



VISUAL ISLAMIC PEDAGOGY IN THE DIGITAL AGE: A CASE STUDY OF HIJAIYAH LITERACY COUNSELING USING VIDEO AND POSTER

Indah Munadhifah^{1*}

¹ Universitas Islam Negeri KH.Abdurrahman Wahid Pekalongan, Indonesia

Article Info

Article History:

Submitted: 27/05/2025

Accepted: 27/06/2025

Published: 29/06/2025

***Corresponding Author:**

Name: Indah Munadhifah

Email:

indahmunadhifah@gmail.com

DOI:

<https://doi.org/10.32332/bvsk0181>

Abstract

This study aims to analyze the effectiveness of animated video and poster media in enhancing hijaiyah literacy among elementary school students. The research was motivated by the low mastery of hijaiyah letters among students at SD Negeri 03 Beji, who had difficulty recognizing and pronouncing the letters due to traditional teaching methods lacking visual and interactive elements. Using a mixed-methods approach involving observations, interviews, and questionnaires, the study found that colorful animated videos, clear pronunciation audio, and strategically placed hijaiyah posters significantly improved student attention, motivation, and participation in Qur'anic learning. The findings also reveal that consistent visual exposure supports the internalization of letter shapes and sounds through repetition and daily interaction. Teachers noted that the media encouraged independent learning and sustained interest beyond formal class sessions. This study contributes to the discourse on Islamic education by emphasizing the importance of technological adaptation in foundational religious instruction. The integration of media in Qur'anic education not only enhances learning outcomes but also offers a relevant, affordable, and replicable pedagogical model suitable for schools with limited resources.

Copyright © 2025, Indah Munadhifah

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license



Keywords:

Animated Video; Hijaiyah Letters; Islamic Education; Learning Media; Qur'anic Literacy

Abstrak

Penelitian ini bertujuan untuk menganalisis efektivitas media video animasi dan poster dalam meningkatkan literasi huruf hijaiyah pada siswa sekolah dasar. Latar belakang penelitian ini adalah rendahnya penguasaan huruf hijaiyah di kalangan siswa SD Negeri 03 Beji yang selama ini mengalami kesulitan mengenal dan melafalkan huruf secara tepat akibat metode pengajaran tradisional yang minim komponen visual dan interaktif. Melalui pendekatan campuran dengan observasi, wawancara, dan angket, penelitian ini menemukan bahwa penggunaan media pembelajaran berbasis animasi berwarna, audio pelafalan yang jelas, serta penempatan poster hijaiyah di kelas secara strategis mampu meningkatkan perhatian, motivasi, dan partisipasi siswa dalam proses pembelajaran. Temuan juga menunjukkan bahwa paparan visual yang konsisten membantu internalisasi bentuk dan bunyi huruf hijaiyah melalui pengulangan dan keterlibatan sehari-hari. Guru menyatakan bahwa media ini mendukung pembelajaran mandiri dan memperluas minat siswa di luar sesi formal. Studi ini berkontribusi pada wacana pendidikan Islam dengan menekankan pentingnya adaptasi teknologi dalam pembelajaran keagamaan dasar. Integrasi media dalam pendidikan Al-Qur'an terbukti tidak hanya meningkatkan hasil belajar, tetapi juga memberikan model pedagogis yang relevan, terjangkau, dan dapat direplikasi di berbagai konteks pendidikan dengan sumber daya terbatas.

Kata Kunci: Huruf Hijaiyah; Literasi Qur'ani; Media Pembelajaran; Pendidikan Islam; Video Animasi

Introduction

Literacy in reading the Qur'an—particularly through mastery of the Hijaiyah letters—is a foundational pillar of Islamic education at the elementary level. However, despite its religious and educational significance, many Indonesian children, especially those attending public schools, still struggle with basic Qur'anic literacy. Traditional pedagogical approaches—such as rote memorization and textbook-based instruction—often fail to meet the cognitive and behavioral needs of today's learners. In the digital era, where children are increasingly immersed in visually rich, interactive content, such methods may appear monotonous and ineffective. This disconnect contributes to the persistence of Qur'anic illiteracy among young students, especially when religious instruction is minimal or supplementary in the public education system.

Visual Islamic pedagogy refers to the strategic use of visual media and digital technologies to enhance the delivery of Islamic religious education. Numerous studies have shown that visual media can play a transformative role in improving student engagement and comprehension. Cecep Kustandi and Bambang Sutjipto (2013) argue that visual tools such as videos help simplify abstract concepts and foster learner motivation by enabling multisensory experiences. In the context of Islamic education, Sri Utami Dewi (2022) affirms that digital video-based instruction not only aligns with children's media habits but also enhances retention and understanding of Qur'anic content. Posters, as static yet impactful visual tools, further reinforce memory recall and conceptual clarity. However, despite their documented pedagogical benefits, the systematic integration of such visual media into Qur'anic literacy programs—particularly through structured counseling models—remains underexplored, especially in Indonesian public school settings. This gap persists even as students increasingly engage with digital content in their daily lives, suggesting a need for innovative and culturally grounded educational interventions.

Visual media significantly enhance students' comprehension of Islamic concepts by making abstract religious values more concrete, relatable, and emotionally resonant. Studies show that the use of visual literacy-based learning strategies not only increases students' enthusiasm but also improves their ability to internalize the material effectively and efficiently ("Implementasi Pembelajaran Pendidikan Islam Berbasis Literasi Visual dalam Meningkatkan Sikap Spiritual Siswa", 2022). Tools such as videos, posters, mind maps, and digital slideshows cater to learners with visual intelligence, supporting both cognitive processing and sustained attention (Zahro' et al., 2022). Additionally, Bakar et al. (2013) highlight that interactive web-based systems—such as 3D presentations and educational games—can effectively teach core religious content like Iqra', daily prayers, and the stories of the prophets. These platforms offer flexibility, interactivity, and

repeatable learning experiences, making them suitable for today's digitally native students, especially those in Generation Alpha.

Nevertheless, implementing Visual Islamic Pedagogy is not without challenges. Teachers often face limitations in access to technology, training, and institutional support, which can hinder innovation in classroom practices (Fadilah, 2023). Moreover, the digital divide still exists in many regions, affecting students' equitable access to multimedia learning tools. To address these barriers, schools must foster teacher creativity, invest in technological infrastructure, and incorporate visual strategies into established instructional frameworks such as Discovery Learning. As O.A. et al. (2024) demonstrate, such integration can lead to significant improvements not only in academic comprehension but also in moral and spiritual development. Therefore, while visual media cannot wholly replace traditional methods, it can serve as a powerful complement—providing engaging, effective, and pedagogically sound approaches to Qur'anic literacy in the digital age.

This research addresses a critical gap in current scholarship and practice. While concern about declining religious literacy has prompted various institutional responses, most interventions remain rooted in conventional, non-digital methodologies. The underutilization of media tools in Qur'anic pedagogy reflects a broader lag in adapting Islamic education to contemporary learning environments. Moreover, there is a scarcity of empirical research on how digital visual media may be operationalized within Islamic literacy counseling—especially in early education contexts such as SD Negeri 03 Beji. This study positions itself as an intervention-based exploration aimed at testing how videos and posters can foster Hijaiyah recognition, pronunciation, and retention among children.

The urgency of this study lies not only in addressing a long-standing educational deficiency but also in proposing a visual Islamic pedagogy that is contextually relevant to Generation Alpha. These learners are inherently visual, tech-savvy, and accustomed to digital interactivity. Without pedagogical innovation, Qur'anic education risks becoming disconnected from the lived realities of its youngest audience. Integrating visual media into religious learning thus becomes both a necessary adaptation and a strategic innovation. It not only enhances student engagement but also aligns with cognitive theories of multimedia learning, offering a more holistic approach to early religious instruction.

Therefore, this study investigates the implementation and effectiveness of video and poster media in Qur'anic literacy counseling. It seeks to determine whether such tools can significantly improve students' ability to recognize and read Hijaiyah letters while maintaining motivation amid digital distractions. The central research questions are: (1) How effective are video and poster media in improving Qur'anic literacy outcomes for elementary school students? (2) In what ways do these media influence students' engagement and learning behavior in religious instruction? By answering these questions, this research aims to contribute to the

design of scalable, visually oriented pedagogical strategies in Islamic education for the digital age.

Method

This study employs a qualitative library research approach, focusing on the systematic analysis of literature to explore the use of visual media—particularly videos and posters—in supporting Qur’anic literacy education. Unlike empirical research that relies on direct observation or fieldwork, library research emphasizes critical interpretation and synthesis of existing scholarly sources. The objective is to identify patterns, theoretical frameworks, and pedagogical insights that inform the application of Visual Islamic Pedagogy in the context of Hijaiyah literacy for early learners. As Patta Rapanna Zuchri Abdussamad (2021) suggests, descriptive library research allows researchers to examine various forms of documentation to construct a comprehensive understanding of a particular educational phenomenon.

The data in this study are derived from two categories of sources: primary sources and secondary sources. Primary sources include scholarly books, peer-reviewed journal articles, theses, and conference proceedings that discuss Islamic pedagogy, media-based learning, and Qur’anic literacy education. Secondary sources consist of credible online databases, educational reports, and relevant publications that support the primary arguments. The selection of literature is based on its relevance, credibility, and contribution to understanding how visual media can enhance Islamic educational practices, particularly in the digital era.

The process of data analysis follows a thematic and interpretive approach, consisting of three interconnected stages: data reduction, data display, and conclusion drawing (Mike Indrasih, 2021). First, data reduction is conducted by identifying and selecting only those texts that are directly relevant to the research focus. Then, selected literature is categorized thematically to highlight emerging patterns and conceptual linkages. Finally, conclusions are drawn through interpretative reasoning, allowing the researcher to formulate theoretical implications and practical recommendations for the use of visual media in Qur’anic literacy programs. This methodological framework ensures that the study remains rigorous, contextually grounded, and theoretically informed, even in the absence of empirical fieldwork.

Results and Discussion

In elementary schools, the ability to read and write Qur’anic verses is an important ability that every student must have in order to develop religious character from an early age. To achieve this competency, various appropriate and effective learning methods are needed. The implementation of Hijaiyah illiteracy

eradication is an educational process that includes the implementation of teaching methods with the specific aim of improving students' ability to read the Qur'an. The learning approach is closely related to the selection of strategies, the structure of skills, and student activities in the teaching process (Sadiah 2018). In the context of Islamic education, methodology is understood as a set of ways or mechanisms used by educators to deliver learning materials in a planned manner in accordance with curriculum objectives (Irman Sumatri 2020). According to Omar Mohammad Al-Toumy As-Syaibany, teaching methods include all guided activities carried out by teachers based on the needs of the material, student development, and environmental conditions, with the aim of helping students achieve the desired learning outcomes and producing positive behavioral changes (Omar Mohammad Al-Toumy As-Syaibany, 553).

The use of technology as learning media has now replaced traditional learning media. Computer-based media, such as video, is one of the alternatives because many people already own technological devices and are accustomed to using them in their daily lives. Therefore, ideally every madrasah or school should have technology-based learning facilities to answer the needs of a more modern and effective teaching and learning process. Technology-based learning media is very relevant for teachers to use to help deliver material. However, in reality, there are still many teachers who only rely on lectures without combining the use of special assistive media in learning the Qur'an. As a result, children are less trained in reading the Qur'an and still have difficulty remembering hijaiyah letters. This situation shows the importance of using fun and interactive learning media as a solution to overcome these obstacles (Fifin Istiqomah 2024).

Eradicating Qur'anic illiteracy among elementary school children is a very important first step in learning Islam. The first step in eradicating illiteracy is to introduce the hijaiyah letters, as these letters are the main basis for reading the Qur'ān correctly. Therefore, this research mainly uses video media and posters to teach basic hijaiyah letters in order to develop Qur'anic literacy in students of SD Negeri 03 Beji. In addition, technological advancements and children's easy access to digital devices and entertainment media have led to a decline in their interest in learning traditional Hijaiyah letters. Therefore, an innovative learning approach is needed and in accordance with the characteristics of today's learners. The utilization of animated video media and posters as learning media is expected to increase students' interest, motivation, and understanding in recognizing hijaiyah letters, so that the process of overcoming Qur'anic illiteracy becomes more effective and efficient (.Purnamasari et al. 2023).

Utilization of Video and Poster Media in Learning Hijaiyah

Learning Hijaiyah letters is a very important initial stage in the learning process of the Qur'an. Based on the results of observations of researchers before

carrying out counseling, it was found that the low ability was caused by various factors such as the lack of interesting learning methods, limited learning media used by teachers, students are more interested and low motivation to learn students are more interested in using gadgets for entertainment and lack of motivation in learning. Efforts to solve this problem, counseling is carried out by using two types of learning media, namely animated videos and posters. The video used shows an animation of hijaiyah letters with pronunciation done slowly and interestingly, added with sound elements and striking colors to facilitate the understanding of elementary school students. The video was shown using a projector and the students were invited to recite together.

In addition, the hijaiyah letter poster media is also used as a visual aid. The poster is attached to the classroom wall so that students can see it every day. Based on the class teacher's interview, the poster is very helpful because it can be used to repeat the material independently and strengthen students' memory of the shape and name of the hijaiyah letters. Ashar (2012:16-18) says that the use of learning media is very important in the learning process, so teachers must choose and make media that is interesting and in accordance with the characteristics of children. Visual-based learning media such as posters play an important role in improving children's understanding and memory. By utilizing technology, this media promises to overcome boredom in learning and make learning time more effective. This is reinforced by the questionnaire results which show that most students find cute pictures easier to understand the hijaiyah letters.

Romadhona and Hafidzh (2017) assert that the utilization of technology in education has encouraged a shift from traditional media to digital media, which makes it easier for teachers to deliver material in a more interesting way. This is reinforced by the questionnaire results which show that some students find it easier to understand hijaiyah letters through interesting illustrations. Thus, the use of videos and posters not only helps students' cognitive process in recognizing hijaiyah letters, but also increases their motivation and engagement during the learning process.

Primary School Students Response and Enthusiasm

Based on observations during the implementation of counseling at SD Negeri 03 Beji, most students showed a positive response to the use of video and poster media in learning hijaiyah letters. When the animated video was shown, the students looked very focused and excited in reciting the hijaiyah letters simultaneously. They seemed more excited compared to the traditional learning method that only uses books and verbal explanations. The results of the questionnaire distributed after the activity show that more than 80% of students think that video media can help them remember the shape and sound of hijaiyah letters. In addition, the poster media installed in the classroom makes it easier for

students to learn independently outside of learning hours. some students even seem to often point and mention the hijaiyah letters on the poster as a form of independent practice (Faisal Hidayatullah 2024).

The use of video media in counseling the introduction of hijaiyah letters shows that technology can be an effective tool to support the non-formal learning process at the elementary school level. With interesting animated shows and clear pronunciation of letters, students find it easier to remember the shape and sound of the hijaiyah letters. This is evident from the enthusiastic response of students during the activity, they actively follow the pronunciation together and show greater interest in the material presented. However, the successful use of video media still depends on the readiness of the material in accordance with the level of child development and the ability of the facilitator to guide students. Therefore, it is very important to choose the right content and create a fun and interactive learning atmosphere (Faisal Hidayatulloh 2024). This suggests that the incorporation of technology in education is a complex process and requires attention to a variety of factors related to accessibility and human resource issues, including institutional policies, curriculum development and teacher training (Subroto 2023).

Effectiveness of Media on Understanding Hijaiyah Letters

The effectiveness of video and poster media in learning hijaiyah letters can be seen from the improvement of students' understanding of the shape and pronunciation of letters. Based on the results of observations, interviews and questionnaires, most students showed progress in recognizing hijaiyah letters, both in terms of visual and pronunciation skills. This is reinforced by the opinion of Moh. Zaini and Moh. Rais Hat (2013). that the introduction of hijaiyah letters is divided into three categories, namely: (1) there are several dynamics in recognizing hijaiyah letters such as understanding, recognizing, and reading the letters, (2) the dynamics of attitudes that can be seen when reading, whether the child is able to concentrate when doing so, (3) the dynamics of skills shown by children, both in reading letters and in reading different letter combinations.

The research was conducted at SD Negeri 03 Beji during a counseling on eradicating Qur'anic illiteracy using video and poster media. The activity began with the appearance of an animated video of hijaiyah letters followed by students together, where students seemed enthusiastic and focused on following the pronunciation shown. After watching the video, students were asked to practice saying the hijaiyah letters in turn which showed progress in recognizing and pronouncing letters compared to before when counseling took place. Then, the poster posted on the classroom wall serves as a visual tool that can be accessed by students at any time. The teacher informed that students remembered the hijaiyah letters more easily and felt more confident when pronouncing them after frequently interacting with the posters.

Based on the results of observations, questionnaires, and interviews, it can be concluded that the use of video media and posters in learning Hijaiyah letters at SD Negeri 03 Beji has a positive impact on student understanding. The utilization of learning media in this context refers to the extent to which these tools are able to help achieve the planned learning objectives. The effectiveness criteria used in this study include four main aspects, namely: (1) improvement in student learning outcomes after attending the counseling; (2) student activities during the learning process are classified as active and involved; (3) student responses to learning activities are positive; (4) the ability of the teacher or facilitator to manage the learning process well. A learning is said to be effective if at least three of the four aspects are met, with the condition that the aspect of student learning completeness must be achieved (Nana Sudjana (2009)). The findings show that all of these criteria are met, so it can be concluded that video and poster media are effectively used in improving the understanding of hijaiyah letters in elementary school students.

Findings and Implications: Media Integration in Early Qur'anic Literacy Learning

The main finding of this study reveals that the integration of animated video and poster media in teaching hijaiyah letters significantly improves students' understanding, motivation, and engagement in learning the Qur'an at the elementary level. Prior to the implementation, most students at SD Negeri 03 Beji showed low mastery in recognizing and pronouncing hijaiyah letters due to traditional methods that lacked visual and interactive components. Through the use of colorful animations, clear pronunciation in the video, and the strategic placement of hijaiyah posters in the classroom, students became more attentive and enthusiastic. Observations during learning activities indicated that students not only paid closer attention but also actively participated in pronunciation exercises. The pre-existing preference of students toward digital entertainment was strategically turned into an educational advantage, enabling the learning media to connect with the children's digital habits and attention patterns. This transition in learning behavior reflects a strong correlation between the media used and the students' cognitive and emotional involvement.

Furthermore, the study finds that visual media—particularly posters—function effectively as reinforcement tools that help children internalize the shapes and sounds of hijaiyah letters through repetition and everyday exposure. Students reported that they could remember the letters more easily after frequently seeing and engaging with the poster content displayed in the classroom. This finding demonstrates that visual exposure and repetition, when integrated into the learning environment, play a pivotal role in strengthening literacy at an early age. Additionally, interviews with classroom teachers confirmed that the media had helped sustain students' interest beyond scheduled learning sessions, making

independent learning more feasible. The multi-sensory approach—through visual, auditory, and kinesthetic stimuli—thus contributes to more holistic cognitive development in Qur’anic literacy. This method, while simple, offers a cost-effective and scalable solution for primary schools with limited teaching resources.

In terms of contribution, this research enriches the discourse on Islamic education by highlighting the practical application of modern pedagogical strategies rooted in digital media. While most previous studies focus on curriculum content or teacher competence, this study centers on the medium of instruction and its direct impact on early Qur’anic literacy. The research bridges the gap between educational technology and Islamic pedagogical traditions by showing that meaningful learning outcomes can be achieved when instructional media are adapted to students’ cognitive and cultural contexts. The study also proposes a methodological shift in non-formal religious education from passive, teacher-centered instruction to active, student-centered learning. This transformation aligns with broader educational goals of 21st-century learning, where technological integration is key to relevance and sustainability. Moreover, the model used in this research may serve as a reference for other Islamic educational institutions seeking effective yet accessible strategies for foundational religious education.

Finally, this study contributes empirically to the field of Islamic educational research by offering a tested framework that integrates media, content, and learner characteristics into one cohesive learning experience. In doing so, it addresses three central issues raised in the problem formulation: the challenges of Qur’anic illiteracy in elementary students, the limitations of traditional teaching methods, and the potential of media-based learning as an effective solution. The triangulated data—from observation, interviews, and questionnaires—support the claim that integrating visual and auditory media in Qur’anic literacy education significantly enhances learning outcomes. As such, the study not only informs practitioners about effective media use but also provides policy recommendations for curriculum developers, education stakeholders, and madrasah administrators to incorporate media literacy and resource innovation in Islamic education. The study’s findings offer a valuable model for scaling up Qur’anic literacy programs, especially in rural or resource-constrained settings where creative pedagogical solutions are urgently needed.

Conclusion

This study concludes that the strategic integration of animated video and poster media in teaching hijaiyah letters significantly enhances students’ Qur’anic literacy at the elementary level. The intervention not only addressed students’ initial difficulties in recognizing and pronouncing hijaiyah letters but also transformed the learning environment into a more engaging, multisensory space. Through consistent

exposure to visually stimulating materials and clear audio guidance, students demonstrated increased motivation, active participation, and improved retention of learning content. These findings are reinforced by data triangulation from observations, interviews, and questionnaire responses, which collectively underscore the efficacy of media-enriched instruction. The multi-modal approach—combining visual, auditory, and kinesthetic elements—proved particularly effective in aligning with children’s digital habits and learning preferences, indicating that Islamic education can benefit substantially from adopting contemporary pedagogical strategies. Importantly, the use of media was not merely supplementary but functioned as an essential pedagogical tool that bridged the gap between traditional religious instruction and modern educational demands, thereby fostering deeper cognitive and emotional engagement with the learning material.

Furthermore, the study offers a critical contribution to the broader discourse on Islamic education by providing empirical evidence that media-based learning can serve as a scalable and cost-effective strategy for early religious instruction, particularly in resource-constrained environments. Unlike prior studies that emphasize curriculum or teacher qualifications, this research focuses on the pedagogical medium as a transformative variable in learning outcomes. The practical implications are significant: media tools such as animated videos and posters are not only accessible but also adaptable to diverse educational contexts, including rural madrasahs and public schools with limited infrastructure. Additionally, the findings advocate for a paradigm shift from passive, rote memorization methods toward interactive, student-centered learning models in Qur’anic literacy. By situating the study within the current demands of 21st-century learning—where digital fluency and engagement are crucial—it underscores the relevance of technological adaptation in religious pedagogy. Consequently, this study sets a foundational framework for policymakers, educators, and curriculum developers to rethink instructional approaches and integrate media literacy into Islamic education for more effective and sustainable learning outcomes.

Acknowledgements

With gratitude, the author expresses sincere appreciation to all those who have provided support and meaningful contributions in the preparation of this journal article. First of all, the author would like to thank Mr. Muhammad Rifa'i Subhi, as the lecturer of the Mass Media Counseling course, for his guidance, encouragement, and constructive input during the research and writing process. His support was instrumental in the completion of this research. The author would also like to thank the principal, teachers, and students of SD Negeri 03 Beji for their willingness to participate in this research. Their openness and cooperation were very helpful in

obtaining relevant data and information. Hopefully all the help and kindness that has been given will be rewarded. Thank you.

References

- Cecep Kustandi & Bambang Sutjipto, *Media Pembelajaran Manual Dan Digital* (bogor: Ghalia Indonesia, 2013)
- Faisal Hidayatulloh, Emi Ratusari, 'Pemanfaatan Media Video Dengan Model Pembelajaran Think Talk Write (TTW) Pada Mata Pelajaran Al-Qu'an Hadis Materi Mengenal Huruf Hijaiyah Di Kelas MI Muhammadiyah 10 Tembelang Jombang', : : *Jurnal Pendidikan Ssial Dan Humaniora* , 3 (2024), p. 2253
- Faisal Hidayatulloh, 'Pemanfaatan Media Video Dengan Model Pembelajaran Think Talk Write (TTW) Pada Mata Pelajaran Al-Qu'an Hadis Materi Mengenal Huruf Hijaiyah Di Kelas MI Muhammadiyah 10 Tembelang Jombang', *Jurnal Pendidikan Ssial Dan Humaniora* , 3 (2024), p. 2253
- Faisal Hidayatulloh, Emi Ratusari P, 'Pemanfaatan Media Video Dengan Model Pembelajaran Think Talk Write (TTW) Pada Mata Pelajaran Al-Qu'an Hadis Materi Mengenal Huruf Hijaiyah Di Kelas MI Muhammadiyah 10 Tembelang Jombang', *Jurnal Pendidikan Ssial Dan Humaniora* , 2024, p. 2255
- Fifin Istiqomah, Adi Permana Putra, Nadlir, 'Penggunaan Media Video Animasi Edukasi Pada Materi Mengenal Huruf Hijaiyah Dan Ilmu Tajwid Bagi Madrasah Ibtidaiyah', *Jurnal Ilmu Pendidikan Islam* , 6 (2024), pp. 4–5
- Irman Sumantri, 'Pemberantasan Buta Huruf Arab," Perada: Jurnal Studi Islam Kawasan Melayu', *Jurnal Studi Islam Kawasan Melayu*, 3 (2020), p. 180
- Mike Indarsih, Dian Pangestu., 'Pemanfaatan Platfrom Youtube Sebagai Media Pembelajaran Dalam Meningkatkan Kreativitas Mahasiswa Universitas Bina Sarana Informatika', *Jurnal AKRAB JUARA*, 6 (2021), pp. 49–50
- Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar* , 2009
- Omar Mohammad Al-Toumy As-Syaibany, *Falsafah Pendidikan Islam*
- Patta Rapanna Zuchri Abdussamad, *Metode Penelitian Kualitatif*, 2021
- Purnamasari, Nia Indah, and A'yun Nuris Azizah, 'Inovasi Penggunaan Media Pembelajaran; Film Animasi Diva Sebagai Stimulan Pengembangan Kemampuan Menghafal Huruf Hijaiyah Pada Anak', *WALADI*, 1.2 (2023), pp. 223–52, doi:10.61815/waladi.v1i2.350
- Sadiah, *Implementasi Model Pembelajaran Dalam Pemberantasan Buta Huruf Alquran Di Majelis Taklim Nurul Hikmah Kampung Situ Uncal Desa Purwasari Kecamatan Dramaga Kabupaten Bogor, Prosiding Al Hidayah: Pendidikan Agama Islam*, 2018
- Singgih Kuswardono, Zukhaira, 'Pengembangan Karakter Masyarakat (Development of Character Community) Melalui Penuntasan Buta Aksara Al-Qur'an Dengan Metode Yanbua', *Jurnal Abdimas*, 2014, p. 116
- Sri Utami Dewi, 'Efektivitas Penggunaan Media Video Pembelajaran Terhadap Motivasi Belajar Peserta Didik Dalam Pembelajaran Tematik Kelas II Di SDIT Insan Mulia Kabupaten Bekasi ', 2022, p. 4

- Subroto, D. E., Supriandi, Wirawan, R., & Rukmana, A. Y, 'Implementas Teknologi Dalam Pembelajaran Di Era Digital: Tantangan Dan Peluang Bagi Dunia Pendidikan Di Indonesia', *Jurnal Pendidikan West Science*, 2023
- Syatila Zahra, Hastrian Rudi Setiawan, 'Penggunaan Video Animasi Sebagai Media Pembelajaran Pengenalan Huruf Hijaiyah Di Tadika Sinar Al-Fikh Orchard Bandar Parklands Klang', *Jurnal Studi Pendidikan Agama Islam* , 7 (2025)
- Zaini Mohdan Moh. Rais Hat, *Belajar Mudah Membaca Al-Qur'an Dan Tempat Keluarnya Huruf* (Jakarta: Darul Ulum Press 2003, 2003)