiated learning approach by dividing students into groups based on their learning styles: visual, auditory, and kinesthetic. Each group

completed tasks according to their interests, such as creating infographics, preparing oral presentations, or compiling lapbooks. The teacher accompanied the students, facilitated discussions, and provided additional learning resources to strengthen their understanding.

The students' post-test results showed very good achievement. Based on the data obtained, all students successfully reached the Minimum Mastery Criteria of 70, with an average score of 88.44. This indicates that the use of lapbooks was effective in improving students' learning outcomes. Students' activeness in group work, their focus on the learning material, and the teacher's ability to facilitate the learning process were key factors contributing to this success.

The reflection from Cycle II indicates that the implementation of differentiated learning supported by interactive media and creative methods can provide an optimal learning experience. Students were not only able to understand the rules of *nun sākinah* and *tanwīn*, but also demonstrated active, disciplined, and collaborative attitudes. The teacher was also considered successful in creating a pleasant and effective learning atmosphere. The results of this cycle serve as evaluation material to maintain effective methods and to develop more innovative strategies in future learning.

Based on the calculation of the pre-test and post-test data, it can be concluded that there was an improvement in students' learning outcomes after the use of lapbook media on the topic of *nun sākinah* and *tanwīn* pronunciation rules. In the pre-test results, only six students achieved the Minimum Mastery Criteria, whereas in the post-test of Cycle I, eleven students reached the Minimum Mastery Criteria. In Cycle II, further improvement was observed, with all students achieving mastery. In addition to the increase in mastery levels, there was also an improvement in the students' average scores, from 64.37 in the pre-test to 75.5 in the post-test of Cycle I, and then increasing further to 88.44 in the post-test of Cycle II.

In addition, the percentage of students who achieved mastery increased from 37.5% to 68.75%. However, there were still 31.25% of students who had not yet achieved mastery in Cycle 1. This indicates that the instructional intervention using lapbook media had begun to produce positive results, but still needed to be further improved in the next cycle. This was evidenced by the increase in the percentage of students achieving mastery in Cycle 2, which reached 100%.

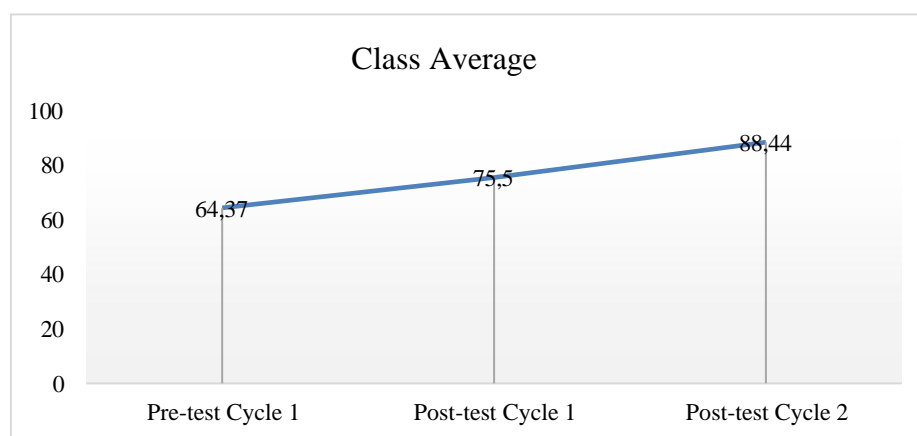


Figure 3. Class Average Scores

Figure 4 presents the progression of students' mastery levels across the research cycles. Prior to the implementation of lapbook media, only 37.5% of students achieved the Minimum Mastery Criteria, indicating that the majority of students had not yet mastered the pronunciation rules of *nun sākinah* and *tanwīn*. After the intervention in Cycle I, the percentage of students achieving mastery increased to 68.75%, showing a substantial improvement in learning achievement. Further improvement was observed in Cycle II, in which 100% of students reached the mastery criteria. This steady increase in mastery percentage across the cycles indicates a clear improvement in students' achievement following the implementation of lapbook-based learning activities.

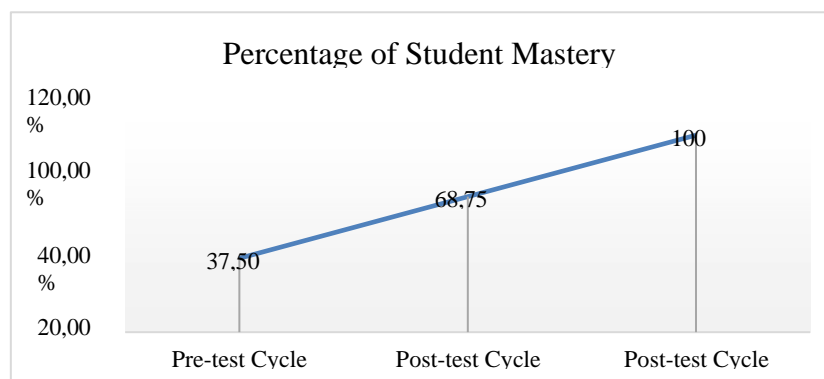


Figure 4. Percentage of Student Mastery

Based on the calculation of the observed components in Cycle 1, the observation results of students' participation in the learning process reached 71.5%, which falls into the good category. Meanwhile, based on the calculation of the observed components in Cycle 2, the observation results of students' participation in the learning process increased to 89.4%, which is categorized as very good.

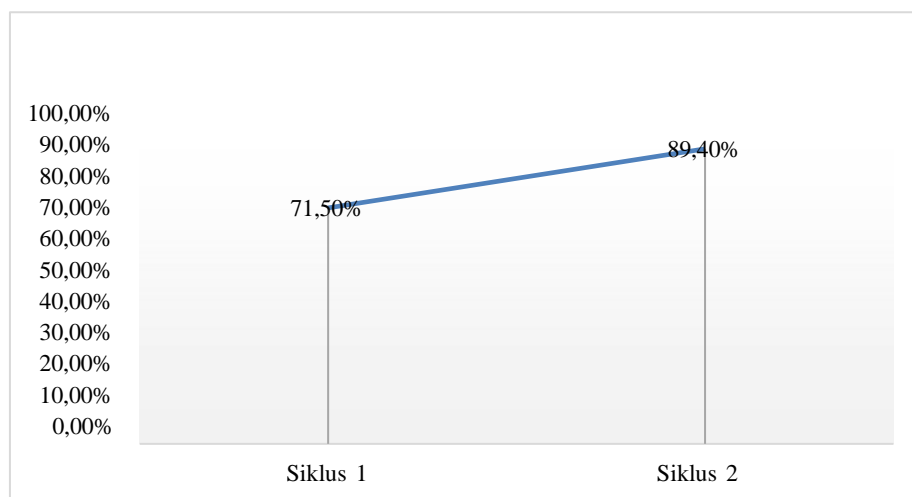


Figure 5. Student Observation

Based on observations conducted on the students, it was found that students' activeness increased in each cycle. This indicates that the use of lapbook media was very effective in

enhancing students' activeness. Increased student participation in the classroom also led to improved learning outcomes in Islamic Religious Education.

Based on observational data collected by the researcher's peer collaborator in Cycle I, the percentage of observed components in learning activities reached 85.72%, which was categorized as good. Meanwhile, based on observational data collected in Cycle II, the percentage of observed components in learning activities increased to 91.89%, which was categorized as very good.

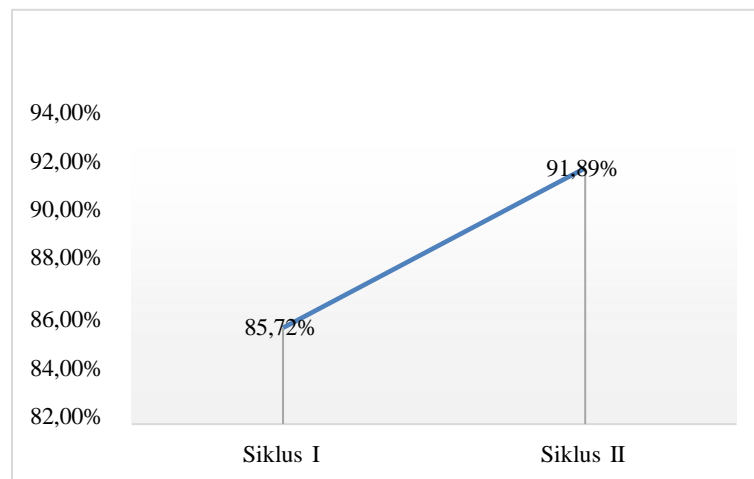


Figure 6. Teacher Observation

Based on observations conducted by colleagues, it was found that the teacher's ability to create an engaging and active learning process improved. This indicates that the use of lapbook media as student-produced learning products was able to assist the teacher in enlivening the teaching and learning activities. Consequently, this improvement also had a positive impact on the increase in students' learning outcomes

Discussion

Improvement of Students' Learning Outcomes Through Lapbook Media

Students' learning outcomes improved, as evidenced by the increase in the average scores from Cycle I to Cycle II, as well as the rise in the number of students who achieved the Minimum Mastery Criteria and the percentage of students who reached mastery. Therefore, the use of lapbook media can be considered effective in supporting a more interactive and enjoyable learning process, although additional measures are still needed to achieve more evenly distributed outcomes among all students. This effectiveness is also reflected in students' responses during interviews; according to them, the learning process became more interesting and engaging.

The improvement in students' learning outcomes after the implementation of lapbook media can be analyzed through the lens of constructivist learning theory and interactive learning principles. During Cycles I and II, the teacher intentionally built a supportive and engaging learning atmosphere by facilitating students' active involvement in constructing knowledge, which aligns with constructivist theory that emphasizes developing students' abilities and understanding through meaningful learning processes (Suparlan, 2019). This was evident in students' active participation while creating lapbook products, where they were not only

required to understand the rules of *nun sākinah* and *tanwīn* but also to organize, represent, and present their understanding. Such activities enabled students to learn through direct experience, encouraging deeper cognitive processing that contributed to the steady increase in average scores and mastery levels from the pre-test to Cycle II.

Furthermore, the use of lapbook media reflects the characteristics of interactive learning, which involves varied activities in classical, group, and individual formats, making learning more engaging and less monotonous (Husnawati, 2024). The data showing increased mastery percentages from 37.5% in the pre-test to 68.75% in Cycle I and 100% in Cycle II—indicate that students were increasingly able to achieve learning objectives through active interaction, discussion, and collaboration. In this context, the teacher functioned primarily as a facilitator and resource person, allowing students to take greater control of their learning. Consistent with (Murni, 2021), students demonstrated active learning behaviors such as expressing motivation, participating in the learning process, communicating their work, and applying creative strategies to achieve success. These theoretical perspectives help explain why the lapbook-based intervention not only improved academic outcomes but also fostered a more interactive, enjoyable, and meaningful learning experience, as reflected in both quantitative results and students' interview responses.

Students' Activeness and Engagement in the Learning Process Through Lapbook Media

The increase in students' activeness and the quality of learning implementation in Cycle I and Cycle II can be analyzed using constructivist learning theory and interactive learning principles. The observation results show that students' participation in the learning process improved from 71.5% in Cycle I, which was categorized as good, to 89.4% in Cycle II, which fell into the very good category. This improvement indicates that students became more actively involved in constructing knowledge through direct learning experiences. This finding is consistent with constructivist theory, which emphasizes that knowledge is built by learners through active engagement, interaction, and reflection, while the teacher functions as a facilitator who creates learning conditions that support students' cognitive development (Suparlan, 2019). Students' involvement in designing and completing lapbook products encouraged them to think critically, collaborate, and express their understanding, thereby significantly increasing learning activeness and contributing positively to learning outcomes in Islamic Religious Education.

Furthermore, the increased student participation also reflects the characteristics of interactive learning, which emphasize two-way communication and varied learning activities conducted individually, in groups, and in whole-class settings (Husnawati, 2024). The use of lapbook media fostered discussion, cooperation, and presentation activities, creating a more engaging and democratic classroom atmosphere. This was further supported by the teacher observation results, which showed an improvement from 85.72% in Cycle I (good category) to 91.89% in Cycle II (very good category). These findings indicate that the teacher's ability to manage and facilitate active and engaging learning improved over time. In line with (Murni, 2021), increased student activeness is a key indicator of successful interactive learning, as students are mentally and socially involved in the learning process. Therefore, both theoretically and empirically, the use of lapbook media proved effective in enhancing student activeness,

supporting teachers in creating meaningful learning experiences, and ultimately improving students' learning outcomes.

CONCLUSION

Based on the results of the classroom action research that has been conducted, it can be concluded that the implementation of lapbook media is effective in improving the learning outcomes of fourth-grade students in primary education on the topic of *nun sākinah* and *tanwīn* pronunciation rules. The pre-test, Cycle I, and Cycle II data indicate a significant improvement in both average scores and the percentage of students achieving learning mastery. Initially, only 37.5% of students met the Minimum Mastery Criteria; this figure increased to 68.75% in Cycle I and reached 100% in Cycle II. These findings demonstrate that the use of lapbooks as a learning medium helps students understand tajwīd material in a more optimal and systematic manner.

In addition to improving learning outcomes, the use of lapbook media also had a positive impact on students' activeness and engagement in the learning process. Students were actively involved in group discussions, problem-solving activities, and presentations of their lapbook projects, making the learning process more interactive and meaningful. This condition is consistent with constructivist and interactive learning theories, in which students construct knowledge through direct learning experiences while the teacher serves as a facilitator. The increased level of student participation in each cycle contributed to improved understanding and greater confidence in applying the rules of *nun sākinah* and *tanwīn*.

Therefore, it can be concluded that the application of lapbook media is not only effective in enhancing students' academic achievement but also in creating a learning environment that is enjoyable, collaborative, and meaningful. Lapbooks encourage students to learn actively, creatively, and responsibly throughout the learning process. Consequently, the use of lapbook media is recommended as an innovative instructional alternative for elementary school teachers, particularly in Islamic Religious Education for teaching conceptual and practical materials such as the rules of *nun sākinah* and *tanwīn*.

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