

IMPLEMENTATION OF WAYGROUND AND WORDWALL GAMIFICATION LEARNING STRATEGIES IN IMPROVING STUDENT LEARNING MOTIVATION IN ISLAMIC RELIGIOUS EDUCATION SUBJECTS AT NAHDLIYATUL ISLAMIAH VOCATIONAL HIGH SCHOOL BLUMBUNGAN LARANGAN PAMEKASAN

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Abstract

This study aims to examine the implementation of gamification learning strategies using the Wayground and Wordwall platforms in improving student learning motivation in Islamic Religious Education (PAI) subjects at SMK Nahdliyatul Islamiyah Blumbungan Larangan Pamekasan. The research employed a descriptive qualitative approach with data collection techniques through observation, in-depth interviews, and documentation. The research subjects consisted of two PAI teachers, thirty students, and one principal, selected purposively. The results showed that Wayground encouraged active student participation through mission-based games, while Wordwall strengthened conceptual understanding through interactive quizzes. The implementation of both platforms was associated with increased student motivation, reflected in improved attendance (93%), active participation (87%), and cognitive learning outcomes (average score increased from 68 to 82). Supporting factors included digital device availability, principal support, and teacher creativity, while the main challenges were limited internet connectivity and teachers' initial adaptation to technology. This study concludes that gamification based on Wayground and Wordwall is effective in increasing student learning motivation. However, this research has limitations as it was conducted in a single school with a small sample, so further research with a broader scope is recommended.

Keywords: Gamification; Wayground; Wordwall; Learning Motivation; Islamic Religious Education

A. Introduction

The development of digital technology has brought significant changes in the world of education, including in Islamic Religious Education (PAI) (Farhan, Tamam, and Syafri 2022). In the era of the industrial revolution 4.0, educators are required to be able to integrate technology into the learning process in order to meet the needs of Generation Z, who grew up with digital devices (Farhan et al., 2022). PAI learning, which has traditionally been dominated by lecture and memorization methods, faces particular challenges in the digital era because students often perceive it as less engaging and less relevant to their daily lives. This condition demands a shift toward more interactive and technology-based learning approaches to foster student motivation and active participation. One innovative approach that has begun to be widely applied is gamification, namely the application of game elements in non-game contexts, including formal learning (Ariyani et al., 2024). One innovative approach that has begun to be widely applied is gamification, namely the application of game elements in non-game

contexts, including formal learning (Nuraprilia, 2025). Among the various gamification platforms available, Wayground and Wordwall were selected in this study for several reasons. Wayground offers a mission-based and achievement-based learning experience that encourages students to actively complete challenges and explore materials independently, while Wordwall provides a variety of interactive quiz templates, puzzles, and word games that can be easily adapted to PAI materials, such as understanding Quranic verses, hadith, and Islamic jurisprudence. Both platforms are affordable, user-friendly, and do not require advanced technical skills, making them suitable for implementation in schools with limited technological infrastructure.

SMK Nahdliyatul Islamiyah Blumbungan Larangan Pamekasan is a vocational educational institution based on Islamic boarding schools (pesantren) that is committed to integrating Islamic values with modern learning approaches. The pesantren-based context presents a unique characteristic compared to public vocational schools, as students are not only required to master vocational skills but also to internalize religious values through structured religious activities. However, the problems faced in this school include low student learning motivation in PAI subjects, which are often considered less interesting and monotonous (Lutfi, 2022). Initial observations showed that the level of active student participation only reached 65%, with an average attendance of 78% and an average cognitive score of 68, indicating the urgent need for innovative learning strategies. Gamification offers an innovative solution to overcome these problems, as it can transform passive learning experiences into active, engaging, and meaningful activities that align with the characteristics of digital-native students.

Gamification offers innovative solutions to overcome these problems. The Wayground and Wordwall platforms are two of the many gamification platforms available online and can be integrated into learning (Indriani, 2022). Wayground presents a mission and achievement-based learning experience that encourages active student engagement, while Wordwall provides various interactive game templates such as quizzes, puzzles, and word games that can be adapted to PAI learning materials (Solikah et al., 2019).

Several previous studies have examined the effectiveness of gamification in learning, including (Laila, 2024), which found that gamification significantly increased madrasah student engagement. Research (Bulan & Wahyudi, 2021) also showed that the use of gamification-based interactive media had a positive impact on learning motivation. However, most of these studies discussed gamification in general learning contexts or at the primary and secondary education levels, without focusing specifically on PAI subjects. Moreover, research that specifically examines the implementation of Wayground and Wordwall platforms in the context of PAI in pesantren-based vocational schools is still very limited, creating a significant research gap.

This study aims to fill that gap by describing and analyzing the implementation of Wayground and Wordwall gamification learning strategies in improving student learning motivation in PAI subjects at SMK Nahdliyatul Islamiyah Blumbungan Larangan Pamekasan. The novelty of this research lies in its specific focus on the integration of

gamification strategies in PAI learning within the unique context of a pesantren-based vocational school, combining the use of two complementary platforms, Wayground and Wordwall, to address motivation issues in PAI learning. This research is expected to contribute theoretically by enriching the academic literature on gamification in Islamic education, and practically by providing teachers and practitioners with a concrete model for designing innovative and engaging PAI learning that is responsive to student needs in the digital era.

B. Method

This study used a descriptive qualitative approach with a single case study design at SMK Nahdliyatul Islamiyah Blumbungan Larangan Pamekasan. The selection of this design was based on the need to comprehensively understand how gamification is implemented and its impact on student learning motivation in the natural context of PAI learning (Rochmah & Rohmah, 2022). The research participants were selected using purposive sampling technique with the following criteria: (1) direct involvement in the learning process using Wayground and Wordwall platforms for at least one semester, (2) willingness to participate in interviews and classroom observations, and (3) having completed at least 80% of the gamification-based learning sessions. The participants consisted of two PAI teachers who taught grade X, one principal as an institutional informant, and thirty grade X students. The focus on grade X students was chosen because they had the most intensive exposure to the gamification strategy compared to other grade levels. The total number of participants was thirty-three individuals.

The research was conducted over six months, from January to June 2026, with classroom observations carried out twice per week for a total of 24 observation sessions, each lasting 90 minutes per meeting. Data collection techniques included: (1) participatory observation during the learning process, where the researcher actively observed and recorded gamification implementation using structured observation sheets containing indicators such as student engagement, participation in missions and quizzes, collaboration, and task completion; (2) in-depth semi-structured interviews with two PAI teachers and fifteen selected students (representing high, medium, and low achievement levels) to explore their experiences, perceptions, and responses to gamification, with each interview lasting 30–45 minutes, recorded with permission, and transcribed verbatim.

To address the potential mismatch between qualitative design and numerical data presentation, this study used numerical indicators only as supporting descriptive evidence, not as statistical proof of effectiveness. The percentage data (attendance, participation, task completion, learning enthusiasm, and cognitive scores) were derived from classroom observation records and teacher grade books, presented to provide contextual background and to illustrate observable trends during the implementation period. The scoring rubric for these indicators was as follows: attendance was calculated based on student presence during gamification sessions; participation was measured through the frequency of students completing missions and quizzes; task completion was

assessed based on the percentage of assignments submitted and completed within the designated time; learning enthusiasm was observed through verbal responses, question-asking behavior, and engagement in group discussions; and cognitive scores were obtained from pre-test and post-test results administered by the PAI teacher before and after the gamification intervention. These scores were collected from teacher grade books and compared descriptively to show changes in learning outcomes during the implementation period. All instruments used for observation and interviews were developed based on gamification theory and validated through expert judgment by two senior researchers in educational technology and Islamic education.

Table 1. Research Subjects and Data Collection Techniques

No	Subject/Data Source	Number	Data Collection Technique	Data Focus
1	PAI Teachers	2 persons	Observation & In-depth Interview	Gamification implementation, planning, technical constraints
2	Grade X Students	30 persons	Observation & Interview	Motivation, engagement, response to gamification
3	Principal	1 person	In-depth Interview	Policy, institutional support, and digital infrastructure
4	Documents & Artifacts	—	Documentation	Lesson plans, platform screenshots, learning outcome records, activity photos

Sumber: Data Penelitian SMK NI Blumbungan, 2026

Data collection techniques used included: (1) Participatory observation during the learning process to directly observe gamification implementation; (2) In-depth interviews with PAI teachers and selected students; (3) Documentation in the form of lesson plans, learning outcome records, platform activity screenshots, and learning activity photos.

The two platforms implemented in this study have characteristics and functions that complement each other in the PAI learning process. The comparison of the two platforms is presented in Table 2 below.

Table 2. Comparison of Features and Functions of Wayground and Wordwall Platforms in PAI Learning

Comparison Aspect	Wayground	Wordwall
Platform Type	Mission and achievement-based platform (quest-based)	Multi-format interactive quiz and game platform
Main Mechanism	Points, badges, leaderboard, themed mission challenges	Quiz, Match Up, Anagram, Word Search, Spin the Wheel
Use in PAI	Thematic missions: 'Faith	Practice and review of PAI

Comparison Aspect	Wayground	Wordwall
	Explorer', 'Morals Pioneer'	material with varied formats
Duration of Use	Throughout the learning unit (quest driven)	15-20 minutes per session (practice/review)
Motivation Built	Intrinsic motivation through narrative and achievement	Extrinsic motivation through competition and format variation

Sumber: Adaptasi dari dokumentasi platform dan observasi lapangan, 2026

Data analysis was conducted using the interactive analysis model of Miles, Huberman, and Saldana (2014), which includes four stages: data collection, data condensation, data display, and conclusion drawing. The data validity was ensured through source triangulation (comparing data from teachers, students, and the principal) and technique triangulation (comparing observation, interview, and documentation data). For example, data regarding increased student motivation were cross-checked between observation results, student interview responses, and teacher confirmation, then synthesized to produce valid conclusions. Member checking was also conducted by presenting preliminary findings to teachers and selected students to ensure that interpretations aligned with their actual experiences. Ethical procedures included obtaining informed consent from the principal, teachers, and students prior to data collection; participants were informed that they could withdraw at any time without penalty, and student identities were protected through the use of participant codes (e.g., S1, S2, S3) in all reporting.

C. Finding and Discussion

1. Finding

Based on the results of observations and interviews conducted during the research, several important findings were identified regarding the implementation of Wayground and Wordwall gamification learning strategies at SMK Nahdliyatul Islamiyah Blumbungan Larangan Pamekasan. The implementation of Wayground was carried out by PAI teachers by designing thematic learning missions according to the material, such as the "Faith Explorer" mission for the material on faith in Allah, and the "Morals Pioneer" mission for the material on noble character. Students collected points through completing assignments, daily quizzes, and weekly challenges, with the leaderboard system displayed in the classroom encouraging healthy competition among students. One PAI teacher stated that students are more enthusiastic when they see their names on the leaderboard and compete positively to complete missions and earn badges (Interview, Teacher A, March 2026). Similarly, a grade X student expressed that they used to feel bored with PAI lessons, but when using Wayground, it feels like playing a game and they are more motivated to read the material so they can complete the missions (Interview, Student S7, April 2026). The principal also confirmed that after implementing gamification, there is a noticeable

change where students are more active and teachers are more creative in delivering materials (Interview, Principal, May 2026).

Wordwall was used as a practice and review medium with various game formats varied by the teacher, including Quiz, Match Up, Anagram, Word Search, and Spin the Wheel. For example, in the material on Islamic jurisprudence (fiqh) regarding purification (thaharah), students played a "Match Up" game to pair terms with their definitions, and a "Quiz" game to test their understanding of procedures for ablution and prayer. One student shared that they like Wordwall because the games change every meeting, so they never get bored and understand the material better because they practice immediately (Interview, Student S12, April 2026). Another student added that when they play Spin the Wheel, they feel challenged because they never know which question will come up, which makes them pay more attention to the lesson (Interview, Student S5, April 2026). Observation notes also documented that during Wordwall sessions, students showed high enthusiasm, with 90% of students actively participating in each game round, and many volunteering to explain their answers to their peers (Observation Note, Meeting 8, March 2026).

This variation in format prevented student boredom and maintained learning enthusiasm throughout the semester.

Table 3. Improvement in Student Learning Motivation Indicators Before and After Gamification Implementation

No.	Motivation Indicator	Before Gamification (%)	After Gamification (%)	Improvement (%)
1.	Student Attendance	78	93	+15
2.	Active Participation	65	87	+22
3.	Task Completion	70	90	+20
4.	Average Cognitive Score	68	82	+14
5.	Learning Enthusiasm	60	88	+28

Sumber: Data penelitian, 2026

Table 3 shows significant improvement in all student learning motivation indicators after the implementation of Wayground and Wordwall gamification. Learning enthusiasm experienced the highest increase of 28%, followed by active participation at 22%, and task completion at 20%. The average cognitive score increased from 68 to 82, indicating that gamification not only improved motivation but also had a positive impact on student learning outcomes..

2. Discussion

The findings of this study confirm the Self-Determination Theory (SDT) originally developed by (Hasnawati, 2022), hich posits that intrinsic motivation can be enhanced through the fulfillment of three basic psychological needs: competence, autonomy, and relatedness. Wayground and Wordwall synergistically fulfill these three needs: the points and badge system fulfills the need for competence, as one student stated that they feel

proud every time they get a badge because it shows that they have mastered the material (Interview, Student S3, April 2026); the freedom to choose missions and game formats fulfills the need for autonomy, with a teacher noting that students can choose which mission they want to complete first, giving them a sense of control over their learning (Interview, Teacher B, March 2026); while the leaderboard and collaboration features fulfill the need for relatedness, as observed during group discussions where students helped each other understand difficult concepts (Observation Note, Meeting 12, April 2026) (Ridha & Saleh, 2021).

These findings align with research by (Fathurrohman, 2015) who found that gamification elements such as points, badges, and leaderboards consistently increase student engagement and motivation across various learning contexts when designed with pedagogical goals in mind. Specifically for PAI learning, gamification has been shown to change students' perceptions of subjects that were previously considered heavy and boring into enjoyable and meaningful learning experiences, without sacrificing the substance of the Islamic values being taught (Ababil et al., 2025).

The implementation of Wayground specifically showed high effectiveness in building cohesive learning narratives. The quest-based learning approach adopted by Wayground aligns with human nature that enjoys challenges and achievements (Homaidi and Mahmubi, 2025). PAI teachers at SMK Nahdliyatul Islamiyah successfully integrated Islamic values into the missions, such as earning "Faith Explorer" badges for correctly answering questions about the pillars of faith and "Morals Pioneer" badges for demonstrating good behavior during group activities. One teacher explained that they design missions not only to test cognitive understanding but also to encourage students to reflect on and practice Islamic values in their daily lives (Interview, Teacher A, March 2026). This integration ensured that students were not only motivated to earn points but also internalized the spiritual values that are the core of PAI learning. Meanwhile, Wordwall proved effective as a formative assessment tool that promotes active recall and immediate feedback. Its ability to present various game formats allows for differentiation of student learning styles. Students with visual learning styles are helped by the Word Search and Match Up formats, while students with kinesthetic learning styles prefer Spin the Wheel and Anagram. This flexibility aligns with the Universal Design for Learning (UDL) principle, which emphasizes the importance of providing diverse ways of representation and engagement in learning (Homaidi & Mahmubi, 2025). PAI teachers at SMK Nahdliyatul Islamiyah successfully integrated Islamic values into the missions, so that students were not only motivated to get points but also internalized the spiritual values that are the core of PAI learning.

Observation notes documented that during Wordwall sessions, students who were usually passive in traditional classrooms became more engaged, with one student remarking that they do not like writing or listening to lectures, but when they play games,

they remember the material better because they see it and match it themselves (Interview, Student S10, April 2026).

Meanwhile, Wordwall proved effective as a fun formative assessment tool. Its ability to present various game formats allows for differentiation of student learning styles. Students with visual learning styles are helped by the Word Search and Match Up formats, while students with kinesthetic learning styles prefer Spin the Wheel and Anagram. This flexibility is in line with the Universal Design for Learning (UDL) principle, which emphasizes the importance of providing diverse ways of representation and engagement in learning (Pratiwi & Fauzi, 2025). However, this study also found several challenges in gamification implementation. Limited stable internet access at several school points was the most frequently complained technical obstacle. In addition, an adaptation period of about three to four weeks was needed for teachers and students to become familiar with both platforms. This implies the need for adequate professional training and strong digital infrastructure support as prerequisites for successful gamification implementation (Nur Jannah & Amirudin, 2025).

D. Conclusion

This study concludes that the implementation of gamification learning strategies using the Wayground and Wordwall platforms has been shown to improve student learning motivation in Islamic Religious Education (PAI) subjects at SMK Nahdliyatul Islamiyah Blumbungan Larangan Pamekasan. The research was motivated by the low student learning motivation in PAI subjects, which were often considered less interesting and monotonous, with initial observations showing active participation at only 65%, attendance at 78%, and an average cognitive score of 68. Using a descriptive qualitative approach with a single case study design, the research involved two PAI teachers, thirty grade X students, and one principal as participants, with data collected through participatory observation over 24 sessions, in-depth semi-structured interviews, and documentation, then analyzed using the interactive model of Miles, Huberman, and Saldana (2014), with data validity ensured through source and technique triangulation as well as member checking. The results showed that Wayground was implemented through thematic missions such as "Faith Explorer" and "Morals Pioneer," which encouraged students to actively complete challenges, collect points, and compete positively through the leaderboard system, while Wordwall was used as a formative assessment tool with various game formats including Quiz, Match Up, Anagram, Word Search, and Spin the Wheel, which prevented boredom and maintained learning enthusiasm. The implementation was associated with notable improvement in all motivation indicators, including attendance (from 78% to 93%), active participation (from 65% to 87%), task completion (from 70% to 90%), average cognitive score (from 68 to 82), and learning enthusiasm (from 60% to 88%). These findings confirm the Self-Determination Theory (Deci and Ryan, 1985; 2000), as the gamification elements fulfilled the three basic psychological needs: competence through points and badges, autonomy through mission

choices, and relatedness through leaderboard and collaboration features. The success of this implementation was supported by three main factors: teacher creativity in designing missions and games relevant to Islamic values, institutional support from the principal, and high student enthusiasm for gamification elements. However, challenges identified included limited internet connectivity and an adaptation period of three to four weeks for both teachers and students to become familiar with the platforms. This research provides practical contributions by offering a concrete model for integrating gamification in PAI learning that can be adapted by other schools, especially those with a pesantren-based context.

Theoretically, it enriches the academic literature on gamification in Islamic education by demonstrating the effectiveness of combining mission-based and quiz-based platforms in a unique vocational school context. Based on these findings, the researcher recommends that other Islamic boarding school-based schools consider adopting gamification as an innovative strategy in PAI learning, accompanied by teacher capacity development and strengthening of digital infrastructure. Further research with a mixed-method or experimental approach is needed to measure the effectiveness of gamification more measurably and generally, as well as to explore the long-term impact of gamification on retention of understanding and internalization of Islamic values. This study has limitations as it was conducted in a single school with a relatively small sample, so the findings are contextual and cannot be broadly generalized; therefore, further research with a broader scope and more diverse contexts is recommended to strengthen the validity and applicability of these findings.

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