

IMPLEMENTATION OF THE LITERACY ACTION LEARNING MODEL IN IMPROVING DATA AND DIGITAL LITERACY OF STUDENTS IN QUR'AN HADITS SUBJECT AT MI ISLAMIYAH BANJARPOH NGORO JOMBANG

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Abstract

This study aims to analyze and describe the application of the Pasti Aksi Hanifida learning model in improving literacy and digital literacy of students in Al-Qur'an Hadith subjects at MI Islamiyah Banjarpoh. The background of this study is based on learning conditions that tend to still use conventional methods such as lectures, which are less effective in stimulating students' interest and active participation. The Pasti Aksi Hanifida learning model is an innovation that integrates students' physical, emotional, and creative potential through an active and collaborative approach. This study used a qualitative approach with a case study method. Data collection techniques were conducted through observation, interviews, and documentation, which were analyzed using domain, taxonomy, and component approaches. The findings indicate that the implementation of the Hanifida's Pasti Aksi model is capable of creating a more lively, enjoyable, and meaningful learning atmosphere. Students showed significant improvements in their reading comprehension skills, summarizing through mind mapping and concept maps, and presenting their learning outcomes through digital media such as PowerPoint and Canva. Teachers act as facilitators who guide students in the process of knowledge construction and the strengthening of 21st-century skills. Challenges in implementing this model, such as limitations in digital devices and teacher readiness, can be addressed through training and internal collaboration. Overall, the Hanifida Pasti Aksi model has proven effective in supporting innovative and transformative learning, particularly in the context of Islamic education in the digital age.

Keywords: Hanifida's Surefire Action Model, Literacy, Digital Literacy, Al-Qur'an Hadith

Abstrak

Penelitian ini bertujuan untuk menganalisis dan mendeskripsikan penerapan model pembelajaran Pasti Aksi Hanifida dalam meningkatkan literasi dan literasi digital siswa pada mata pelajaran Al-Qur'an Hadits di MI Islamiyah Banjarpoh. Latar belakang penelitian ini didasari oleh kondisi pembelajaran yang cenderung masih menggunakan metode konvensional seperti ceramah, yang kurang efektif dalam membangkitkan minat dan partisipasi aktif siswa. Model pembelajaran Pasti Aksi Hanifida hadir sebagai inovasi yang mengintegrasikan potensi fisik, emosi, pikiran, serta kreativitas siswa melalui pendekatan yang aktif dan kolaboratif. Penelitian ini menggunakan pendekatan

kualitatif dengan metode studi kasus. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi, yang dianalisis dengan pendekatan domain, taksonomi, dan komponensial. Temuan penelitian menunjukkan bahwa penerapan model Pasti Aksi Hanifida mampu menciptakan suasana pembelajaran yang lebih hidup, menyenangkan, dan bermakna. Siswa menunjukkan peningkatan signifikan dalam kemampuan membaca pemahaman, menyusun ringkasan melalui mind mapping dan peta konsep, serta mempresentasikan hasil belajar melalui media digital seperti PowerPoint dan Canva. Guru berperan sebagai fasilitator yang membimbing siswa dalam proses konstruksi pengetahuan dan penguatan keterampilan abad ke-21. Kendala dalam penerapan model ini seperti keterbatasan perangkat digital dan kesiapan guru dapat diatasi melalui pelatihan dan kolaborasi internal. Secara keseluruhan, model Pasti Aksi Hanifida terbukti efektif dalam mendukung pembelajaran yang inovatif dan transformatif, khususnya dalam konteks pendidikan agama Islam di era digital.

Kata kunci: Model Pasti Aksi Hanifida, Literasi, Literasi Digital, Al-Qur'an Hadits

INTRODUCTION

Learning models play a central role in determining the success of the teaching and learning process. The diversity of learning models provides opportunities for teachers to choose and develop approaches that are most appropriate to the characteristics of students and the material being taught. In the context of Al-Qur'an Hadith learning, a number of problems have been identified, particularly related to the effectiveness of the learning process, which is still conventional (Saragih et al., 2021). Many teachers still rely on lecture methods, which, although they have historical value, often result in a monotonous, passive, and unproductive classroom atmosphere. As a result, students are less enthusiastic about participating in lessons and often exhibit unproductive behaviors such as talking to themselves, joking around, or falling asleep during class (Sanni, 2022).

These problems require innovation and a change in approach through the application of a more dynamic and participatory learning model. One innovative learning model that is beginning to gain attention in the world of education is the Pasti Aksi Hanifida learning model. This model is designed to engage the full potential of students, including physical, emotional, and intellectual aspects, as well as utilizing the right, left, and trillion brain functions simultaneously. Learning is designed to be detailed, continuous, and thorough, so that students do not only learn passively but are actively involved in seeking and processing information. In the context of Al-Qur'an Hadith learning, the application of the Pasti Aksi model is a highly relevant alternative as it can reignite students' enthusiasm for learning through a creative and collaborative approach.

According Rosyada, (2022) Learning becomes meaningful, enjoyable, and enables students to achieve a deep understanding of the material being taught. Learning cannot be separated from literacy activities, which include reading and writing skills. However, in the context of 21st-century learning, literacy has a much broader meaning. The Partnership for 21st Century Learning states that 21st-century skills include critical thinking, problem-solving, communication, creativity, innovation, and collaboration. One of the prerequisites for developing these skills is mastery of various forms of literacy by

students (Ramadhan et al., 2024). According to the Ministry of Education and Culture through the School Literacy Movement Pocket Book, literacy includes the ability to access, understand, and use information intelligently (Puji Pangastuti, 2023).

This means that students are not only required to be able to read and write technically, but also to be able to process information, synthesize it, and convey their findings in creative ways. The implementation of the *Pasti Aksi Hanifida* learning model supports the development of such literacy, including digital literacy, which is highly relevant to the current era. Through action-based and participatory learning, students are guided to produce literacy works such as mind maps, concept maps, and imagination maps. These works are the result of students' understanding of the subject matter they have learned and also serve as a tool to assess how well they have understood the main concepts in the *Al-Qur'an Hadith* subject (Saleh et al., 2022). Furthermore, students are encouraged to present their work through digital media, which not only builds confidence but also hones communication and presentation skills that are essential in real life. This learning model also creates a more democratic and collaborative learning atmosphere between teachers and students.

Teachers are no longer the sole source of information but act as facilitators who guide students in discovering and developing their own knowledge. The interactions built in the classroom become more active, open, and constructive, where students can exchange ideas and express their opinions with confidence. The use of digital media in the learning process also allows for greater flexibility and creativity, as well as opening up opportunities for students to access information from various sources. The challenges faced in implementing this learning model are certainly not few. Among them are limited digital facilities, low initial literacy skills among students, and the readiness of teachers in applying a relatively new approach. However, with adequate training, technological support, and a shared commitment between teachers and students, these challenges can be overcome. It is important to foster awareness that education must continue to evolve in line with the changing times. The use of digital media is not only a tool, but also a means of transforming learning towards the achievement of holistic educational goals.

From the results of the implementation of the *Pasti Aksi Hanifida* learning model in the *Al-Qur'an Hadith* class at MI Islamiyah Banjarpoh, it was found that students became more active, creative, and responsible for their learning process. They demonstrated improved understanding of the material, were able to summarize and present lesson content in a more engaging and easily understandable format. Additionally, students became more skilled in using digital devices to support their learning process. The literacy projects produced serve as tangible evidence that learning can be more effective when supported by an appropriate model, suitable media, and a conducive environment. In conclusion, the implementation of the *Pasti Aksi Hanifida* learning model in *Al-Qur'an Hadith* lessons is a strategic step in improving students' literacy, both in terms of basic literacy and digital literacy. This model offers a comprehensive and integrative approach that allows students to develop their potential optimally. With the support of competent

teachers and the appropriate use of digital technology, learning is not merely a process of knowledge transfer but also a process of empowering students to become active, critical, and innovative learners. The improvement in literacy through this model is a tangible contribution to delivering education that is relevant to the demands of the 21st century and aligned with the spirit of inclusive and transformative education.

METHOD

This study uses a qualitative approach with a case study design, aiming to gain an in-depth understanding of phenomena occurring within a specific context, particularly regarding the implementation of the *Pasti Aksi Hanifida* learning model in enhancing students' literacy in the subject of Al-Qur'an Hadith (Budianto, 2024). Qualitative research does not rely on numerical data but rather collects information in the form of narratives derived from interviews, field notes, personal documents, and various other official documents. The case study approach is used here to comprehensively describe the phenomena experienced by the research subjects, such as behavior, perceptions, motivations, and actions in the learning context. Case studies are also defined as a research strategy aimed at uncovering a particular case in depth. Researchers play a key role in the data collection and interpretation process. The data obtained focuses on issues related to the research problem, with primary data sources coming from relevant parties such as teachers and students, as well as secondary data sources including documentation, field notes, and other supporting documents.

Data collection techniques are carried out through direct observation, in-depth interviews, and documentation, which enable researchers to obtain contextual information that is complete and rich in meaning. Data analysis is carried out systematically through several stages, namely domain analysis to identify general categories of data, taxonomic analysis to group data based on hierarchical relationships, and component analysis to find hidden meanings behind the data. All data from interviews, observations, and documentation are analyzed by connecting them to each other to build a comprehensive understanding. Data validity is checked through triangulation techniques and persistent observation to ensure the credibility and transferability of the research results. This approach provides an in-depth picture of the dynamics of the learning process that occurs in the field.

RESULTS AND DISCUSSION

This study was conducted at MI Islamiyah Banjarpoh, one of the madrasahs facing challenges in increasing student engagement in Al-Qur'an Hadith lessons. The researcher conducted in-depth observations over a three-month period, as well as interviews with teachers responsible for the Al-Qur'an Hadith subject, the school principal, and a number of upper-grade students (grades V and VI), along with an analysis of documents such as lesson plans (RPP), student work, and documentation of digital learning activities. Based on the observations and interviews, it was found that before the implementation of the *Pasti Aksi Hanifida* model, the Al-Qur'an Hadith learning process was conducted conventionally, dominated by lecture methods, memorization, and limited question-and-

answer sessions. Teachers were the primary source of information, while students primarily listened and took notes. This made students feel bored, inactive, and lacked a deep understanding of the material. On average, students were unable to create independent summaries, let alone integrate them into digital media. After the implementation of the Pasti Aksi Hanifida model, there was a significant increase in student participation and understanding. This model encourages students to think critically, be active, and produce tangible work in the form of mind maps, concept maps, and video presentations using simple digital technology such as PowerPoint and Canva. Teachers act as facilitators and mentors who guide students step by step. The implementation of this learning model also creates a more lively and enjoyable classroom atmosphere. Students are not just sitting and listening but actively participating in group discussions, organizing materials, and presenting their understanding in various visual forms. Gradually, students' abilities in reading, writing, understanding, and presenting materials through digital media have improved.

The following is a summary of the research findings in table form:

Table 1. Comparison of Learning Activities Before and After the Hanifida Action Model

STUDENT ACTIVITIES	BEFORE TAKING ACTION	AFTER THE ACTION
PARTICIPATION IN DISCUSSIONS	Passive, limited	Active, collaborative
UNDERSTANDING THE CONTENT	Surface, memorization	Deep, through interpretation
PRODUCTION OF WORKS	Rare or none	Mind map, concept map, presentation
USE OF TECHNOLOGY	Rare or none	Canva, PowerPoint, Google Slides
CLASSROOM ATMOSPHERE	Monotonous, boring	Dynamic, interactive
THE ROLE OF TEACHERS	Dominant as a communicator	Facilitator, mentor

Table 2. Literacy Indicators and Changes After Model Implementation

LITERACY INDICATORS	BEFORE IMPLEMENTATION	AFTER IMPLEMENTATION
READING COMPREHENSION	Limited to text	Can explain and relate
WRITING SUMMARIES	Not systematic	Structured through concept maps
CONVEYING INFORMATION	Only verbal	Oral and digital (video, presentations)
USING DIGITAL MEDIA	Not used to	Proficient in using basic applications

COLLABORATION IN GROUPS	Passive	Active and productive
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Findings Based on Observations and Interviews

Observations showed that before the innovation was implemented, many students were unmotivated to attend Al-Qur'an Hadith lessons. Teachers acknowledged that conventional methods were no longer adequate to meet the challenges of the times. In an interview, one teacher stated:

"I used to lecture more often because I felt it was a faster way to deliver the material. But I realized that not all students could accept it that way. They got bored and didn't understand."

The implementation of the Pasti Aksi model began with internal training, adjustment of teaching tools, and action-based planning. Students were divided into small groups and given exploratory tasks such as compiling the contents of selected Al-Qur'an and Hadith verses in the form of creative visualizations. Literacy projects were conducted every week, and at the end of the month, students presented their results in the form of videos or digital presentations.

Students began to get used to expressing their opinions, designing mind maps, and summarizing using digital formats. Teachers also used Google Classroom to collect assignments and provide quick feedback.

One student said in an interview:

"Now Qur'an Hadith lessons are more fun. We can make concept maps and presentations using PowerPoint. We understand the content better because we made it ourselves."

Student work is collected and analyzed. Most students show improvement in content structure, clarity of ideas, and ability to convey information visually. Critical thinking skills and collaboration abilities also improve. Teachers report that students who were previously quiet are now more active in group work.

Table 3. Number of Students Producing Digital Literacy Works per Month

MONTH	MIND MAPPING	CONCEPT MAP	DIGITAL PRESENTATION	TOTAL WORKS
MONTH I	10	8	5	23
MONTH II	14	12	9	35
MONTH III	18	15	14	47

Data Analysis

The data were analyzed using domain, taxonomy, and component approaches. Domain analysis found that the main concepts in this process were collaborative, active, and literate. Through taxonomic analysis, a structure of relationships between teacher approaches, action methods, and literacy outcomes was obtained. Meanwhile, in component analysis, the researcher found a deeper meaning that the success of this model

was not only in academic achievement but also in the transformation of students' learning attitudes. Through triangulation of data from observations, interviews, and documentation, consistency was found that students became more independent, reflective, and confident in presenting themselves. This indicates that the holistic approach through Pasti Aksi Hanifida is effective in developing 21st-century literacy competencies.

DISCUSSION

This discussion of the research results focuses on the implementation of the Pasti Aksi Hanifida learning model in the context of improving literacy and digital literacy among students in the Al-Qur'an Hadith subject at MI Islamiyah Banjarpoh. Based on the research findings, it can be concluded that this learning model has a significant impact on the learning process and outcomes of students. These findings were further examined through the perspectives of constructivist learning theory, 21st-century literacy theory, and active learning approaches. Constructivist theory, developed by Vygotsky & Cole, (1978), states that learning is an active process of constructing knowledge, not a passive process of receiving information. In the context of this study, the application of the Pasti Aksi Hanifida model is highly relevant to constructivist principles because students do not merely receive verbal information from the teacher but are actively involved in constructing meaning through activities such as creating concept maps, mind mapping, discussing, and presenting their learning outcomes digitally.

In this process, students integrate their learning experiences with new understanding, making the learning process more meaningful. Furthermore, the active learning theory proposed by Bonwell and Eison also emphasizes the importance of student involvement in activities that encourage them to think critically, solve problems, and work in groups (Habsy et al., 2024). This is reflected in the application of the Hanifida Pasti Aksi model, which places students as active subjects in the learning process. Students do not just listen to the teacher's explanations, but also explore, ask questions, express opinions, and compile and present their learning outcomes through digital media. These activities are in line with the project-based learning approach, which emphasizes a learning process focused on completing real and collaborative tasks. In terms of strengthening literacy, the new literacies theory developed by experts such as Coiro, Knobel, Lankshear, and Leu states that literacy in the 21st century includes the ability to access, evaluate, and communicate information through various media, especially digital media (Alfiansyah & Fajriyah, 2023).

This is highly relevant to the research findings, where students are not only required to understand the content of the Qur'an and Hadith but also able to present their understanding in visual and digital formats that are easy to comprehend. Students' works, such as concept maps and mind maps presented digitally, demonstrate that they have developed digital literacy skills in the context of religious education. The presence of teachers as facilitators in this model is also crucial. According to Vygotsky & Cole,

(1978), within the zone of proximal development (ZPD), students can achieve higher levels of understanding with the assistance of more experienced individuals, in this case, teachers. Teachers in the Pasti Aksi Hanifida model no longer act as the center of information, but as guides who provide scaffolding or targeted support so that students are able to complete learning tasks independently. Teachers design structured and interesting activities, monitor student progress, and provide constructive feedback. The collaborative aspect of this learning model is also in line with Bandura's social learning theory, which emphasizes the importance of social interaction in the learning process. Students learn not only through direct experience but also through observation and cooperation with their peers. Group discussions and presentations of learning outcomes are effective means of building self-confidence, strengthening communication skills, and encouraging active student participation in learning (McLeod, 2025).

This situation also fosters empathy and responsibility in group work, which are part of social and emotional competencies. The results of the study also indicate that the use of digital media in learning has a positive impact on student motivation. This can be explained through Deci and Ryan's learning motivation theory (Self-Determination Theory), which states that students will be more motivated to learn when they feel they have autonomy, competence, and social connectedness (Jarke & Breiter, 2019). The application of technology such as Canva, PowerPoint, and Google Slides in learning provides space for students to be creative according to their interests and learning styles, so that they feel more competent and confident in presenting their work. In addition, involvement in groups provides a sense of belonging and connection with peers, which strengthens their intrinsic motivation. The change to a more active and enjoyable classroom atmosphere is also in line with the principles of a conducive learning environment in the humanistic theory developed by Carl Rogers (Singhal & Rogers, 2003).

A supportive, open, and non-threatening learning environment allows students to grow and develop optimally. In the context of the Hanifida Pasti Aksi model, the classroom becomes a safe space for students to try, fail, learn again, and ultimately succeed. Teachers encourage students to express themselves without fear and reward every effort made. The learning evaluation aspect of this model also reflects an authentic assessment approach, where assessment is not only based on written test results but also on the learning process and products produced by students. With literacy tasks such as mind mapping and digital presentations, teachers can assess students' understanding more holistically, including cognitive, affective, and psychomotor aspects. This approach is very much in line with the demands of the Merdeka Curriculum, which encourages differentiated learning and is oriented towards the Pancasila learner profile. Research findings also indicate that the main obstacles to implementing this model are limited technological infrastructure and teachers' readiness to use digital media. However, through reflective and collaborative approaches, teachers are striving to overcome these challenges by participating in internal training, sharing good practices with colleagues,

and making the most of available tools. This highlights the importance of strengthening teachers' capacity as adaptive and creative agents of educational change. In this case, the andragogical approach developed by Knowles is relevant, where teachers as adult learners need to be facilitated to develop their competencies independently and continuously (Novitasari et al., 2020). The implementation of the Pasti Aksi Hanifida model also contributes to strengthening students' character values. Through literacy activities based on religious texts, students learn to understand Islamic values such as honesty, responsibility, cooperation, and social awareness.

By presenting their understanding in digital format, students also learn to deliver da'wah creatively and contextually. This shows that digital literacy is not only a means of conveying information but also a vehicle for shaping students' character and spirituality. This discussion shows that the Pasti Aksi Hanifida learning model is not only effective in improving students' academic abilities but also supports the development of 21st-century skills, character development, and the wise use of technology in the educational process. This model aligns with the modern learning paradigm that places students as active learners, teachers as facilitators, and technology as a tool to expand learning experiences. Thus, the results of this study reinforce the belief that learning innovations based on the integration of literacy and technology can be a real solution to address educational challenges in the digital age. Overall, the implementation of the Pasti Aksi Hanifida model reflects student-centered, value-based, and contextual learning. Through this approach, students are not only equipped with strong religious knowledge but also critical thinking skills, collaboration abilities, and digital literacy required for both present and future life. Therefore, this model is highly recommended for broader implementation in Al-Qur'an Hadith education as well as other subjects requiring active and literate learning approaches.

CONCLUSION

Based on the findings and discussion of the study on the application of the Pasti Aksi Hanifida learning model in Al-Qur'an Hadith lessons at MI Islamiyah Banjarpoh, it can be concluded that this learning model has a significant impact on improving students' literacy and digital literacy. The application of this model changed the learning atmosphere from a previously passive and monotonous one to a more active, collaborative, and interactive one. Students who initially only received material through lectures began to show involvement in learning through activities that required physical, cognitive, and emotional participation. They not only understood the material textually but were also able to construct meaning through mind mapping, concept mapping, and digital presentations.

In this case, teachers are no longer the sole source of information but act as facilitators who guide students in discovering, processing, and creatively communicating their understanding. This is in line with the principles of constructivist learning and the active learning approach, which place students as the subjects of learning. In addition, the

integration of digital literacy is an important part of this process, enabling students to develop 21st-century skills such as critical thinking, communication, creativity, and collaboration. Through project-based learning and digital media, students also learn to convey religious values in a contextual and meaningful way. Although there are some challenges, such as technological limitations and teacher readiness, these challenges can be overcome gradually through a reflective and collaborative approach. Therefore, the Pasti Aksi Hanifida learning model can serve as an effective innovative learning strategy to enhance the quality of Al-Qur'an Hadith education and strengthen students' literacy competencies in the digital age.

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