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Development of Interactive Multimedia Integrating the Love-Based Curriculum for Tajwid Instruction in the Al-Qur'an Hadith Subject for Grade VIII Students at Islamic Junior High School

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Abstract

The teaching of Qur'an–Hadith, particularly *tajwid* for eighth-grade Islamic junior high school students, continues to face challenges arising from reliance on conventional instructional materials, limited use of technology-enhanced learning media, and the suboptimal integration of the Love-Based Curriculum (*Kurikulum Berbasis Cinta*; KBC), which may reduce students' motivation and learning outcomes. This study aimed to develop an interactive multimedia application integrating KBC values into *tajwid* instruction and to evaluate its validity, practicality, and effectiveness. A Research and Development approach was employed using the 4-D model, comprising Define, Design, Develop, and Disseminate stages. The multimedia application was developed using Articulate Storyline and tested with eighth-grade students at MTs Negeri 11 Agam. Product quality was assessed through expert validation, practicality testing, and effectiveness testing using N-Gain analysis. The findings demonstrated that the developed multimedia satisfied the criteria for validity, practicality, and effectiveness, indicating its feasibility for classroom implementation. The

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application integrates text, images, audio, video, animation, and interactive exercises with the Five Pillars of Love promoted within KBC, thereby facilitating a more engaging and meaningful learning experience. Its implementation also improved students' learning outcomes, as indicated by the effectiveness test. The study concludes that the developed interactive multimedia is suitable for supporting *tajwid* instruction in eighth-grade Qur'an–Hadith classes. This study contributes an innovative instructional medium that enables teachers to integrate educational technology with character education, thereby strengthening student engagement and enhancing the quality and effectiveness of the learning process.

Keywords: Articulate Storyline; Interactive Multimedia; Love-Based Curriculum; Qur'an–Hadith Learning; *Tajwid* Instruction

INTRODUCTION

Education is a fundamental process in the holistic development of human beings. It is not merely a process of transferring knowledge but also a means of cultivating character, values, and personality in accordance with religious teachings and the demands of contemporary society (Wahud et al., 2026). Education can be defined as a process implemented through specific methods that enable individuals to acquire knowledge, understanding, and patterns of behavior appropriate to their needs. It plays a significant role in influencing students' learning outcomes; therefore, education should foster intellectual development while shaping students' attitudes and character to produce the competent future generation expected by society (Khairani & Trisno, 2025). Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System emphasizes that teachers are essential components of the educational system, serving as educators, mentors, and innovators. In the learning process, teachers are expected to continuously improve their competencies, including mastering educational technologies. They are entrusted with substantial responsibilities as learning facilitators and are required to demonstrate creativity in implementing instructional activities so that students do not experience boredom during classroom instruction.

During the instructional implementation stage, teachers are required to create a pleasant, dialogic, and conducive classroom environment that can enhance students' motivation and ultimately improve the quality of education in Indonesia (Chastanti et al., 2024). Consequently, teachers can organize enjoyable and well-structured learning

experiences by utilizing instructional media. Learning media function as tools that assist teachers in delivering instructional messages more clearly, thereby enabling learning objectives to be achieved effectively and efficiently (Nurrita, 2018). One form of instructional media that effectively accommodates students' diverse learning styles while enhancing their motivation, interest, and learning focus is interactive multimedia. Interactive multimedia refers to a learning tool that creates dynamic and interactive presentations by integrating text, graphics, animations, audio, and video (Windu & Kesiman, 2021). Therefore, the integration of interactive multimedia into classroom instruction not only replaces the exclusive use of conventional teaching materials in clarifying instructional content but also provides students with a more engaging and interactive learning experience.

In the contemporary era, juvenile delinquency has become a recurring challenge encountered by teachers. Students frequently engage in behaviors that have negative consequences for themselves, their peers, their families, and society (Hidayah & Hidayat, 2023). In response to this issue, the Ministry of Religious Affairs has established a curriculum that must be implemented by teachers in madrasahs, namely the Love-Based Curriculum (Kurikulum Berbasis Cinta/KBC). This curriculum aims to cultivate individuals who are humanistic, nationalistic, environmentally conscious, tolerant, and consistently uphold love as the fundamental principle of life (Direktorat KSKK Madrasah, Direktorat Jenderal Pendidikan Islam, 2025). However, its implementation has encountered several challenges, including teachers' limited understanding of the KBC framework and the considerable diversity of students' characteristics. These conditions require teachers to adopt appropriate instructional strategies so that students can develop a deeper awareness of the Panca Cinta values that constitute the core content of the Love-Based Curriculum (Afifah, 2026). Furthermore, the implementation of KBC in madrasahs is not merely interdisciplinary in nature but is also closely associated with Islamic Religious Education (PAI) subjects. In particular, within the madrasah context, the objectives of KBC directly intersect with Islamic Religious Education, especially the Al-Qur'an Hadith subject.

The Al-Qur'an Hadith subject is one of the distinctive disciplines within the madrasah curriculum and occupies a strategic position in shaping students' character and personality based on Islamic values (Anita, 2025). The objective of Al-Qur'an Hadith instruction in madrasahs is to enable students to read, write, memorize, translate, comprehend, and apply the teachings of the Qur'an and Hadith in their daily lives, thereby developing into individuals who possess faith (iman) and piety (taqwa) toward Allah SWT

(Rasikh, 2019). Within the context of education at the Madrasah Tsanawiyah (MTs) level, mastery of the Al-Qur'an and Hadith has become increasingly essential because students are undergoing significant cognitive and emotional development, during which the values they internalize will shape their character over the long term.

One of the core topics that constitutes an essential component of the Al-Qur'an Hadith subject at the MTs level is Tajwid. Tajwid is the science governing the proper recitation of the Qur'an in accordance with the correct *makhraj* (points of articulation) and the prescribed rules of recitation. From a cognitive perspective, learning Tajwid enables students to recognize the linguistic structure of the Qur'an, understand the rules of recitation, and develop analytical thinking skills in identifying complex recitation patterns (Harahap, 2025; Sulaiman & Alawiyah, 2024). From an affective perspective, Tajwid instruction cultivates students' love, respect, and sense of responsibility toward the Qur'an (Yumna et al., 2025). However, empirical evidence indicates that mastery of Tajwid remains an unresolved educational challenge. The difficulties experienced by students in learning Tajwid include inadequate environmental support, limited use of effective instructional methods, low learning motivation, and insufficient time allocated for practical exercises (Igirisa et al., 2024). This situation is further exacerbated by the continued reliance on conventional teaching methods and the limited variety of instructional media employed by teachers. Therefore, there is an urgent need to develop learning media that are not only technologically innovative but also capable of integrating the values of the Love-Based Curriculum (KBC).

Based on interviews conducted on 26 May 2026 with the Al-Qur'an Hadith teacher, Mrs. Rida Desnila, as well as interviews with eighth-grade students at MTs Negeri 11 Agam, several problems were identified as obstacles in the learning process.

First, teachers still rely primarily on conventional instructional materials, such as textbooks and the Qur'an, when teaching Tajwid. The use of these conventional learning resources results in a monotonous instructional process, causing students to become easily bored and less motivated to develop a comprehensive understanding of Tajwid.

Second, although teachers occasionally utilize technology-based instructional media, such as PowerPoint presentations and instructional videos, their implementation remains highly limited due to inadequate school facilities. Not all classrooms have access to electricity, and the school possesses only one projector to serve a total of 17 classrooms. Consequently, technology-based instructional media cannot be implemented consistently across all classes.

Third, teachers experience difficulties in fostering students' awareness of the importance of the values promoted by the Love-Based Curriculum (KBC) in their daily lives, particularly within the context of Tajwid instruction. The motivational messages delivered by teachers during classroom instruction have not been able to reach all students effectively because not every student is willing to pay serious attention during the learning process. Therefore, more engaging instructional media are needed to facilitate a more comprehensive and meaningful internalization of KBC values.

These problems are reflected in the relatively low student learning outcomes, as evidenced by the End-of-Semester Summative Assessment (SAS) scores for the odd semester of the Al-Qur'an Hadith subject in the 2025/2026 academic year, obtained on 4 June 2026 at MTs Negeri 11 Agam. These low final scores indicate the existence of fundamental challenges in students' comprehension of the instructional materials from the beginning of the semester, as presented in the following table.

Table 1. Learning Outcomes of Grade VIII Students at MTs Negeri 11 Agam

Classes	Number of Students	Minimum Learning Achievement Criteria (MLAC)	Scores
VIII A	27	78	70,46
VIII B	28	78	72,62
VIII C	27	78	70,36
VIII D	27	78	68,62
VIII E	26	78	71,44
VIII F	27	78	66,37
Average Score			69,98

Based on the data obtained table 1, a considerable number of students had not yet achieved the passing score, as indicated by their performance below the Minimum Learning Achievement Criteria (MLAC). This condition was influenced by several contributing factors. Therefore, appropriate solutions are required to address these problems and improve students' learning outcomes. One potential solution is the development of innovative instructional media, particularly interactive multimedia.

Based on these findings, the researchers argue that the teaching of Tajwid requires innovative instructional media capable of overcoming the limitations of conventional learning while simultaneously supporting the implementation of the Love-Based Curriculum (*Kurikulum Berbasis Cinta/KBC*). Interactive multimedia is considered capable of providing a more engaging, flexible, and student-centered learning experience by integrating text, images,

audio, video, animations, and interactive exercises into a single learning platform. In addition to improving students' conceptual understanding of Tajwid, such multimedia also facilitates the systematic internalization of the *Panca Cinta* values through contextualized learning activities. Therefore, the development of KBC-based interactive multimedia is regarded as a relevant alternative for improving the quality of Al-Qur'an Hadith instruction in madrasahs.

The *KBC*-based interactive multimedia was developed as an effort to address the various problems identified in the teaching and learning process of Tajwid within the Al-Qur'an Hadith subject for eighth-grade students at Madrasah Tsanawiyah (MTs). This multimedia is expected to provide a practical solution for Al-Qur'an Hadith teachers who continue to rely primarily on conventional instructional materials, such as textbooks and the Qur'an, when teaching Tajwid. Consequently, Tajwid content can be presented in a more engaging, diverse, and comprehensible manner for students. To develop this multimedia, the researchers employed Articulate Storyline as the authoring software.

According to Wijayanti and Prayitno (2021), Articulate Storyline is an authoring software that can be used to develop interactive presentations and performs functions similar to those of Microsoft PowerPoint. However, Articulate Storyline offers several advantages that enable the creation of more comprehensive and creative learning presentations through user-friendly features such as timelines, movies, pictures, characters, multiple-choice questions, drag-and-drop activities, and various other interactive components. Furthermore, the KBC-based interactive multimedia was designed to be independently accessible through students' personal devices, particularly smartphones, thereby eliminating dependence on the availability of projectors or electricity in school classrooms. Consequently, all students are expected to receive equitable and optimal learning opportunities without being constrained by the limitations of school facilities and infrastructure.

Interactive multimedia also provides a solution to the challenges associated with implementing the *Love-Based Curriculum* (*KBC*) in madrasahs. The implementation of KBC requires teachers to integrate the Panca *Cinta* values throughout every stage of the instructional process, including the introduction, core learning activities, closing activities, and assessment. Therefore, interactive multimedia that incorporates KBC values into Tajwid instruction is expected to produce students who not only demonstrate strong competence in Tajwid but also exhibit noble character in their daily lives.

Previous studies have consistently demonstrated that interactive multimedia contributes positively to both the instructional process and learning outcomes. Anggraeni et al. (2021) developed video-based interactive multimedia that was proven to enhance elementary school students' learning interest. Similarly, Wijayanti and Prayitno (2021) reported that Articulate Storyline is an effective platform for producing interactive, engaging, and user-friendly instructional media. Meanwhile, Septiani and Rejekiningsih (2020) developed instructional multimedia integrating character education and found that it effectively strengthened students' character development.

Nevertheless, these previous studies still exhibit several limitations. First, most of them primarily focused on improving cognitive achievement and learning motivation without integrating the Love-Based Curriculum (*KBC*), which represents a relatively new educational policy within the madrasah system. Second, previous studies were generally conducted in general education subjects and therefore did not address the distinctive characteristics of Al-Qur'an Hadith instruction, particularly Tajwid. Third, no previous study has specifically developed Articulate Storyline-based interactive multimedia that systematically integrates the Panca *Cinta* values into Tajwid instruction as part of the implementation of the Love-Based Curriculum. This research gap constitutes the primary rationale for conducting the present study.

The novelty of this study lies in the development of Articulate Storyline-based interactive multimedia that systematically integrates the Panca *Cinta* values of the Love-Based Curriculum into Tajwid instruction within the Al-Qur'an Hadith subject at the Madrasah Tsanawiyah (MTs) level. Unlike previous studies, which either focused solely on multimedia development as an instructional tool or incorporated character education in a general manner, this study combines educational technology innovation with the implementation of the Love-Based Curriculum into a single instructional product. In addition to producing instructional media that are valid, practical, and effective, the developed multimedia is specifically designed to be independently accessible through Android devices, thereby addressing the limitations of instructional facilities commonly encountered in madrasahs.

From a theoretical perspective, the development of the interactive multimedia in this study is grounded in the Cognitive Theory of Multimedia Learning, which posits that presenting information through a combination of text, images, audio, animation, and video enhances learners' information-processing capabilities by engaging multiple cognitive

channels. Furthermore, the constructivist learning approach emphasizes that learners actively construct knowledge through interaction with their learning environment. Accordingly, the use of interactive multimedia enables students to experience more meaningful, active, and independent learning. The integration of the Love-Based Curriculum values within the multimedia is further supported by character education theory, which views learning as a continuous process of value internalization through meaningful educational experiences, thereby fostering balanced development across the cognitive, affective, and psychomotor domains.

Based on the research background described above, this study aims to develop Love-Based Curriculum (KBC)-based interactive multimedia for the Tajwid component of the Al-Qur'an Hadith subject for eighth-grade students at *Madrasah Tsanawiyah (MTs).*

METHODS

This study employed a Research and Development (R&D) approach with the objective of developing a Love-Based Curriculum (Kurikulum Berbasis Cinta/KBC)-based interactive multimedia for the Tajwid component of the Al-Qur'an Hadith subject for eighth-grade students at Madrasah Tsanawiyah (MTs), while simultaneously evaluating the quality of the developed product in terms of its validity, practicality, and effectiveness. The development process adopted the Four-D (4-D) model proposed by Thiagarajan, Semmel, and Semmel, which consists of four stages: Define, Design, Develop, and Disseminate. During the Define stage, a needs analysis was conducted through classroom observations, interviews with teachers and students, as well as curriculum analysis and an assessment of students' characteristics. The Design stage involved the preparation of storyboards, flowcharts, instructional materials, and the multimedia prototype using Articulate Storyline. Subsequently, the Develop stage included expert validation, product revision, practicality testing, and effectiveness testing. Finally, the Disseminate stage involved distributing the finalized multimedia product to teachers and students for instructional use.

The study was conducted at MTs Negeri 11 Agam, Agam Regency, West Sumatra, during the second semester of the 2025/2026 academic year. The research was carried out over approximately four months, from May to August 2026, encompassing needs analysis,

product design, expert validation, product revision, field testing, data analysis, and the preparation of the research report.

The participants consisted of expert validators, subject teachers, and students. The validation process involved one subject-matter expert and two media experts who evaluated the feasibility of the developed multimedia. The practicality and effectiveness evaluations involved eighth-grade students of MTs Negeri 11 Agam as the end-users of the multimedia, together with the Al-Qur'an Hadith teacher. The sample was selected using a purposive sampling technique, whereby participants were intentionally chosen based on the consideration that the selected class was appropriate for the objectives of the study and represented the target users of the developed Tajwid instructional materials.

The research instruments included a subject-matter expert validation sheet, a media expert validation sheet, a student practicality questionnaire, an observation sheet for the implementation of *Riyadhah Qalbi*, and learning achievement tests consisting of a pretest and a posttest. Data were collected through classroom observations, interviews, documentation, questionnaire administration, expert validation, and the administration of pretests and posttests before and after the implementation of the interactive multimedia. Qualitative data were obtained from the comments and suggestions provided by the expert validators and were used as the basis for revising the product. Quantitative data were obtained from the validation results, practicality questionnaires, and students' learning achievement test scores.

The collected data were analyzed using both descriptive and quantitative techniques. The results of the validity and practicality assessments were analyzed using percentage scores to determine the feasibility category of the developed multimedia based on established validity and practicality criteria. The effectiveness of the multimedia was evaluated using the normalized gain (N-Gain) score, calculated by comparing students' pretest and posttest scores to determine the extent of improvement in learning outcomes following the implementation of the interactive multimedia. The developed product was considered feasible if it fulfilled the established criteria of validity, practicality, and effectiveness based on the results of the data analysis.

RESULTS

1. Development Results of the Interactive Multimedia

This study produced an Articulate Storyline-based interactive multimedia that integrates the values of the Love-Based Curriculum (Kurikulum Berbasis Cinta/KBC) into the Tajwid component of the Al-Qur'an Hadith subject for eighth-grade students at Madrasah Tsanawiyah (MTs). The product was developed using the Four-D (4-D) instructional development model, which consists of four stages: Define, Design, Develop, and Disseminate.

During the Define stage, a comprehensive needs analysis was conducted through classroom observations, interviews with teachers and students, curriculum analysis, learner characteristics analysis, and an analysis of the Tajwid instructional content. The findings revealed that teachers primarily relied on textbooks as the main instructional medium, resulting in a learning process that tended to be monotonous and had not optimally integrated the values of the Love-Based Curriculum (KBC) into classroom instruction.

The Design stage resulted in a multimedia prototype consisting of a welcome page, a main menu, user instructions, learning objectives and competencies, Tajwid instructional materials, learning videos, interactive exercises, evaluation activities, and learning components that systematically integrate the Panca Cinta values. The multimedia was developed using Articulate Storyline, enabling it to be accessed and operated on both computers and smartphones.

Subsequently, during the Develop stage, the multimedia product was evaluated through expert validation involving a subject-matter expert and media experts. The validation results indicated that the multimedia satisfied the established feasibility criteria after several revisions were made in accordance with the recommendations provided by the validators. These revisions included improvements to the user interface design, refinement of the instructional content, enhancement of the navigation system, and optimization of the integration of the Love-Based Curriculum (KBC) values throughout the multimedia.

The Disseminate stage involved implementing the developed multimedia with eighth-grade students at MTs Negeri 11 Agam. The final product is an interactive multimedia application that can be used either independently by students or collaboratively with teachers during Al-Qur'an Hadith instruction. The multimedia incorporates instructional materials, animations, audio, videos, interactive quizzes, and evaluation activities designed to enhance

students' understanding of Tajwid while simultaneously fostering the internalization of the values promoted by the Love-Based Curriculum (KBC).

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Figure 1. Multimedia Format Display

2. Product Validation Results

a. Subject-Matter Expert Validation

Table 2. Results of the Subject-Matter Expert Validation

Aspect	Variable Criteria	Indicators	Rating	Average per Variable
Materials	Content Quality	1	5	5,00
		2	5	
		3	5	
		4	5	
		5	5	
	Language	6	5	5,00
		7	5	
		8	5	
		9	5	
	Presentation	10	5	4,80
		11	5	
		12	5	
		13	5	
		14	4	
	Graphics	15	5	5,00

		16	5	
		17	5	
	KBC Integration	18	5	4,67
		19	4	
		20	5	
Total				24,47
Average				4,89
Notes				Highly Valid

Based on the results presented in Table 2, the subject-matter expert assigned an overall mean score of 4.89, indicating that the Tajwid content incorporated into the interactive multimedia was comprehensive, aligned with the Learning Outcomes (Capaian Pembelajaran/CP), and had successfully integrated the values of the Love-Based Curriculum (Kurikulum Berbasis Cinta/KBC). Across all evaluation indicators, the assigned scores ranged between 4 and 5, demonstrating a consistently high level of quality. Accordingly, the instructional content of the interactive multimedia was categorized as "Highly Valid", indicating that it is appropriate for implementation in the teaching and learning process. In addition to the quantitative assessment, the subject-matter expert also provided constructive feedback, recommending that the background music be replaced with Islamic-themed music to better reflect the instructional context.

b. Media Expert Validation

Table 3. Results of Media Expert Validation I

Aspect	Variable Criteria	Indicators	Rating	Average per Variable
Media	Media Suitability	1	5	5
		2	5	
	Media Usage	3	4	4.5
		4	5	
	Media Presentation	5	5	4,67
		6	5	
		7	4	
		8	5	
		9	5	
		10	4	
	Design and Layout	11	5	4,83
		12	4	

		13	5	
		14	5	
		15	5	
		16	5	
	KBC Integration	17	5	5
		18	5	
Total				24
Average				4,8
Notes				Highly Valid

As presented in Table 3, the first media expert, Dr. Nofri Hendri, M.Pd., awarded the multimedia an overall mean score of 4.80, placing it within the "Highly Valid" category. Overall, every evaluation indicator received either a 4 or 5, demonstrating that the multimedia possessed excellent quality in terms of media suitability, usability, presentation, interface design, layout, and integration of the Love-Based Curriculum (KBC) values.

Table 4. Results of Media Expert Validation II

Aspect	Variable Criteria	Indicators	Rating	Average per Variable
Media	Media Suitability	1	5	5
		2	5	
	Media Usage	3	4	4
		4	4	
	Media Presentation	5	5	5
		6	5	
		7	5	
		8	5	
		9	5	
		10	5	
	Design and Layout	11	5	4,67
		12	5	
		13	4	
		14	5	
		15	4	
		16	5	
	KBC Integration	17	5	5
		18	5	
Total				23,67

Average	4,73
Notes	Highly Valid

The evaluation conducted by the second media expert, Khairul Alfahani, M.Pd., yielded an overall mean score of 4.73, which also falls within the "Highly Valid" category, as shown in Table 4. Similar to the first validation, all evaluation indicators received scores of 4 or 5, indicating that the multimedia met a high standard of quality across all assessed aspects, including media suitability, usability, presentation quality, interface design, and integration of the Panca Cinta values.

Overall, the findings from both media experts demonstrate that the developed interactive multimedia satisfies the established feasibility standards and is considered suitable for use as an instructional medium in Al-Qur'an Hadith learning.

3. Product Practicality

Table 5. Results of the Student Practicality Evaluation

Aspect	Item	Average	Category
Media Presentation	1 - 5	4,61	Very Practical
Content Delivery	6 - 7	4,60	Very Practical
Usefulness	8 - 9	4,62	Very Practical
Interactivity	10 - 13	4,63	Very Practical
KBC Integration	14 - 15	4,65	Very Practical
Average		4,62	Very Practical

The practicality evaluation conducted with eighth-grade students of MTs Negeri 11 Agam revealed that the developed KBC-based interactive multimedia obtained an overall mean score of 4.62, which falls within the "Highly Practical" category, as presented in Table 5. All evaluated aspects—including media appearance, content presentation, usefulness, interactivity, and integration of the Love-Based Curriculum (KBC) values—received consistently high ratings ranging from 4.60 to 4.65.

These findings indicate that students perceived the multimedia as easy to use, visually engaging, and beneficial for learning Tajwid. Furthermore, the integration of the Panca Cinta values was considered effective in assisting students not only in understanding the instructional content but also in reflecting upon and applying these values in their daily lives. Therefore, the developed interactive multimedia can be concluded to possess a high level of practicality for classroom implementation.

4. Product Effectiveness

Table 6. Summary of the N-Gain Analysis

Class	Description	Pre - Test	Post - Test
VIII-F	Total	1670	2425
	Average	55.67	80.83
	N - Gain	0.58	
	Percentage N-Gain	58%	
	Category	"Moderate" 0,30 ≤ N Gain ≤ 0,70	

The effectiveness of the developed multimedia was evaluated using the normalized gain (N-Gain) by comparing students' pretest and posttest scores. As shown in Table 6, the eighth-grade class (Class VIII-F) obtained a total pretest score of 1,670 and a total posttest score of 2,425, with mean scores increasing from 55.67 on the pretest to 80.83 on the posttest.

The analysis produced an N-Gain score of 0.58 (58%), which falls within the moderate improvement category (0.30 ≤ N-Gain ≤ 0.70). This result demonstrates that the implementation of the Love-Based Curriculum (KBC)-based interactive multimedia was effective in improving students' understanding of the Tajwid content in the Al-Qur'an Hadith subject.

Moreover, the average posttest score of 80.83 was categorized as "Good," indicating that students achieved satisfactory learning outcomes after using the developed multimedia. These findings suggest that the multimedia not only enhanced students' cognitive achievement in Tajwid but also contributed to strengthening their awareness and internalization of the Panca Cinta values embedded throughout the instructional activities. Consequently, the developed interactive multimedia can be regarded as an effective instructional medium for improving both students' academic achievement and character development within the framework of the Love-Based Curriculum (KBC).

DISCUSSION

The development of this Love-Based Curriculum (Kurikulum Berbasis Cinta/KBC)-based interactive multimedia was motivated by the limited utilization of creative and innovative instructional media in the teaching and learning process of the Tajwid component of the Al-Qur'an Hadith subject at MTs Negeri 11 Agam. Teachers continue to rely primarily on conventional instructional materials, such as textbooks and the Qur'an, when delivering Tajwid instruction, resulting in a learning process that tends to be monotonous and provides limited motivation for students to develop a deeper understanding of the subject matter. Furthermore, the use of technology-based instructional media, including PowerPoint presentations and instructional videos, remains highly limited due to inadequate school facilities. Not all classrooms are supplied with electricity, and the school possesses only a single projector to serve a total of 17 classrooms. Consequently, teachers encounter difficulties in fostering students' awareness of the values promoted by the Love-Based Curriculum (KBC) in a comprehensive and equitable manner across all classes. Therefore, this study was conducted to develop an instructional multimedia application that can be independently utilized by both teachers and students in accordance with the learning objectives of the Tajwid curriculum while simultaneously facilitating the internalization of the Panca Cinta values embedded within the Love-Based Curriculum.

The developed KBC-based interactive multimedia was designed to create a more engaging learning environment while enhancing students' learning interest and promoting independent understanding of Tajwid. This objective is supported by Windu and Kesiman (2021), who explain that interactive multimedia is a learning medium capable of producing dynamic and interactive presentations through the integration of text, graphics, animation, audio, and video. Such multimedia enables students to learn independently according to their individual learning abilities, thereby increasing their engagement with the learning process. This finding is consistent with the study conducted by Anggraeni et al. (2021), which reported that interactive learning multimedia can stimulate students' curiosity and enhance their learning motivation, ultimately facilitating their comprehension and mastery of the instructional content presented.

This study also addresses the challenges associated with the suboptimal implementation of the Love-Based Curriculum (KBC), which is partly attributable to teachers' limited understanding of its practical application in classroom instruction. These findings are consistent with those reported by Nugraha et al. (2025), who found that KBC has the potential to strengthen students' character while improving learning motivation,

classroom discipline, and the overall learning environment. Nevertheless, the implementation of KBC continues to face several obstacles, including limited educational resources, insufficient teacher training, and teachers' difficulties in designing instructional strategies that effectively integrate KBC principles into classroom learning. These findings are further supported by the study of Nst and Al-Husna (2025), which demonstrated that implementing KBC through integrative instructional strategies emphasizing exemplary behavior, dialogic communication, and the internalization of compassion-based values contributes positively to the development of a more humanistic classroom climate, increased student motivation, and stronger empathy, responsibility, and discipline among learners. However, the authors also noted that its implementation in educational practice continues to encounter several challenges, including teachers' incomplete understanding of the curriculum, inadequate professional development opportunities, and limited supporting facilities.

The development of the Love-Based Curriculum (Kurikulum Berbasis Cinta/KBC)-based interactive multimedia was carried out using the Four-D (4-D) instructional development model, which consists of four main stages: Define, Design, Develop, and Disseminate. During the Define stage, the researchers conducted a needs analysis, content analysis, and formulation of the learning objectives. Subsequently, during the Design stage, the initial product prototype was prepared through the development of storyboards and flowcharts, followed by the creation of interactive multimedia for the Tajwid component of the Al-Qur'an Hadith subject for eighth-grade students at Madrasah Tsanawiyah (MTs) using Articulate Storyline. The Develop stage consisted of product validation, practicality testing, and effectiveness evaluation.

The product validation stage involved one subject-matter expert and two media experts. As explained by Ulfah et al. (2025), validity represents a fundamental indicator of instrument quality, whereby an instrument is considered valid if it accurately measures the constructs it is intended to assess based on predetermined indicators. The subject-matter validation evaluated several aspects, including content feasibility, language, presentation, graphical design, and the integration of the Love-Based Curriculum (KBC) values. Meanwhile, the media validation assessed media suitability, usability, presentation quality, interface design and layout, as well as the integration of KBC values. Data were collected using evaluation sheets completed by both the subject-matter and media experts based on a

five-point Likert scale, with 1 representing the minimum score and 5 representing the maximum score.

The mean score obtained from the subject-matter validation was 4.89, while the mean score for the media validation was 4.77. These findings indicate that the developed interactive multimedia achieved the "Highly Valid" category in terms of both instructional content and media design. Furthermore, the product was revised based on the recommendations provided by the subject-matter and media experts to improve its overall quality prior to implementation.

The practicality evaluation was subsequently conducted with eighth-grade students at MTs Negeri 11 Agam. The practicality assessment was intended to determine the extent to which the developed multimedia could be used easily and efficiently during the instructional process. In accordance with Ulfah et al. (2025), practicality refers to the ease and efficiency with which an instrument or instructional product can be utilized by its users without requiring extensive training or complicated procedures, thereby enabling effective implementation without disrupting the learning process. The students evaluated several aspects of the multimedia, including media appearance, content presentation, usefulness, interactivity, and the integration of the Love-Based Curriculum (KBC) values. Data were collected using a five-point Likert-scale questionnaire, with a minimum score of 1 and a maximum score of 5.

The practicality assessment yielded an overall mean score of 4.62, indicating that the developed KBC-based interactive multimedia falls within the "Highly Practical" category. This result demonstrates that the multimedia is easy to use and highly suitable for supporting students' learning of Tajwid while facilitating the integration of the Panca Cinta values into the learning process.

The effectiveness evaluation was conducted with 30 students from Class VIII-F of MTs Negeri 11 Agam. The purpose of this evaluation was to determine the extent to which the developed multimedia effectively supported the instructional process. This is consistent with Zahroh and Hilmiyati (2024), who define instructional effectiveness as the degree to which predetermined learning objectives are successfully achieved. The effectiveness of the developed KBC-based interactive multimedia was measured by comparing students' pretest and posttest scores administered over three instructional sessions covering the topics of Mad 'Iwad, Mad Layyin, and Mad 'Arid Lissukun.

The results of the pretest and posttest analysis revealed that the mean learning achievement score of Class VIII-F students increased from 55.67 on the pretest to 80.83 on the posttest. Furthermore, the calculated N-Gain score was 0.58, which falls within the moderate improvement category ($0.30 \leq$ N-Gain ≤ 0.70). This result indicates a meaningful improvement in students' learning outcomes following the implementation of the KBC-based interactive multimedia. Therefore, it can be concluded that the developed multimedia is an effective instructional medium for enhancing students' mastery of Tajwid in the Al-Qur'an Hadith subject while simultaneously supporting the internalization of the Panca Cinta values among eighth-grade MTs students.

In addition to evaluating students' cognitive achievement through the pretest and posttest, this study also assessed students' affective development through Riyadhah Qalbi activities, which consisted of the Muhasabah and Amaliyah components. The affective data were collected using observation sheets completed by the subject teacher, who served as the classroom observer throughout the three instructional sessions. The observations indicated progressive improvements in students' affective development over time. During the first meeting, some students had reached the "Beginning to Realize" category, while others remained in the "Needs Guidance" category. By the second meeting, improvements were observed across most indicators, with students demonstrating a deeper understanding of Muhasabah and greater commitment to performing Amaliyah activities. Consequently, a larger proportion of students progressed to the "Beginning to Realize" category, while several students advanced to the "Beginning to Internalize" category. By the third meeting, more substantial progress had been achieved, as most students had reached the "Beginning to Internalize" category, and several had progressed further to the "Beginning to Embody" category, indicating continuous improvement in the affective dimensions targeted through the integration of the Love-Based Curriculum (KBC).

The findings of this study have both theoretical and practical implications for the advancement of instructional practices in madrasahs. From a theoretical perspective, the results reinforce the view that interactive multimedia serves not only as a medium for delivering instructional content but also as an effective means of internalizing character values when systematically designed in accordance with clearly defined learning objectives. The integration of the Panca Cinta values into the multimedia demonstrates that educational technology can be developed not only to enhance students' cognitive achievement but also

to promote affective development through contextualized and meaningful learning experiences.

From a practical perspective, the developed interactive multimedia offers an alternative instructional solution for Al-Qur'an Hadith teachers seeking to implement more innovative learning practices. The multimedia enables teachers to present Tajwid materials in a more engaging manner by integrating text, images, audio, video, animations, interactive exercises, and assessment activities within the framework of the Love-Based Curriculum (Kurikulum Berbasis Cinta/KBC). Another notable advantage is that the multimedia can be accessed independently through smartphones, thereby eliminating dependence on LCD projectors or the availability of electricity in every classroom. This feature directly addresses the instructional challenges identified at MTs Negeri 11 Agam, where learning facilities remain limited. Consequently, the developed multimedia has the potential to promote more equitable access to technology-enhanced learning within the madrasah environment.

Furthermore, the findings of this study provide important implications for the implementation of the Love-Based Curriculum (KBC), which has recently been introduced in madrasahs. Teachers have generally encountered difficulties in integrating the Panca Cinta values into classroom instruction due to limitations in both instructional media and pedagogical strategies. Through the developed interactive multimedia, the process of value internalization is systematically embedded throughout each stage of learning, including content delivery, interactive practice, assessment, and student reflection activities. Therefore, the developed product may serve as a practical example of technology-supported implementation of the Love-Based Curriculum, which can be adapted and replicated across other subjects within the madrasah curriculum.

Although the developed interactive multimedia satisfied the established criteria of validity, practicality, and effectiveness, several limitations should be considered when interpreting the findings of this study. First, the effectiveness evaluation was conducted in only one classroom with a relatively limited number of participants. Consequently, the findings cannot yet be generalized to the broader population of madrasah students. Future studies are therefore recommended to involve larger and more diverse samples to enhance the generalizability and robustness of the research findings.

Second, the effectiveness evaluation was conducted over a relatively short period, consisting of only three instructional sessions. As a result, the long-term impact of the

multimedia on students' learning achievement and the internalization of the Love-Based Curriculum (KBC) values could not be comprehensively examined. Future research is recommended to implement the multimedia over an entire semester or academic year to enable a more comprehensive evaluation of its long-term effects on students' academic achievement and character development.

Third, this study focused exclusively on the Tajwid component of the Al-Qur'an Hadith subject. Consequently, the effectiveness of the multimedia has not yet been examined for other topics within Al-Qur'an Hadith or other subjects in Islamic Religious Education (PAI). Further research is therefore needed to develop and evaluate Love-Based Curriculum (KBC)-based interactive multimedia for different instructional topics in order to determine the consistency of its effectiveness across various educational contexts.

Moreover, this study did not examine students' learning retention following the implementation of the multimedia over an extended period. The evaluation was limited to measuring improvements in learning outcomes through pretest and posttest scores. Future studies are encouraged to incorporate assessments of long-term learning retention and behavioral change to provide a more comprehensive understanding of the multimedia's effectiveness in fostering both cognitive and affective development.

Overall, the observations conducted throughout the three instructional sessions revealed a positive trend in students' affective development, particularly regarding the dimensions of Love for Allah SWT and His Messenger and Love for Knowledge, which are consistent with the objectives of integrating the Love-Based Curriculum (KBC) values into the developed interactive multimedia. Although the multimedia contributed to observable improvements in these affective dimensions, the findings also indicate that sustained teacher guidance and continuous mentoring remain essential to ensure the long-term internalization and reinforcement of these character values.

CONCLUSION

This study successfully developed Love-Based Curriculum (Kurikulum Berbasis Cinta/KBC)-based interactive multimedia for the Tajwid component of the Al-Qur'an Hadith subject for eighth-grade students at Madrasah Tsanawiyah (MTs) using the Four-D (4-D) development model and Articulate Storyline. The developed product satisfied the established criteria of high validity, high practicality, and effectiveness, as demonstrated by

the results of expert validation, practicality testing, and effectiveness evaluation. The subject-matter validation yielded a mean score of 4.89, while the media validation produced mean scores of 4.80 and 4.73, respectively. In addition, the practicality evaluation obtained an overall mean score of 4.62, placing the multimedia in the "Highly Practical" category. The effectiveness test revealed a substantial improvement in students' learning outcomes, with the mean score increasing from 55.67 on the pretest to 80.83 on the posttest, resulting in an N-Gain score of 0.58, which falls within the moderate improvement category. Beyond enhancing students' understanding of Tajwid, the developed multimedia also effectively facilitated the integration of the Panca Cinta values into the instructional process, thereby creating a learning environment that is more engaging, interactive, meaningful, and independently accessible through Android devices.

This study contributes to the advancement of knowledge, particularly in the fields of Educational Technology and Islamic Religious Education, by developing an interactive multimedia model that integrates educational technology with the implementation of the Love-Based Curriculum (KBC). The findings extend the existing body of research on interactive multimedia by demonstrating that such technology can function not only as a medium for improving students' learning outcomes but also as an effective vehicle for the internalization of character education grounded in the Panca Cinta values within Al-Qur'an Hadith instruction. Consequently, the developed multimedia represents an innovative instructional alternative and may serve as a valuable reference for educators and researchers seeking to develop character-based learning media for other subjects and educational levels.

Based on the findings of this study, future research is recommended to implement the developed interactive multimedia across a broader range of schools involving larger and more diverse participant samples in order to enhance the generalizability of the findings. Furthermore, subsequent studies may extend the development of Love-Based Curriculum (KBC)-based multimedia to other topics within the Al-Qur'an Hadith subject as well as other areas of Islamic Religious Education (PAI). Future investigations are also encouraged to conduct longitudinal evaluations over extended periods to examine students' learning retention, character development, and the long-term sustainability of implementing the Love-Based Curriculum through technology-enhanced learning.

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