



INNOVATION OF QUR'AN-HADITH TEACHERS IN IMPROVING LEARNING QUALITY AT MA PLUS RIYADLUL MUTA'ALLIMIN

Zuni Ulfah¹, Aniqoh²

^{1,2} Sekolah Tinggi Agama Islam Nahdlatul Ulama, Indonesia

Email : zuniulfah16@gmail.com



DOI: <https://doi.org/10.34125/jmp.v11i3.3048>

Sections Info

Article history:

Submitted: 23 March 2026

Final Revised: 11 April 2026

Accepted: 16 May 2026

Published: 30 June 2026

Keywords:

learning innovation

Qur'an-Hadith teachers

learning quality

Islamic senior secondary school
(Madrasah Aliyah)

digital learning

ABSTRACT

The development of digital technology has required teachers to implement innovative learning practices to enhance the quality of education, including in Qur'an-Hadith subjects at Islamic schools (madrasahs). This study aimed to describe the forms of innovation employed by Qur'an-Hadith teachers, analyze the implementation of these innovations in the learning process, and identify the supporting and inhibiting factors at MA Plus Riyadlul Muta'allimin. This research employed a qualitative approach with a case study design. Data were collected through observations, interviews, and documentation involving Qur'an-Hadith teachers, the school principal, and students. Data were analyzed using the Miles, Huberman, and Saldaña model, which includes data condensation, data display, and conclusion drawing, while data trustworthiness was ensured through source, technique, and time triangulation. The findings revealed that learning innovations were implemented through the utilization of digital media and educational games, such as Canva, Quizizz/Wayground, Spin Wheel, educational snakes-and-ladders games, Smart TVs, and various active learning strategies. The implementation of these innovations was adjusted to students' characteristics, learning materials, and classroom conditions, thereby increasing student participation, motivation, and engagement in learning activities. Supporting factors included teacher creativity, support from the school principal, and the availability of educational facilities, whereas inhibiting factors involved limited infrastructure and restricted internet access. The study concludes that the success of learning innovation is determined not only by the availability of facilities but also by teachers' ability to creatively adapt and utilize existing resources.



ABSTRAK

Perkembangan teknologi digital menuntut guru untuk menghadirkan pembelajaran yang inovatif guna meningkatkan kualitas pembelajaran, termasuk pada mata pelajaran Al-Qur'an Hadis di madrasah. Penelitian ini bertujuan mendeskripsikan bentuk inovasi guru Al-Qur'an Hadis, menganalisis implementasi inovasi dalam pembelajaran, serta mengidentifikasi faktor pendukung dan penghambatnya di MA Plus Riyadlul Muta'allimin. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi terhadap guru Al-Qur'an Hadis, kepala madrasah, dan siswa. Analisis data dilakukan menggunakan model Miles, Huberman, dan Saldaña yang meliputi kondensasi data, penyajian data, dan penarikan kesimpulan, sedangkan keabsahan data diperiksa melalui triangulasi sumber, teknik, dan waktu. Hasil penelitian menunjukkan bahwa inovasi pembelajaran diwujudkan melalui pemanfaatan media digital dan permainan edukatif, seperti Canva, Quizizz/Wayground, Spin Wheel, ular tangga edukatif, Smart TV, serta berbagai strategi pembelajaran aktif. Implementasi inovasi dilakukan dengan menyesuaikan karakteristik peserta didik, materi pembelajaran, dan kondisi kelas sehingga mampu meningkatkan keaktifan, motivasi, dan keterlibatan siswa dalam pembelajaran. Faktor pendukung inovasi meliputi kreativitas guru, dukungan kepala madrasah, dan fasilitas yang tersedia, sedangkan faktor penghambat meliputi keterbatasan sarana prasarana dan akses internet. Penelitian ini menyimpulkan bahwa keberhasilan inovasi pembelajaran tidak hanya ditentukan oleh kelengkapan fasilitas, tetapi juga oleh kemampuan guru dalam mengadaptasi dan memanfaatkan sumber daya yang tersedia secara kreatif.

Kata kunci: inovasi pembelajaran; guru Al-Qur'an Hadis; kualitas pembelajaran; madrasah aliyah; pembelajaran digital

INTRODUCTION

The rapid advancement of digital technology has significantly transformed the global educational landscape. Digital transformation has not only changed the way students access information but has also shifted learning paradigms from teacher-centered approaches toward more interactive, collaborative, and student-centered learning environments. In this context, teachers' ability to develop innovative learning practices has become a crucial factor in improving educational quality. Zayid et al. (2025) emphasized that digital innovation skills are essential competencies that teachers must possess to adapt effectively to technological developments and the demands of twenty-first-century learners. Furthermore, the success of educational transformation is influenced by digital leadership and the effective integration of technology into teaching and learning processes (AIDhaheri et al., 2025). Therefore, learning innovation has become a strategic necessity in ensuring that education remains relevant to contemporary developments.

Within the context of Islamic education, the demand for instructional innovation is even more significant because learning is not only oriented toward knowledge transmission but also toward the development of students' character, values, and spirituality. The Qur'an-Hadith subject occupies a central position in fostering students' Islamic understanding through engagement with the primary sources of Islamic teachings (Nasir, 2021). However, previous studies have indicated that Qur'an-Hadith learning continues to face several challenges, including low student participation, limited learning media, and the use of less varied instructional methods, all of which contribute to reduced learning motivation among students (Fauzi, 2024; Gajah & Khairuddin, 2025). These challenges require teachers to develop creative and adaptive learning innovations to ensure that the learning process becomes more effective, engaging, and meaningful.

Similar challenges were identified at MA Plus Riyadlul Muta'allimin. Preliminary observations revealed that the madrasah continues to face limitations in educational facilities and infrastructure, including a limited number of projectors, suboptimal utilization of digital media, and inadequate supporting facilities. Despite these constraints, Qur'an-Hadith teachers have consistently implemented various innovations through the use of digital media, interactive quizzes, educational games, instructional videos, and social media as supplementary learning platforms. This phenomenon demonstrates that limited facilities do not necessarily hinder the emergence of educational innovation. Instead, teacher creativity can serve as a critical factor in maintaining learning quality despite resource limitations.

Studies on innovation in Qur'an-Hadith learning have developed along several major trends. First, a number of studies have focused on the development of digital learning media and technology-based instructional materials to enhance learning effectiveness (Athiyaturrahmah & Zinab, 2024; Himawati, 2025). Second, other studies have examined the implementation of innovative learning models, methods, and strategies to improve student motivation, participation, and learning outcomes (Anam & Mursidah, 2025; Nofiyanti & Miftah, 2025). Third, recent research has highlighted teachers' digital competencies and the utilization of emerging technologies in Islamic education, including the application of artificial intelligence (AI) in Qur'anic learning (Aniqoh et al., 2021; Birgün, 2025). Collectively, these studies indicate that learning innovation contributes positively to improving educational quality.

Nevertheless, previous research still presents several limitations. Most studies have primarily examined innovation through specific media, methods, or technological tools,

resulting in a fragmented understanding of learning innovation. Research that comprehensively investigates Qur'an-Hadith teachers' innovation as an integrated process including its forms, implementation, supporting factors, and challenges within madrasahs experiencing infrastructural limitations remains relatively scarce. Consequently, there is still a lack of understanding regarding how teachers sustain and develop instructional innovation under conditions of limited resources. This gap constitutes the primary research problem addressed in this study.

This study offers a different perspective by conceptualizing learning innovation as a pedagogical practice emerging from the interaction between teacher creativity, institutional support, and the learning environment. The novelty of this research lies in its focus not only on identifying forms of instructional innovation but also on examining their implementation and the factors influencing their success within a madrasah characterized by limited educational facilities. Accordingly, this study aims to describe the forms of innovation employed by Qur'an-Hadith teachers, analyze the implementation of learning innovation, and identify the supporting and inhibiting factors influencing innovation at MA Plus Riyadlul Muta'allimin.

This research is based on the assumption that the success of instructional innovation is not determined solely by the availability of facilities and technology but is more strongly influenced by teachers' ability to adapt and creatively utilize available resources. This assumption is consistent with Rogers' (2003) Diffusion of Innovation Theory, which defines innovation as an idea, practice, or object perceived as new by an individual or social group. Within the context of this study, Qur'an-Hadith teachers are viewed as change agents who play a central role in creating and developing instructional innovations to improve learning quality. Therefore, this study argues that teacher creativity, institutional support from the madrasah, and the ability to adapt to resource limitations are the primary factors determining the success of innovation in Qur'an-Hadith learning.

METHOD

This study employed a qualitative approach with a case study design. A qualitative approach was selected because it enables researchers to gain an in-depth understanding of a phenomenon within its natural setting, while a case study design allows for a comprehensive exploration of a case bounded by a specific context, place, and time (Creswell & Poth, 2018; Merriam & Tisdell, 2016). The focus of this study was the innovation of Qur'an-Hadith teachers in improving learning quality at MA Plus Riyadlul Muta'allimin, including the forms of innovation, their implementation, and the supporting and inhibiting factors influencing the innovation process.

The study was conducted at MA Plus Riyadlul Muta'allimin, Purworejo Regency, Central Java, Indonesia. The research site was purposively selected because preliminary observations indicated that Qur'an-Hadith teachers had implemented various instructional innovations despite the institution's relatively limited educational facilities and infrastructure. This condition made the madrasah a relevant setting for examining how teachers develop and implement learning innovations to improve educational quality. Data collection was carried out from May to June 2026.

Research participants were selected using purposive sampling, whereby informants were chosen based on their relevance to the research focus (Sugiyono, 2022). The primary informant was the Qur'an-Hadith teacher. Supporting informants consisted of the school principal and

students. These groups were selected because they were directly involved in the teaching and learning process and were able to provide information regarding the forms of instructional innovation, their implementation, and their influence on learning quality.

Data were collected through interviews, observations, and documentation. Semi-structured interviews were conducted with the Qur'an-Hadith teacher, the school principal, and students to obtain information regarding instructional innovations, implementation processes, supporting and inhibiting factors, and their impact on learning quality. This technique enabled the researcher to obtain rich and in-depth data while maintaining flexibility in exploring emerging issues during fieldwork.

Observations were conducted using a non-participant approach, whereby the researcher acted solely as an observer without directly engaging in instructional activities. The observations focused on the school environment, the availability of educational facilities and infrastructure, the utilization of learning media, teacher-student interactions, and various forms of innovation implemented in Qur'an-Hadith learning.

Documentation was utilized as supplementary data to strengthen findings obtained through interviews and observations. The collected documents included the school profile, instructional planning documents, learning media, photographs of learning activities, and audiovisual materials in the form of instructional videos uploaded by the teacher through personal Instagram and TikTok accounts. These audiovisual data were used to complement information regarding the implementation of learning innovations that could not be fully observed directly because the study coincided with the Final Semester Examination period.

Data were analyzed using the interactive model developed by Miles, Huberman, and Saldaña (2014), consisting of data condensation, data display, and conclusion drawing and verification. Data condensation involved selecting, focusing, and simplifying information relevant to the research objectives. Subsequently, the data were presented in the form of narrative descriptions and simple matrices to facilitate the identification of patterns and relationships. The final stage involved drawing and verifying conclusions throughout the research process to ensure the consistency and accuracy of data interpretation.

The trustworthiness of the data was established following the framework proposed by Lincoln and Guba (1985). To ensure credibility, the study employed source triangulation and methodological triangulation. Source triangulation was conducted by comparing information obtained from the Qur'an-Hadith teacher, the school principal, and students. Methodological triangulation was achieved by comparing findings derived from interviews, observations, and documentation.

Furthermore, the study verified digital data in the form of instructional videos used as supporting evidence. Verification procedures included direct confirmation with the teacher who owned the social media accounts regarding the authenticity and context of the videos, matching social media account identities with participant identities, recording video metadata such as upload dates, duration, and video links, and cross-checking video content against interview and observation findings. These procedures were undertaken to ensure that the audiovisual materials used in this study were authentic and scientifically reliable. Consequently, all collected data met acceptable standards of credibility, confirmability, and trustworthiness for qualitative research.

RESULT AND DISCUSSION

1. Forms of Qur'an-Hadith Teachers' Instructional Innovation

The findings revealed that the Qur'an-Hadith teacher implemented various instructional innovations through the integration of digital media, educational games, and active learning strategies. The innovations included the use of Canva, Quizizz, Wayground, Spin Wheel applications, educational snakes-and-ladders games, Smart TVs, and interactive learning activities. The Qur'an-Hadith teacher explained: "I try to implement various innovations such as the use of Spin Wheel applications, educational snakes-and-ladders games, Quizizz, mind mapping, ice breaking activities, and connecting learning materials with relevant Qur'anic verses." The teacher further stated that educational games were the most frequently used innovations because they received positive responses from students.

"The innovations I use most frequently are educational games such as Spin Wheel and snakes-and-ladders because students are very enthusiastic when participating in learning activities." These findings were supported by learning documentation in the form of videos uploaded to the teacher's TikTok and Instagram accounts. The documentation showed the use of educational games, digital media, Canva-based presentation assignments, and digital quiz activities. Observational data also indicated that the teacher maximized available facilities, including a projector, a Smart TV, textbooks, worksheets, and a computer laboratory. In addition, students were assigned to create presentations using Canva as part of technology-based learning activities.

Table 1. Types of Instructional Innovations Implemented by the Qur'an-Hadith Teacher

| Forms of Innovation | Implementation |
|---------------------|---|
| Digital Media | Canva, Quizizz, Wayground, Spin Wheel |
| Educational Games | Educational snakes and ladders, dice games, group quizzes |
| Learning Strategies | Mind mapping, ice breaking activities, group discussions |
| Learning Media | Projector, Smart TV, instructional videos |
| Digital Assignments | Student presentations created using Canva |

Source: Research findings (2026).

2. Implementation of Instructional Innovation in Qur'an-Hadith Learning

The findings indicated that instructional innovation was implemented by considering students' characteristics, learning materials, and classroom conditions. The teacher designed learning activities based on the curriculum, learning objectives, and teaching plans before selecting appropriate media and methods according to students' needs. The teacher explained: "Each class has different characteristics. Grade X students are generally still adapting, while Grades XI and XII are easier to guide, allowing me to implement more varied learning activities."

The implementation of innovation involved a combination of direct instruction, digital media, and educational games. In the educational snakes-and-ladders game, for example, students were divided into groups, rolled dice, and answered questions or memorized learning materials according to the instructions they received. The teacher stated: "Students are divided into groups and follow the rules of the game. In the snakes-and-ladders activity, they roll dice and then answer questions or memorize materials that have been learned previously." Student interviews revealed that Qur'an-Hadith learning was perceived as more interesting,

enjoyable, and less monotonous compared to conventional lecture-based instruction.

One student stated: "Besides explaining the material, Mrs. Fifi often provides educational games and quizzes, making the learning atmosphere more enjoyable." Another student added: "Mrs. Fifi frequently uses games and learning media, so students become more enthusiastic about participating in lessons."

The teacher also reported that approximately 90% of students actively participated in learning activities when digital media and educational games were used. Increased student engagement, motivation, and assessment performance were observed compared to periods when instruction relied primarily on lecture methods.

3. Supporting and Inhibiting Factors of Instructional Innovation

The findings identified both supporting and inhibiting factors affecting the implementation of instructional innovation. Supporting factors included principal support, teacher creativity, available facilities, and opportunities to participate in professional development programs such as seminars and training.

The principal stated: "The school strongly supports teachers who demonstrate creativity and innovation in learning. We appreciate teachers who strive to create engaging learning environments so that students do not feel bored." The principal further explained that the school encouraged teachers to participate in digital literacy seminars and instructional media development training programs to strengthen their professional competence.

Observational findings revealed several supporting facilities, including one Smart TV, one projector, a computer laboratory containing approximately 40 computers (15 of which were actively used), Wi-Fi access for teachers, and school transportation services for students. On the other hand, the primary obstacles involved limitations in learning facilities and infrastructure. The teacher reported that the limited number of projectors required shared usage among teachers. In addition, unstable internet connectivity frequently disrupted instructional activities.

The teacher explained: "The main challenges are limited facilities and internet connectivity, which is sometimes unstable." This statement was supported by students who identified poor internet signals as one of the most common obstacles encountered during learning activities.

Table 2. Factors Influencing the Implementation of Instructional Innovation

| Supporting Factors | Inhibiting Factors |
|--|--|
| Principal support | Limited number of projectors |
| Teacher creativity | Limited availability of Smart TVs |
| Wi-Fi access for teachers | Unstable internet connectivity |
| Computer laboratory facilities | Wi-Fi not accessible to all students |
| Participation in training and seminars | Limited learning facilities and infrastructure |
| Student enthusiasm and engagement | Limited instructional media resources |

Source: Research findings (2026).

The findings demonstrated that instructional innovation in Qur'an-Hadith learning at MA Plus Riyadlul Muta'allimin was realized through the use of digital media, educational games, and active learning strategies. The implementation of innovation was adapted to students' characteristics and learning contexts through the integration of instructional explanations, digital technologies, and educational games. Interview, observation, and documentation data indicated positive student responses, reflected in increased participation, motivation, and

enthusiasm during learning activities. The implementation of innovation was supported by teacher creativity, principal support, and available facilities, although challenges related to limited infrastructure and internet access remained evident.

The findings revealed that the Qur'an-Hadith teacher implemented various instructional innovations through the integration of digital media, educational games, and active learning strategies. The use of Canva, Quizizz, Wayground, Spin Wheel applications, educational snakes-and-ladders games, Smart TVs, and interactive learning activities demonstrates that innovation was not merely understood as the utilization of technology but also as an effort to create more engaging and meaningful learning experiences for students.

From the perspective of Rogers' Diffusion of Innovation Theory (2003), the various media and strategies employed by the teacher can be understood as innovations that possess relative advantages compared to conventional teaching methods. These innovations provided more interactive learning experiences, increased student engagement, and facilitated the delivery of Qur'an-Hadith learning materials. Furthermore, the innovations demonstrated compatibility with the characteristics of digital-native students who are more familiar with technology and visual-based learning media.

These findings are consistent with Nataprawira (2024), who emphasized that digital educational transformation requires teachers to develop more adaptive and innovative learning approaches. The results also support Huda et al. (2025), who found that the utilization of digital media in Qur'an-Hadith instruction enhanced student engagement. However, this study extends previous research by demonstrating that instructional innovation is not limited to a single medium or method but rather involves a combination of complementary strategies.

The findings suggest that innovation in madrasah education does not necessarily depend on sophisticated technology or complete facilities. Instead, innovation emerges from teachers' ability to creatively combine available learning resources into effective instructional experiences. Practically, these findings indicate that teacher creativity is a crucial factor in developing Qur'an-Hadith instruction that is relevant to contemporary students' needs.

The findings further revealed that the implementation of instructional innovation was carried out by considering students' characteristics, learning materials, and classroom conditions. Rather than relying on a fixed instructional model, the teacher adapted methods, media, and learning activities according to students' needs. This pattern indicates that instructional innovation is contextual and flexible in nature.

Within Rogers' Diffusion of Innovation framework (2003), this condition reflects the principle of compatibility, referring to the degree to which an innovation aligns with users' needs and circumstances. The teacher adopted innovations not merely because of technological developments but because they were considered suitable for the actual learning context. Consequently, the success of innovation depended not only on the availability of media but also on the teacher's ability to integrate innovation effectively into classroom practices.

These findings are also related to the concept of learning quality, which regards student participation, motivation, and engagement as important indicators of effective learning (Ananda, 2021). The increased student activeness, enthusiasm, and reduced boredom indicate that instructional innovation contributed positively to the quality of the learning process. These findings support Rahman (2022), who reported that digital learning media can enhance students' learning motivation. Likewise, they are consistent with Putri and Wahyudi (2023), who argued that gamification strategies can increase student participation in classroom

learning.

Nevertheless, this study offers a broader perspective by showing that improvements in learning quality are influenced not only by digital media but also by the integration of media, instructional methods, educational games, and teacher-student interactions. Academically, these findings imply that instructional innovation should be understood as a comprehensive pedagogical process rather than merely the use of technology in the classroom.

The findings also identified several supporting and inhibiting factors affecting the implementation of instructional innovation. Supporting factors included teacher creativity, principal support, available facilities, and opportunities to participate in professional development programs. In contrast, limited projectors, Smart TVs, internet access, and other instructional facilities were identified as major obstacles. Despite these constraints, teachers continued to make efforts to introduce and sustain innovative learning practices.

These findings indicate that human factors play a more dominant role than technological factors in determining the success of instructional innovation. According to Rogers (2003), the diffusion of innovation is influenced not only by the characteristics of the innovation itself but also by change agents who introduce and implement innovation. In this study, the Qur'an-Hadith teacher functioned as a change agent capable of transforming limitations into opportunities for creating more engaging learning experiences.

The results are in line with Susanto (2023), who emphasized that teacher creativity is a key determinant of successful technology-based instructional innovation in madrasahs. They also support Yusuf (2024), who argued that the effectiveness of active learning is strongly influenced by teachers' classroom management skills and their ability to create meaningful learning experiences. However, this study presents an important finding: instructional innovation can continue to develop despite limited supporting facilities. This expands the prevailing assumption that educational facilities are the primary determinant of successful innovation.

The practical implication of these findings is the importance of strengthening teacher capacity through training, mentoring, and digital competency development programs. Furthermore, institutional support from school leaders plays a strategic role in fostering a sustainable culture of instructional innovation. Therefore, improving learning quality requires not only investment in physical infrastructure but also investment in human resource development.

Overall, the findings demonstrate that Qur'an-Hadith instructional innovation at MA Plus Riyadlul Muta'allimin developed through the combination of teacher creativity, the utilization of available technologies, and adaptation to students' characteristics. The study confirms that instructional innovation does not necessarily depend on complete facilities but rather on teachers' ability to transform available resources into effective learning strategies.

The findings reinforce Rogers' Diffusion of Innovation Theory by demonstrating that the success of innovation

is influenced by its compatibility with users' needs and by the capacity of change agents to implement it effectively. The academic contribution of this study lies in providing a more comprehensive understanding of Qur'an-Hadith instructional innovation, covering its forms, implementation processes, and supporting and inhibiting factors. Practically, the findings offer implications for teachers, school principals, and Islamic education stakeholders by highlighting the importance of teacher creativity and professional competence as key strategies for improving learning quality in madrasahs with limited facilities and infrastructure.

CONCLUSION

This study successfully achieved all of its research objectives, namely describing the forms of innovation employed by Qur'an-Hadith teachers, analyzing the implementation of these innovations in the learning process, and identifying the supporting and inhibiting factors affecting learning innovation at MA Plus Riyadlul Muta'allimin. The findings indicate that learning innovation was manifested through the use of digital media, educational games, and active learning strategies tailored to students' characteristics.

The implementation of innovation was carried out flexibly by considering students' needs, learning materials, and classroom conditions. The study also found that the success of innovation was supported by teacher creativity, principal support, and available facilities, while limitations in infrastructure and internet access remained significant challenges. Therefore, this study confirms that learning innovation is not solely dependent on the availability of technology but is also determined by teachers' ability to creatively adapt and utilize existing resources.

Theoretically, this study enriches the discourse on learning innovation within the field of Islamic Religious Education by demonstrating the relevance of Rogers' Diffusion of Innovations Theory in explaining innovative learning practices in madrasah contexts characterized by limited facilities and infrastructure. The study also contributes to the development of learning quality research by showing that the use of digital media and active learning strategies can enhance student engagement, motivation, and participation in Qur'an-Hadith learning. Practically, the findings may serve as a reference for teachers, school principals, and Islamic education administrators in developing more innovative, adaptive, and learner-centered instructional practices without being entirely dependent on comprehensive facilities.

The findings further emphasize that teacher creativity is a key factor in delivering quality learning amid various limitations. Therefore, strengthening pedagogical competence, digital competence, and institutional support should remain a priority to sustain a culture of educational innovation. Furthermore, future studies may focus on measuring the impact of learning innovation on student learning outcomes, developing more specific innovation models for Qur'an-Hadith instruction, or comparing innovative teaching practices across madrasahs with different characteristics and educational contexts.

This study has several limitations. First, the research was conducted in only one madrasah; therefore, the findings are contextual and cannot be broadly generalized. Second, data collection was carried out within a limited period, which did not allow for the observation of learning innovation implementation across a wider range of instructional situations and over a longer duration. Third, the study primarily focused on the perspectives of teachers, students, and the principal regarding learning innovation and did not comprehensively examine its impact on student achievement through quantitative approaches. Therefore, future research is recommended to involve multiple research sites, a more diverse range of participants, and a combination of qualitative and quantitative approaches to provide a more comprehensive understanding of the effectiveness of innovation in Qur'an-Hadith learning

REFERENCES

- Afif, N. (2024). *Pengajaran dan pembelajaran di era digital*. *Jurnal Pendidikan Islam*, 2(1), 117–129.
- AlDhaheri, S. M., Faisal, M., & Sharma, R. (2025). *Impact of digital leadership on users' technology integration and digital transformation*. *Journal of Innovation & Knowledge*.

- Anam, K., & Mursidah. (2025). *Inovasi pembelajaran problem based learning dalam mengurangi kejenuhan siswa pada mata pelajaran Al-Qur'an Hadis kelas XI di MA Zainul Hasan 2.*
- Ananda, R. (2021). *Kualitas pembelajaran dan faktor-faktor yang memengaruhinya dalam pendidikan Islam.*
- Aniqoh, S., Kartiko, A., & Literasi, P. (2021). *Kreativitas guru Al-Qur'an Hadis dalam mendesain model pembelajaran berbasis literasi digital.*
- Athiyyaturrahmah, & Zinab. (2024). *Pengembangan bahan ajar Al-Qur'an Hadis berbasis digital dalam meningkatkan minat belajar siswa.*
- Birgün, M. (2025). *Integrating AI into Qur'an learning: Technical advances and pedagogical gap.* Social Sciences & Humanities Open.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage Publications.
- Dytihana, Z. A., Sembiring, Y., Ilham, R., & Marta, D. (2025). *Penerapan teori difusi inovasi pada pembaruan website Kecamatan Tanjung Raya untuk membangun pelayanan publik*, 5(1), 19–31.
- Fauzi, A. (2024). *Pembelajaran Al-Qur'an Hadis dalam penguatan karakter peserta didik pada madrasah aliyah.*
- Gajah, N. A., & Khairuddin. (2025). *Kreativitas guru Al-Qur'an Hadis dalam pembelajaran era digital.*
- Himawati, I. N. (2025). *Pengembangan bahan ajar e-modul interaktif berbasis flipbook pada mata pelajaran Al-Qur'an Hadis bagi siswa kelas VII MTsN 8 Banyuwangi.*
- Huda, M., Rahman, A., & Hasanah, U. (2025). *Inovasi pembelajaran Al-Qur'an Hadis berbasis media digital pada madrasah aliyah.*
- Janah, N., Sari, R., & Maulana, A. (2025). *Kualitas pembelajaran dan faktor-faktor yang memengaruhinya dalam pendidikan Islam.*
- Kozinets, R. V. (2010). *Netnography: Doing ethnographic research online.* Sage Publications.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry.* Sage Publications.
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Sage Publications.
- Mubaidilla, I. A., & Hafiza, R. (2025). *Inovasi media pembelajaran Al-Qur'an di era pendidikan Islam digital*, 3(2), 49–59.
- Muthi'ah, & Fanreza, R. (2024). *Transformasi pembelajaran Pendidikan Agama Islam berbasis teknologi digital.* Reslaj: Religion Education Social Laa Roiba Journal, 6, 4443–4456. <https://doi.org/10.47476/reslaj.v6i8.2830>
- Nasir, M. (2021). *Model pembelajaran Al-Qur'an Hadis di sekolah dan madrasah.*
- Nataprawira, A. (2024). *Inovasi pembelajaran dalam menghadapi transformasi pendidikan era digital.*
- Nofiyanti, F., & Miftah, M. (2025). *Inovasi pembelajaran hadis: Menggali signifikansi melalui metode saintifik dan multidisipliner*, 8(1), 1–14.
- Putri, N., & Wahyudi. (2023). *Gamifikasi dalam pembelajaran untuk meningkatkan partisipasi dan keterlibatan siswa.*
- Rahman, A. (2022). *Pemanfaatan media digital dalam meningkatkan motivasi belajar siswa pada pembelajaran Pendidikan Agama Islam.*
- Rogers, E. M. (2003). *Diffusion of Innovations* (5th ed.). Free Press.
- Rudiyanto, M., Harsono, & Utama. (2024). *Pengaruh inovasi pembelajaran terhadap peningkatan*

- mutu pendidikan*. Kabilah: Journal of Social Community, 9(14), 214–223.
- Sa'adah, M., Rahmawanti, G. T., & Prasetyo, Y. C. (2022). *Strategi dalam menjaga keabsahan data pada penelitian kualitatif*, 1, 54–64.
- Salsabila, U. H., & Agustian, N. (2021). *Peran teknologi pendidikan dalam pembelajaran abad ke-21*.
- Sihombing, A. (2025). Innovation in Madrasah Education. *Jurnal Ilmiah Research and Development Student*, 3(1), 22–35.
- Sugiyono. (2022). *Metode penelitian kualitatif*. Alfabeta.
- Susanto, H. (2023). *Inovasi guru dalam pembelajaran berbasis teknologi pada madrasah aliyah*.
- Waruwu, M. (2024). *Pendekatan penelitian kualitatif: Konsep, prosedur, kelebihan dan peran di bidang pendidikan*, 5, 198–211.
- Yusuf, M. (2024). *Strategi pembelajaran aktif untuk meningkatkan kualitas pembelajaran di madrasah*.
- Zayid, E. I. M., Aldaleel, A. M., & Alshehr, O. A. O. (2025). Classifiers' competency in identifying digital innovation skills for teachers of Bisha Province, Saudi Arabia. *Entertainment Computing*.

Copyright holder:

© Author

First publication right:

Jurnal Manajemen Pendidikan

This article is licensed under:

CC-BY-SA