

Development of “Explain Everything” Learning Media Through an Active Learning Approach to Improve Understanding of *Tajwīd* Subject

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Abstract

After the COVID-19 pandemic, educational institutions in Indonesia, including non-formal educational institutions such as tutoring, adapted to online learning. However, new issues arise when students are unable to comprehend the material presented by the teacher or tutor on a variety of subjects, including *tajwīd*. The “Explain Everything” learning platform is a digital whiteboard with a variety of intriguing features. This medium is most effective when combined with an approach to active learning. The study was conducted using the Research and Development (R&D) method of study with the ADDIE development model. Based on the evaluation and validation of subject matter experts, media specialists, and instructors, the “Explain Everything” learning media was deemed feasible with an average of 84.3%. According to the learning outcomes, the “Explain Everything”-based learning media for class five at Mardin Private Elementary School was successful in enhancing students' understanding of *tajwīd* material.

Keywords: *learning media; explain everything; active learning; tajwīd subject*

Abstrak

Pasca terjadinya wabah COVID-19, lembaga pendidikan di Indonesia mulai terbiasa dengan pembelajaran daring, termasuk lembaga pendidikan non formal yakni bimbingan belajar. Namun, masalah baru muncul ketika siswa tidak dapat memahami materi yang disampaikan oleh guru/tutor pada beberapa materi pelajaran salah satunya materi *tajwīd*. Media pembelajaran “Explain Everything” merupakan salah satu media berbasis papan tulis digital yang mempunyai banyak fitur menarik. Media ini paling

cocok apabila dikolaborasikan dengan pendekatan active learning dalam pembelajaran. Penelitian ini menggunakan metode penelitian Research and Development (R&D) dan dikembangkan dengan model pengembangan ADDIE. Berdasarkan penilaian dan validasi ahli materi, ahli media, dan tutor, media pembelajaran “Explain Everything” dinyatakan layak dengan persentase rata-rata 84,3%. Adapun hasil pembelajaran menyatakan bahwa media pembelajaran berbasis “Explain Everything” dapat dikatakan berhasil dalam meningkatkan pemahaman siswa pada materi *tajwīd* kelas V SD di Mardin Private.

Kata Kunci: *media pembelajaran; explain everything; active learning; materi tajwīd*

A. Introduction

Life after the pandemic COVID-19 modifies numerous factors, including education. Today, formal, non-formal, and informal educational institutions are habituated to utilizing information technology advancements to facilitate the learning process. Due to the influence of distance learning during the proliferation of the coronavirus, formal and non-formal educational institutions continue to utilize digital platforms to this day. These platforms include Zoom Meeting, Google Meet, and Google Classroom, among others. In addition, the preponderance of web-based, Android-based, and other application-based technologies are incorporated into the learning materials.¹

In addition to face-to-face instruction, this form of distance learning provides educational practitioners with a unique innovation. Numerous non-formal educational institutions, such as learning tutorials, offer online or remote learning. This model is considered efficient because it can be implemented anywhere and is typically less expensive to finance.² However, due to problems in the field, students find it difficult to comprehend the materials submitted by the teacher for certain teaching materials, such as *tajwīd* materials for Islamic Religious Education subjects.

In some instances, students find it challenging to study *tajwīd* material due to the fact that most teachers simply explain the material without providing explicit examples.³ In addition, students do not have the opportunity to participate entirely and

¹ Riono and Fauzi, “PENGEMBANGAN MEDIA PEMBELAJARAN PAI-BP DI SD BERBASIS APLIKASI CANVA,” *Jurnal Cakrawala Pendas*, January 2022, <https://doi.org/10.31949/jcp.v8i1.1921>.

² Sutiah Sutiah, “Analysis of E-Learning Implementation Readiness in the State Islamic Higher Education in Indonesia during Covid-19 Pandemic,” n.d.

³ Ita Novita, “Manajemen Pembelajaran Program Diniyah Di SDIT Nurul Ishlah Banda Aceh,” *DAYAH: Journal of Islamic Education* 2, no. 1 (January 24, 2019): 20–35,

actively in learning. This makes it simple for students to forget what the teacher has said because they do not comprehend the material fully. Due to its limited medium, online or distance learning is apt to be problematic for student activity. Therefore, it is necessary to use a medium that actively engages pupils in order to make learning more efficient. The author considers “Explain Everything” to be one of the effective learning resources.

“Explain Everything” is an educational platform that enables instructors to describe subject matter using digital writing boards with supplied features. Additionally, students can partake in learning because they have access to this digital board. This medium is not widely known, particularly among educators in Indonesia. There is currently a paucity of literature discussing and analyzing the media Explain Everything. There are at least two articles discussing "Explain Everything" learning media, written by Jayashree S. Ranga of the Department of Chemistry and Physics at Salem State University, United States, titled Multipurpose Use of “Explain Everything” iPad App for Teaching Chemistry Courses⁴ and Muhammad Fajar Malik dkk of the State University of Jakarta, titled Development of Educational Materials Based on Media Explains Everything Against Learning to Write Indonesian Language Advertising Text on Class eighth grade students.⁵

This article will demonstrate the development of media-based "Explain Everything" using an active learning strategy on *tajwīd* materials for fifth-grade pupils. In addition, it will elucidate the impact of this media learning on students' comprehension of *Tajwīd* material. There is currently no literature discussing the evolution of “Explain Everything” media is used on PAI topics, particularly *tajwīd* materials. With this article, we aim to provide readers with new information regarding "Explain Everything" media. The authors also expect that teachers will be able to utilize

<https://doi.org/10.22373/JIE.V2I1.4166>; Nisa Khairuni and Anton Widyanto, “Optimalisasi Fungsi Masjid Sebagai Sarana Pendidikan Islam Dalam Menyelesaikan Krisis Spiritual Remaja Di Banda Aceh,” *DAYAH: Journal of Islamic Education* 1, no. 1 (March 18, 2018): 74, <https://doi.org/10.22373/jie.v1i1.2482>; Muammar Muammar, “Pendidikan Agama Anak Nelayan Di Desa Meucat, Kecamatan Samudera, Kabupaten Aceh Utara,” *DAYAH: Journal of Islamic Education* 2, no. 1 (January 24, 2019): 94, <https://doi.org/10.22373/jie.v2i1.4171>.

⁴ Jayashree S. Ranga, “Multipurpose Use of Explain Everything iPad App for Teaching Chemistry Courses,” *Journal of Chemical Education* 95, no. 5 (May 8, 2018): 895–98, <https://doi.org/10.1021/acs.jchemed.7b00676>.

⁵ Muhammad Fajar Malik, Fathiaty Murtadho, and Nurita Bayu Kusmayati, “PENGEMBANGAN BAHAN AJAR BERBASIS MEDIA EXPLAIN EVERYTHING TERHADAP PEMBELAJARAN MENULIS TEKS IKLAN BAHASA INDONESIA PADA SISWA KELAS VIII,” n.d.

this learning platform to comprehend *tajwīd* and other materials. Through this medium, it is anticipated that students will engage in active learning, thereby increasing their understanding of *tajwīd* material.

B. Research Method

The research was performed in the "Mardin Private" online classroom. Participants in this investigation were Mardin Private fifth graders who were guided by multiple tutors. This "Mardin Private" school employs two learning models, online and offline. This study employs the research and development (R&D) methodology and the ADDIE (Analyze, Design, Development, Implementation, and Evaluation) development model. The ADDIE model is a methodology that prioritizes the analysis of component interactions.⁶

The ADDIE method involves phases. The initial step is analysis. The purpose of the need analysis is to identify the issues with classroom learning in order to determine the learning requirements. The second stage is the design phase. With the preparation of research and the selection of materials to be developed for the learning medium, planning is conducted. The development period is the third phase. The development is accomplished by creating educational media using "Explain Everything" media. The fourth phase is execution. Implementation is accomplished by interrogating students about the efficacy of the media and its impact on enhancing student comprehension. The final phase is evaluation. The evaluation seeks to identify the deficiencies of the to-be-created learning materials.⁷ These steps will be outlined in the following explanation.

1. Analyze

Before creating a learning medium, a need analysis is the initial step to take. Consider the significance of this "Explain Everything" medium in assisting students comprehend *Tajwīd* material. The reality of the PAI learning process, particularly the *tajwīd* material in Mardin Private, necessitates the development of new online learning

⁶ Halimatus Sa'diyah et al., "Model Research and Development dalam Pembelajaran Pendidikan Agama Islam," *EL-BANAT: Jurnal Pemikiran dan Pendidikan Islam* 10, no. 1 (June 19, 2020): 42–73, <https://doi.org/10.54180/elbanat.2020.10.1.42-73>.

⁷ Sa'diyah et al.

media because, according to the results of interviews with tentors, children frequently become bored when listening to the explanation of tentor material. Therefore, an infant is incapable of reading the Qur'an. This is because the tutor's submitted material was not completely comprehended. Therefore, students require something novel to assist them comprehend the material being presented.

In addition to analyzing field requirements, it is important to consider the curriculum analysis employed. Since schools presently use an independent curriculum, non-formal educational institutions, including Mardin Private, must adapt their provisions accordingly. Fifth-grade students are in Phase C, which includes fifth dan sixth grade of Elementary School. At the conclusion of Phase C, students can read the Qur'an fluently and correctly, as well as explain a few short, readily spoken letters. Specifically, the learning outcome could be described as follows: *“Read Sūrah al-Mā’ūn with tartīl, understand the rules of reading “Mim Sukun” and Hadith about orphans, be able to write Sūrah al-Mā’ūn properly and correctly, the rules of reading “Mim Sukun” and Hadith about orphans properly, explain the main message of Sūrah al Mā’ūn, and hadiths about orphans properly and correctly, can memorize Sūrah al-Mā’ūn, and hadiths about orphans fluently, thus cultivating the habit of loving and helping each other, and getting used to reading the Qur'an with tartīl”*.⁸

The learning outcomes serve as a guide for the instructor to ensure that students comprehend the recitation material in order to accurately read the Qur'an. Then, it was determined that "Explain Everything" learning materials were required to facilitate student learning. Additionally, it is necessary to analyze the characteristics of students. Students in fifth grade, who are 10–11 years old on average, enter the final concrete operational stage. The capacity for logical and systematic thought, problem solving, strategizing, and making connections. His communication skills have evolved in tandem with his cognitive abilities, allowing him to articulate his thoughts in a logical and systematic manner. The socialization skills of fifth-grade students whose peers have influenced them to establish groups based on certain similarities.⁹

Therefore, it can be concluded that the educator must have the ability to construct learning that is tailored to his or her own development. The learning activities are designed to stimulate activity, independence, and systemic thought. The fact that a

⁸ Baidowi and Muhammad Anwar, *Pendidikan Agama Islam Dan Budi Pekerti*.

⁹ Trianto, *Model Pembelajaran Terpadu Dalam Teori & Praktek* (Jakarta: Prestasi Pustaka, 2010).

student is studying does not imply that he or she lacks knowledge; rather, the student already has experience that will aid in the development of future knowledge. Therefore, educators must combine learning activities with a variety of methods and employ approaches and media that are appropriate for the students' level of development in order to provide a comprehensive understanding and foster the growth of their critical thinking skills.

2. Design

Before using "Explain Everything" as a learning medium, several steps must be taken to ensure that the anticipated results of the development of this "Explain Everything" media use are realized. Several phases must be considered when developing the application of learning media. 1) determine the concept and model of learning; 2) determine the access to learning; 3) determine the content to be inserted into the learning medium; and 4) determine the evaluation used to determine the extent to which the success of the learning medium is used.¹⁰

The first stage is to define the learning concept and model. This learning will employ the active learning approach, in which students actively partake in the learning process. They are free to express their thoughts and ideas and may inquire about anything they do not comprehend. Students are able to utilize the "Explain Everything" media, which supports the active learning approach in online *tajwīd* learning classes at "Mardin Private." In addition, in this first phase, the digital platform that will be used, i.e., Zoom Meeting or Google Meet, which will subsequently be connected to the "Explain Everything" digital interface, is determined. At this stage, the steps of online learning are also formulated, beginning with the introductory and fundamental activities and ending with the conclusion.

The second stage is determining the learning level. According to the teachings of the Qur'an in the Scriptures of the Prophet Muhammad (peace be upon him) and in the Holy Qur'an's Scriptures, teachers must be able to correctly read the Qur'an. The minimum criterion for access to education was then established by students who were able to comprehend and apply the principles of *tajwīd* to their Qur'an reading.

¹⁰ Muhammad Jamil Hadi, "PENGEMBANGAN MEDIA PEMBELAJARAN MAHASISWA PAI BERBASIS WHATSHAPP" 15, no. 1 (2021).

Determine the content that will be loaded onto the learning media as the third phase. The "Mardin Private" Institution follows the fifth grade National Curriculum guidelines. Following a review of the material's suitability and "Explain Everything" media, the *tajwīd* material was inserted into the explain everything media. This is contained in the first chapter of the teaching volume, specifically the "Mim Sukun" rules.

The final step is to determine the evaluation used to determine how successful the learning media were. Due to the application of "Explain Everything" media in a learning guidance institution, the evaluation is not dependent on post-test student data analysis. This is done because the educational institution employs a private learning system in which one tutor instructs a single student. Consequently, the level of student comprehension can be assessed directly by the instructor as the student learns and completes assigned tasks. It will then be determined whether or not this "Explain Everything" platform can enhance student comprehension of the material.

3. Development

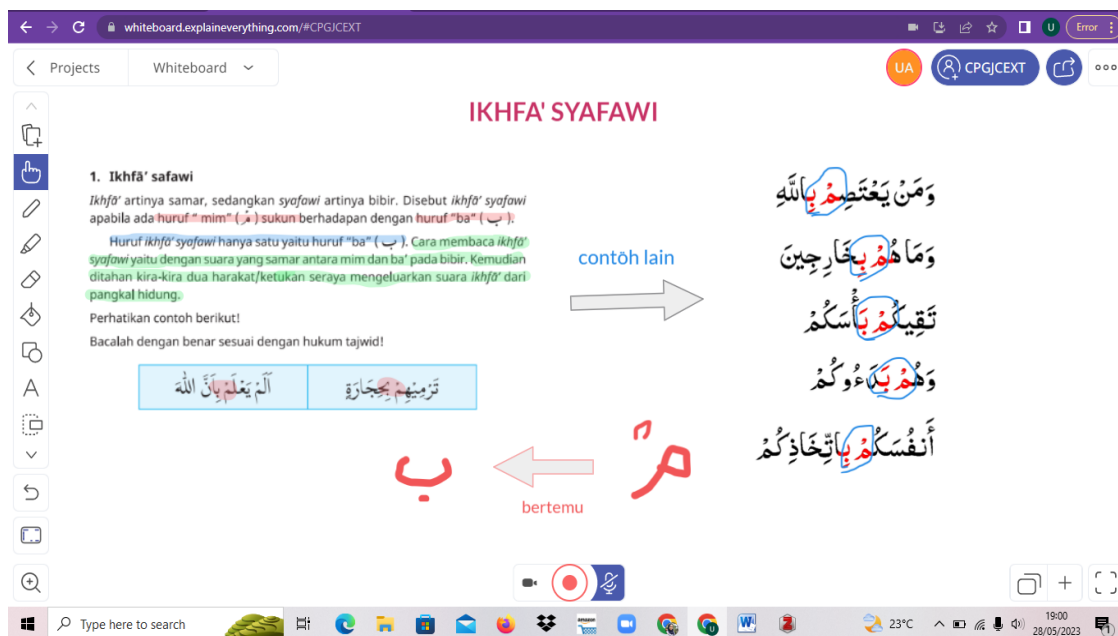
The subsequent phase of development involves the educator creating the media that will be presented to his students. This media development refers to the framework established in the preceding design phase. The following is the media's explanation of everything:

Picture 1



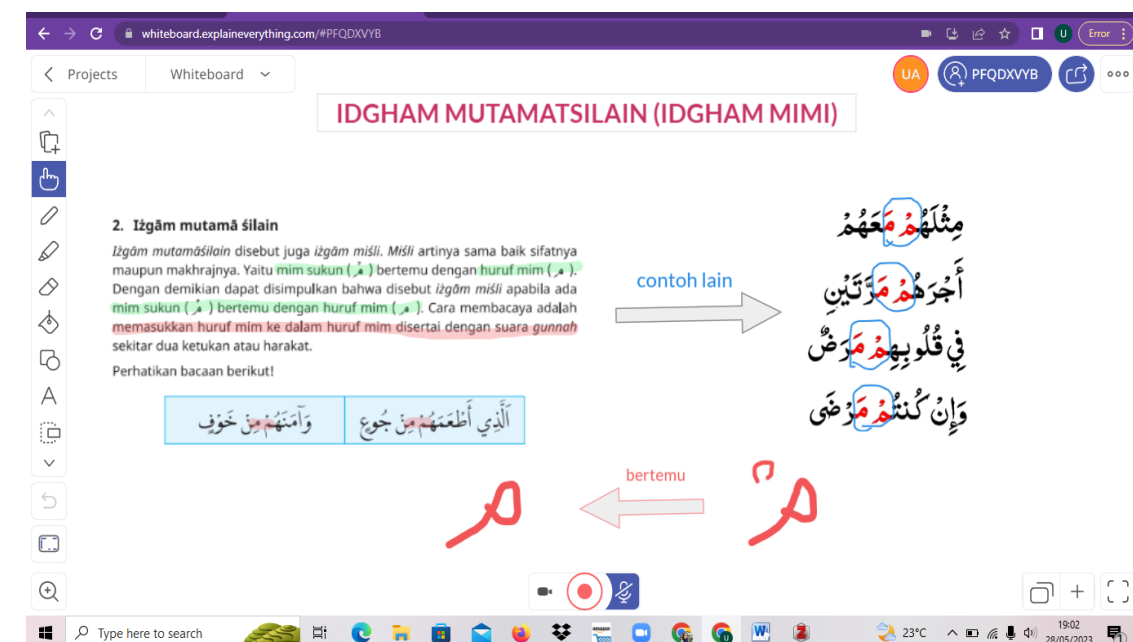
The image displayed above is an example digital dashboard created with "Explain Everything". The first slide of the tutor presents the numerous nun sukun and tanwin rules. Proceed to the next slide:

Picture 2



In this second slide, the tutor begins to describe the principles for reading the first "Mim Sukun", ikhfa' syafawi. The instructor prepared the material to be discussed with his students during the learning process. The third slide will then be discussed in accordance with the principles of an additional "Mim Sukun", idgham mutamasilain, or idgham mimi:

Picture 3



After displaying and explaining the third slide, the tutor will then present the fourth slide, which contains the principles of “*Mim Sukun*”, idhar syafawi.

Picture 4



The four transparencies presented above are examples of course material presented by the instructor to his students. It is preferable for the instructor to prepare the materials before learning begins, so that it does not take up too much time during the learning process.

4. Implementation

Examine the implementation or application phase of this "Explain Everything" learning media for fifth-grade *Tajwīd* instruction at the "Mardin Private" institution, following the development phase. Using the created media, a test of learning is administered at this stage. The demonstration was conducted with three students by sharing the "Explain Everything" link with them and using it alongside the teacher during the learning process. Based on the results of the qualification examinations and evaluations of subject matter experts, media experts, tutors, and student responses to the development of "Explain Everything" media, the following information is derived:

According to the evaluation and validation of material experts on the development of learning "Explain Everything" media in the fifth grade *Tajwīd* material, the average value is 80%, which is a high rating. The material presentation aspects receive the greatest score of 85 percent, followed by the evaluation of curriculum aspects with 80 percent. In terms of content and curriculum, one of the benefits of utilizing "Explain Everything" media is that the *tajwīd* material in the textbook can be presented in detail with examples. The presentation of the material is also more conducive to learning, so it is anticipated that maximum learning will occur. On the basis of the evaluation and validation of the material expert against the learning medium "Explain Everything" in the delivery of the fifth-grade *tajwīd* material, which received an average score of 80% (in the good category), the material presented through the learning medium "Explain Everything" is deemed valuable.

Regarding the evaluation or examination of media experts on the progress of learning "Explain Everything," media is viewed from multiple perspectives, including software, appearance, and implementation. The average value is 91.2% (category: outstanding). The evaluation of the display and software yielded the highest score (92%; category: extremely good). In the meantime, the evaluation of the implementation aspect improves to 90% (excellent). This "Explain Everything" learning media development has a straightforward appearance so that students will have no trouble comprehending it. In addition, its appearance is appealing, with a variety of available features, which increases students' eagerness to discover its utility. In addition to being a practical and adaptable medium, "Explain Everything" media can be accessed by anyone, anytime, and anywhere. With an average value of 91.2%, this learning medium, "Explain Everything," is deemed valuable based on the opinions of the media experts cited above (very excellent).

Then, based on the response and evaluation of the tutor "Mardin Private" who taught *tajwīd* material, curriculum, presentation of material, appearance, implementation, software, and also language in learning "Explain Everything" can be deemed worthy of use as a learning medium with an 82.3 percent (good) rating. According to the instructor, the "Explain Everything" media already presents curriculum-aligned content. In addition, the language used is very simple for students to comprehend, so this learning tool, "Explain Everything," is regarded as extremely beneficial to the learning process.

5. Evaluation

Evaluation is the final phase of the ADDIE process. This phase follows the implementation phase, which is when learning is complete. The assignments assigned to students can serve as an indicator of whether or not they comprehend what they have learned that day. To analyze how the application of media development based on "Explain Everything" can enhance student comprehension, the authors consider the outcomes of the teacher's evaluation. To assure the quality of the instrument, the author needs an expert's opinion, also known as validation. Once the media has been validated, instructors and students can use it in the learning process.

C. Discussion

1. "Explain Everything" Media

Educators use learning media as one of the instruments to ensure that learning activities are conducted efficiently. Media is anything that can be used to transmit messages from the sender to the recipient in order to stimulate the thoughts, emotions, interests, and attention of students in a manner that facilitates the learning process.¹¹

"Explain Everything" is one of the learning resources that can be accessed via the Internet or by downloading its mobile application. This medium is a digital whiteboard with numerous intriguing features, such as a pen, highlighter, eraser, text, image, zoom, etc. A teacher can use this medium to provide students with material. This medium has a similar appearance to the board in the classroom, except that it is digital and can be customized to the teacher's and students' liking. In online or distance learning, the majority of students find it challenging to comprehend the materials presented by their teachers; some of them also frequently become bored because they are only required to attend and pay attention to their instructors without actively participating in the online learning process. With the use of this "Explain Everything"

¹¹ Samad Umarella, M Sahrawi Saimima, and Saddam Hussein, "URGENSI MEDIA DALAM PROSES PEMBELAJARAN," n.d.

medium, students will be more engaged in following the learning process in order to better comprehend the material presented by the instructor.¹²

Students' ability to partake in learning is a major advantage of this "Explain Everything" platform. By sharing the link, instructors can provide their students with access to this digital board so that they feel engaged in the learning process. The submitted material will also be explicitly communicated via this medium. The student may also indicate to the instructor which sections he does not comprehend. In addition, this "Explain Everything" media includes screen recording or recording features, so that the day's learning can be archived and the video can be viewed the following day.

As a result of the absence of this medium, special subscriptions are required to obtain a greater variety of features. The recording or screen recording feature is also limited to a few minutes for unsubscribed users. However, we can still use it for free and access the provided features. Free features, according to the author, have also made the learning process more interactive and pleasurable.

2. The Active Learning Approach

Active learning is an active, ardent, and energizing method of learning. Where students engage in active learning and participation. Students have the opportunity to learn by doing (learning by doing), where learning is used as a process to acquire understanding through information and experience. Because they are given the opportunity to participate in learning, students will naturally be able to assimilate the material more efficiently using this method.¹³

In this learning model, teachers provide students with ample opportunity to utilize their intellects actively, consider freely, generate ideas, solve problems, and question everything they do not yet comprehend. In addition to listening quietly to the instructor's explanations of the material, students are also permitted to draw their own conclusions and are free to comprehend the material in any way they choose, while remaining under the supervision of a teacher. This model of learning has been

¹² Malik, Murtadho, and Kusmayati, "PENGEMBANGAN BAHAN AJAR BERBASIS MEDIA EXPLAIN EVERYTHING TERHADAP PEMBELAJARAN MENULIS TEKS IKLAN BAHASA INDONESIA PADA SISWA KELAS VIII."

¹³ Hambali Alman Nasution and Suyadi Suyadi, "Pembelajaran Pendidikan Agama Islam Humanistik dengan Pendekatan Active Learning di SDN Nugopuro Gowok," *Jurnal Pendidikan Agama Islam* 17, no. 1 (June 30, 2020): 31–42, <https://doi.org/10.14421/jpai.2020.171-03>.

demonstrated to aid students' comprehension of the assigned material in a variety of disciplines, including Islamic education.¹⁴

3. *Tajwīd* Lesson, 5th grade of Elementary School

There are factors that influence the achievement of learning objectives in a learning implementation. Methods, approaches, learning strategies, learning resources, and learning media are included. After conducting a preliminary research, it was determined that Mardin Private School offers online *tajwīd* instruction. As a result of students' inability to comprehend the presented material, their *tajwīd*-compliant and fluent reading of the Qur'an is not optimal. Therefore, the author attempts to develop Explain Everything learning materials for use in Mardin Private's online *tajwīd* education. In addition to improving student comprehension, the development of this medium seeks to increase student engagement in learning through the use of the supporting media features of Explain Everything. This medium is ideally suited when combined with an active learning strategy in the aim of achieving the stated learning objectives.

After creating Explain Everything learning media, the author will use the media to teach *tajwīd* in the Mardin Private online class. The tentor is responsible for the deployment of media, which begins with a discussion with the author. This *tajwīd* education is conducted via a Zoom meeting with a 90-minute duration. Previously, the instructor had instructed students to use the Zoom application on their mobile devices and to prepare a laptop for the Explain Everything learning media. Given the rapid development of technology that is permeating all age groups, it is anticipated that students will not have too much trouble following the teacher's instructions.

As soon as all preparations are complete, the educator will begin learning. As usual, the tentor leads the students in prayer, motivates them, and then explains the activities that will follow. The instructor then explained that Explain Everything-based media would be utilized for the day's learning. Students are instructed to view any shared WhatsApp links while the instructor prepares a share screen with an Explain Everything digital whiteboard display that can also be accessed by students.

¹⁴ Badrus Zaman, "PENERAPAN ACTIVE LEARNING DALAM PEMBELAJARAN PAI," *Jurnal As-Salam* 4, no. 1 (June 8, 2020): 13–27, <https://doi.org/10.37249/as-salam.v4i1.148>.

The tutor then begins the day's *tajwīd* lesson by displaying the digital whiteboard on the magnify screen and explaining the *tajwīd* material, "Hukum *“Mim Sukun”*," to the students. As required, the tutor may utilize the pointer, pen, magnification, and other features. After completing the explanation, the tutor requests that the students peruse examples of *“Mim Sukun”* and its principles. Students are also required to clarify the meaning and examples of *“Mim Sukun”*'s principles. Here, students are given the opportunity to interact using the same tools as the instructor. Students can respond to queries posed by the tutor, read examples of *“Mim Sukun”* reading, and, of course, utilize existing tools such as the pointer, pen, eraser, zoom, etc. In this instance, the active learning strategy is utilized to encourage student engagement and participation in the learning process. Using Explain Everything media, they can ask and answer inquiries, as well as interact freely with the tutor. Under the guidance of the educator, students are permitted to freely express their thoughts.

After completing the primary activities, the tutor concludes the day's learning by assigning material-related homework, such as reading verses containing the principles of *“Mim Sukun”* or other tasks. During this session, the tutor also inquired about the students' perspectives on the day's lessons. Presumably, whether the material presented that day is easily comprehended and whether students enjoy the Explain Everything learning materials that the teacher has prepared.

Eighty percent of students are able to apply the principles of *“Mim Sukun”* when reading the Qur'an, according to the author's interview with the tutor and the implementation of *tajwīd* learning in Mardin Private using Explain Everything learning media. Students may also mention the *“Mim Sukun”* principles that they are currently reading. In addition, during the final session, students stated that Explain Everything learning media can improve their comprehension because they are able to actively participate in the learning process by using the tutor-provided digital whiteboard. Students also noted that Explain Everything media is entertaining and packed with features, giving them the impression that they are learning privately in a classroom setting. Based on the aforementioned findings, it can be concluded that Explain Everything-based learning media is effective at enhancing fifth-grade Mardin Private students' comprehension of *tajwīd* material. In addition to engaging media, the applied active learning strategy can train students to think actively and partake in learning.

D. Conclusion

Explain Everything is an educational tool that takes the form of a digital whiteboard with numerous features. This medium has the benefit that instructors and students can access it simultaneously, allowing students to actively participate in learning by utilizing existing features. In addition, the author aims to construct this Explain Everything-based learning platform for learning *tajwīd* for fifth grade pupils at the Mardin Private Tutoring Institution in order to enhance student comprehension through an active learning strategy.

According to the evaluation and validation of material experts regarding the development of Explain Everything learning media in *Tajwīd* material for fifth grade pupils, the average value is 80%, which places it in the category of "good." As part of the evaluation and feasibility test conducted by media experts on the development of Explain Everything learning media, software, appearance, and implementation considerations were taken into account. Then, we obtained a mean of 91.3% (an excellent category). Based on the responses and evaluations of the Mardin Private tutor who teaches *tajwīd* material, it can be concluded that Explain Everything can be used as a learning medium with an 82.3 percent success rate (good category).

Eighty percent of students are able to apply the principles of "*Mim Sukun*" when perusing the Qur'an, according to the author's interview with the tutor and the implementation of *tajwīd* learning at Mardin Private using Explain Everything learning media. Students may also mention the "*Mim Sukun*" principles that they are currently reading. Based on these findings, it can be concluded that Explain Everything-based learning media is effective at enhancing students' comprehension of *tajwīd* material in Mardin Private's fifth-grade elementary school.

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