

StarQuest Qur'an: A Reward-Based Interactive Media for Teaching Surah Al-Humazah to Grade II MI Students

Dien Najwa Afada¹, Cela Petty Susanti², Fatimatuz Zahwa Naima³, Tasya Aulia Rahmawati⁴

^{1,2,3,4} Universitas Darussalam Gontor

Jl. Raya Ngawi-Solo, Sambirejo, Mantingan Sub-district, Ngawi Regency, East Java, Indonesia

² celapetty@unida.gontor.ac.id

Abstract. Qur'an learning for Grade II Madrasah Ibtidaiyah students needs to be adjusted to the thinking of children aged seven to eight years, who prefer real things, attractive visuals, and pleasantly packaged presentations. This research uses the Research and Development (R&D) method with the ASSURE model, including needs analysis, goal setting, material selection, media utilization, student involvement, and evaluation, to produce StarQuest Qur'an interactive learning media on Surah Al-Humazah. Development starts with analyzing student characteristics, preparing materials, and designing a child-friendly display. Two experts' feasibility assessment showed that material experts rated it 93.75% and media experts 94.79%, both in the very feasible category. This research is limited to product feasibility assessment and does not test its direct impact on students. This media is expected to be an interesting learning alternative that supports students in understanding the meaning and moral message of Surah Al-Humazah, and further research is suggested to test its direct impact on students.

Keywords: Interactive Learning Media; Reward System; Gamification; Al-Qur'an Learning; Madrasah Ibtidaiyah.

1. Introduction

Islamic Religious Education is one of the subjects that must be taught at Madrasah Ibtidaiyah (MI). This subject has an important role in shaping students' attitudes, morals, and faith from an early age. Islamic Religious Education not only teaches about religion but also shapes Islamic values that are reflected in daily behavior. Through Islamic Religious Education, students are expected to know God, understand religious teachings, and apply them in social life. One important aspect of Islamic Religious Education is reading, memorizing, and understanding the Qur'an. The Qur'an is the main source of Islamic teachings and a guide for life for everyone who believes in Islam. Therefore, learning the Qur'an is an integral part of the Islamic Religious Education curriculum at MI (Siregar & Kuswandari, 2026).

In the MI curriculum, Qur'an learning materials are not taught individually but are integrated into lessons on the Qur'an and Hadith. This subject aims to help students read, memorize, understand, and apply the teachings of the Qur'an and Hadith from a young age (Siregar & Kuswandari, 2026). Learning the Qur'an and Hadith at MI not only develops skills such as tajweed and memorization, but also supports emotional and physical growth. Students are expected not only to read and memorize but also to understand their meaning and apply their values (Magfiroh & Asy'ari, 2026). However, students often find studying the Qur'an and Hadith difficult because the material is abstract and the delivery is boring (Kontesa dkk., 2025). Therefore, a more student-centered approach is needed to make learning the Qur'an and Hadith meaningful.

One of the Qur'an and Hadith materials taught in class II MI is Surah Al-Humazah. This surah has nine verses and belongs to the group of surahs revealed in Mecca. In general, Surah Al-Humazah clearly reminds us of the dangers of insulting and reproaching others, and of paying too much attention to wealth (Kontesa dkk., 2025). This surah was chosen because its content is well-suited to help students develop positive attitudes and behaviors from the beginning. The values in Surah Al-Humazah, such as not demeaning others, maintaining proper speech, and humility toward possessions, should be taught to elementary school children (Magfiroh & Asy'ari, 2026). Therefore, learning Surah Al-Humazah focuses not only on tajweed and memorization, but also on understanding its meaning and applying its moral values in daily life.

Second-grade students at Madrasah Ibtidaiyah are about seven to eight years old. According to Piaget's theory of cognitive development, children at this age are in the concrete operational stage. At this stage, children are more likely to understand material that is real, can be seen, heard, and experienced directly. They cannot yet understand concepts that are difficult to understand deeply. At this age, children have short attention spans, get bored easily with boring lessons, and prefer colorful, visual, and auditory materials and activities that require direct participation.

In addition, children aged 7 to 8 also love praise and rewards for their efforts. Reward systems such as stars or stickers can help boost confidence and enthusiasm for learning (Sari & Amalia, 2025). Children of this age still need examples of proper pronunciation, gradual guidance, and fun reading exercises to understand the Qur'an. These characteristics should be the main considerations when designing Qur'an and Hadith instruction, especially for Surah Al-Humazah. However, in the field, the learning of the Qur'an and Hadith at MI still uses many traditional methods, such as teaching through lectures and memorization that is only one-way (Kontesa dkk., 2025). This approach is not suitable for MI second-grade students, who need a real, visible, and direct learning experience. As a result, students appear less active, easily lose interest, and struggle to understand the meaning and moral message in Surah Al-Humazah (Siregar & Kuswandari, 2026). Limitations in using interesting learning media are one of the main factors that cause this condition (Dewi dkk., 2026). Even so, learning media plays an important role in helping students understand abstract material more concretely. Media can also be a link between students' characteristics and the learning goals they want to achieve (Dewani, 2026).

Therefore, an innovation in learning media is needed that can connect students' characteristics with the desired learning goals. Game-based interactive media and reward systems have been widely used in elementary education (Li dkk., 2024; Sari & Amalia, 2025). Rewards such as stars, points, or badges not only help reinforce learning from the outside, but can also make students more motivated, give direct responses, and create a fun learning atmosphere (Fauziyah dkk., 2025; Ramadhan dkk., 2023). Interactive media has been shown to help students understand difficult concepts by using pictures, animations, and activities that keep them actively engaged. Therefore, this study created an interactive learning media called "StarQuest Qur'an", which was specially created to teach Surah Al-Humazah material to MI grade II students. This media combines games, stories in the form of pictures, quizzes that can be followed directly, and a reward system in the form of stars (Megawangi, 2025; Sulthon dkk., 2025). This media is created using the Canva application and can be accessed through an online link, so it is practical to use both in the classroom and at home for learning (Dewi dkk., 2026; Yunita, 2026).

This research is a development research that aims to achieve two things, namely, first, creating an interactive learning media entitled "StarQuest Qur'an" which is used for Surah Al-Humazah material for grade II MI students; and second, evaluating whether the media is suitable for use through assessments from material experts and media experts (Megawangi, 2025). This study does

not assess improvements in student learning outcomes because this part was not included. This study focuses only on developing products and checking whether experts find them suitable for use (Siregar & Kuswandari, 2026). The results of this research are expected to help MI teachers design more interesting and creative strategies for teaching the Qur'an and Hadith and, hopefully, broaden their horizons regarding the use of technology-based media at the elementary education level.

2. Method

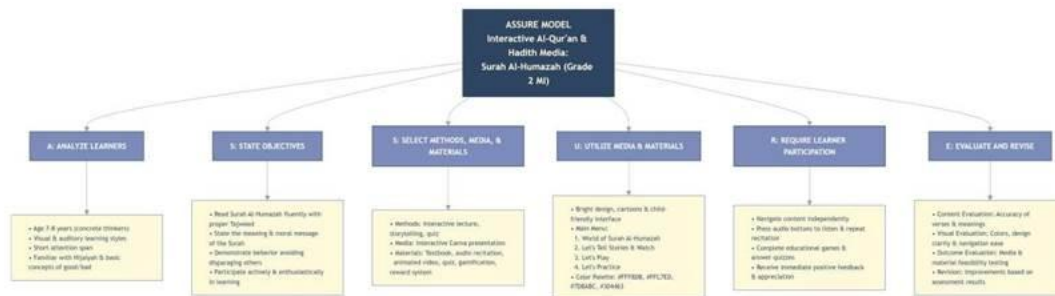


Figure 1. Research and development flowchart using the ASSURE model for StarQuest Qur'an interactive learning media

This research uses a research and development approach (*R&D*), a method used to create a new product while evaluating its feasibility. In education, *R&D* not only examines existing materials but also seeks to develop real solutions – such as learning media, modules, or teaching materials – that are then validated and tested. (Megawangi, 2025). *R&D* covers two sides: research (needs analysis, data collection, and theoretical analysis) and development (design, manufacture, and product refinement). The main feature is product-oriented, through repetitive, field needs-based cycles, and requires expert validation and user testing before it is declared feasible (Sulthon dkk., 2025).

Since this research aims to produce an interactive learning medium, "StarQuest Qur'an", for Surah Al-Humazah materials, *R&D* is the most appropriate choice. This media is not only designed but also validated by subject matter experts and media experts, revised based on the suggestions received, and declared feasible before further use (Siregar & Kuswandari, 2026). *R&D*'s advantage lies in its ability to revise products repeatedly until they fully meet students' needs.

This study uses the ASSURE development model, a learning design framework for creating media- and technology-based learning activities. This model was introduced by Heinich, Molenda, Russell, and Smaldino in 2002 through a book, *Instructional Media and Technologies for Learning*. ASSURE is not an app or software, but rather a systematic framework that helps teachers or researchers create effective, engaging, and student-centered learning. ASSURE is an acronym for six successive stages: Analyze Learner, State Objectives, Select Methods, Media, and Materials, Utilize Media and Materials, Require Learner Participation, and Evaluate and Revise. This model was chosen because it emphasizes the characteristics of students as learning centers, making it relevant to develop interactive media for MI Grade II students (Siregar & Kuswandari, 2026).

Analyze Learner

The learner analysis was the initial stage of StarQuest Qur'an development, identifying the characteristics, needs, learning preferences, and learning difficulties of the target learners (Huda, 2026; Megawangi, 2025). The preliminary study involved 26 Grade II students in one class and one Grade II teacher at Bima International Elementary School, Cisaat Village, Dukupuntang District,

Cirebon Regency. The teacher was selected through purposive sampling because she directly taught the students. Data were obtained through a semi-structured teacher interview and classroom observation conducted in [research period]. The interview focused on students' learning preferences, Qur'anic learning methods, learning difficulties, and the use of learning media, while the observation focused on students' participation and classroom learning conditions (Siregar & Kuswandari, 2026).

The results showed that students aged 7–8 years tended to prefer games and pictures (Sari & Amalia, 2025). Moreover, they were accustomed to learning the Qur'an using the Qiroati method. The class also had a television, although the teacher noted that students tended to associate television with entertainment rather than learning (Huda, 2026). Another difficulty was that students tended to memorize Qur'anic material together rather than independently (Magfiroh & Asy'ari, 2026). The data were analyzed descriptively by grouping the findings into student characteristics, learning preferences, learning difficulties, instructional methods, and learning facilities. These findings directly informed the design of StarQuest Qur'an. Students' preference for games led to game-based activities, while their interest in pictures informed the use of visual illustrations. The difficulty in independent memorization led to the inclusion of recitation audio and repeated practice, while the need for engaging activities informed the star-based reward system. Thus, the learner analysis became the basis for developing StarQuest Qur'an as a visual, interactive, and game-based medium for learning Surah Al-Humazah (Dewi dkk., 2026).

State Objectives

After the characteristics of the students are understood, the researcher formulates learning objectives based on the Basic Competency (KD) and indicators of the subject of the Qur'an Hadith class II MI. The objectives to be achieved include: (a) students can read Surah Al-Humazah with correct tajwid; (b) students can memorize Surah Al-Humazah gradually; (c) students can understand the meaning and moral message of Surah Al-Humazah; and (d) increase students' motivation to learn through the reward system (Fauziyah dkk., 2025; Siregar & Kuswandari, 2026). This goal is tailored to the cognitive abilities of children aged 7–8 years and serves as a reference in designing content and game mechanics in the media.

Select Methods, Media, and Materials

The researcher selected game-based learning integrated with a star-based reward system. This method is suitable for children aged 7–8 years who tend to enjoy play-based and engaging activities (Ramadhan dkk., 2023; Sari & Amalia, 2025). Canva was used to develop the media because of its accessibility for creating graphic designs, animations, and interactive learning materials (Dewi dkk., 2026; Megawangi, 2025). The learning materials were developed based on the Al-Qur'an and Hadith package book for Grade II MI and presented using simplified language.

The media consists of a cover page and instructions for use, a main menu containing learning materials, videos, quizzes, and activities, and a material section presenting Surah Al-Humazah verse by verse with Arabic text, translations, and reading guides. It also includes short story videos that reinforce the surah's moral messages and interactive quizzes featuring the characters Sofia, Rasya, Amir, and Lea (Li dkk., 2024; Sulthon dkk., 2025). Each completed activity is accompanied by appreciation and star rewards. The developed product is accessible through the following Canva link: <https://canva.link/5aeyl3ydhmsopv5>. The product's theoretical foundations include Self-Determination Theory (SDT) and Gamification in education.

Utilize Media and Materials

The fourth stage involves implementing media in learning. Before use, the researcher conducted a limited trial to ensure that the media ran well in terms of appearance, navigation, and

content. The teacher then implemented the media in class II MI, guided students, provided additional explanations, and ensured all students could participate in the activities (Sulthon dkk., 2025). Students can access the media via the link <https://canva.link/5aeyl3ydhmsopv5> using available devices, both in the classroom and at home. The teacher also provides initial guidance so students avoid technical difficulties.

Require Learner Participation

The fifth stage emphasizes active student involvement. Students not only watch, but are invited to: (a) play educational games; (b) answer interactive quizzes; (c) collect stars as *rewards*; and (d) discuss and cooperate with classmates (Li dkk., 2024). Teachers encourage students to try, ask questions, and share opinions. Thus, learning is no longer teacher-centered, but student-centered.

Evaluate and Revise

The last stage is evaluation and revision. Formative evaluation is carried out by media experts and material experts. Media experts assess appearance, navigation, and interactivity; material experts assess content, conceptual accuracy, and alignment with the curriculum. Experts' input is used to revise the media, such as improving the layout, improving text readability, or adding activities. Material and media experts conduct a feasibility assessment. The assessment results are used to improve the media before testing with students in the next research phase (Megawangi, 2025; Siregar & Kuswandari, 2026). These results form the basis for refining the media before declaring it suitable for widespread use.

3. Results

The learning needs analysis was conducted through interviews with classroom teachers at Bima International Elementary School, located in Cisaat Village, Dukupuntang District, Cirebon Regency. The school is still in the early stages of development, with one study group per grade level. The subjects of the study were 26 grade II students, aged 7 to 8 years (Megawangi, 2025).

The interview results showed that students liked learning most through games, followed by visual presentations using pictures. Students are already familiar with using television in learning activities, even though they use it more for entertainment than learning. As a generation familiar with digital devices, students tend to become interested quickly and are used to following on-screen displays when they are adjusted to their abilities. The qirā'ī method was used to deliver Surah Al-Humazah material, which involves learning by reading together. The main obstacle found is that students are not able to memorize or understand the material independently and still need assistance and reading with teachers (Magfiroh & Asy'ari, 2026; Sulthon dkk., 2025).

The characteristics align with Jean Piaget's theory of cognitive development, which states that children aged 7–8 years are in the concrete operational stage. At this stage, children find it easier to understand things that are real, can be seen, heard, and experienced directly, especially if they are packaged attractively. In terms of prior knowledge, students already know the hijaiyah letters and understand the basic concepts of good and bad deeds. However, they still need guidance and clear examples to understand the meaning of verses in depth and recite according to the rules of tajweed. Children's attention spans at this age are also relatively short, so learning that is only in the form of lectures or text readings tends to make them feel bored quickly (Maschurun & Muidatul, 2025).

Based on these findings, *the StarQuest Qur'an learning media* is designed to address these needs. The Surah Al-Humazah material is presented in simple language and short sentences, with illustrations and stories close to everyday experiences, so moral messages are easy to understand (Siregar & Kuswandari, 2026; Sulthon dkk., 2025). This media combines elements of games and reward systems, is not filled with dense text, and is equipped with an audio reading guide.

Navigation is made simple so that it can be used independently, considering the feedback that an attractive and interactive display can help students be more enthusiastic and engaged in learning (Dewi dkk., 2026; Megawangi, 2025).

Media Planning and Platforms Used

This learning media was developed using several platforms selected for their function and ease of use. The material was designed and prepared using Canva. The interactive activities and reinforcement sections of the material were developed using Word Wall, Canva Code, ZepQuiz, and Gimkit, while the assessment of students' comprehension and evaluation was designed using Quizalize (Dewi dkk., 2026; Megawangi, 2025).

Based on the needs and characteristics of the students that have been described, the media is designed with a structure and appearance that is tailored for MI grade II students (Indaswari, 2024). The entire material is based on the MI class Al-Qur'an and Hadith package book, with language simplified into short sentences and simple expressions to make it easy to understand.

The visual display is tailored to children aged 7–8, who are attracted to colorful, visually appealing elements but can be distracted by overly crowded or excessive displays. Therefore, the colors and layout are arranged to create a harmonious, comfortable display that supports focus on learning. This principle aligns with cognitive development theory, which suggests that appropriate visual stimuli make material easier to understand. At the same time, unnecessary elements can actually interfere with students' concentration. The text uses a clear, non-dense font and is divided into sections to avoid overwhelming students. The structure of the media is arranged in order, starting from the opening page, instructions for use, to the main menu that contains various learning activities, so that students can follow the learning flow independently (Dewi dkk., 2026; Sulthon et al., 2025).



Figure 2. Welcome Page

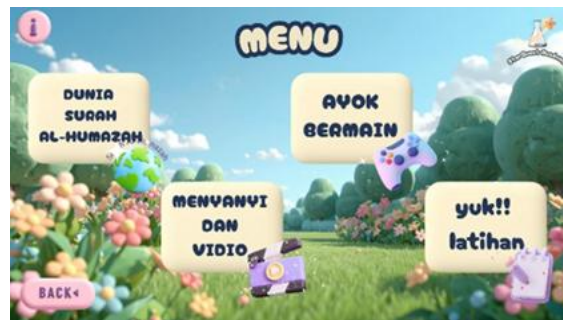


Figure 3. Main Menu of StarQuest Qur'an

The material is delivered in stages: an introduction to the surah, reading the verses, translating the meanings, explaining the moral messages, and understanding the rules of tajweed in the verse. Each verse is presented separately so students can focus on one part before moving on to the next, with language adapted through short sentences, simple terms, and explanations close to everyday experience. The tajweed section is presented specifically by mentioning the name of the rules, how to read them, and direct examples of the verses being studied, such as the explanation of Alif Lam Qamariyah and Ghunnah, so that students not only hear the sound of the reading but also understand why it is read that way and how to pronounce it correctly. Each section is equipped with a clear and consistent reading guide in accordance with tajweed rules designed to help students listen to the correct pronunciation so that they can imitate independently or with the guidance of the teacher, while supporting students who are not fluent in reading the text directly (Khafidhoh dkk., 2026; Siregar & Kuswandari, 2026).



Figure 4. Verse presentation and translation



Figure 5. Explanation of Alif Lam Qamariyyah and Ghunnah tajwid rules

The illustrations and short stories convey the verse's meaning through real situations about reproaching others and boasting of property, so students not only learn the words' meanings but also understand how Surah Al-Humazah's message applies to daily life. The story's character is made familiar and fun so students feel involved in learning. After the material is learned, students are directed to work on an interactive quiz that is compiled, testing not only memorization but also understanding the meaning of the verse and its moral message, which is expected to help teachers find out the extent of students' understanding while allowing repeating parts that have not yet been understood (Aziz & Muhammad, 2026).



Figure 6. Illustrated story showing the moral message of Surah Al-Humazah



Figure 7. Summary of facts about Surah Al-Humazah

This learning is also packaged with a gamification approach through educational games that are played after students complete all material delivery. This game is designed in such a way that it covers the entire learning content, ranging from the reading of verses, meanings, moral messages, to the rules of tajweed that have been learned. Thus, students not only receive explanations but also can practice and deepen their understanding through fun activities, so that the learning atmosphere feels alive and motivates students to complete each section with enthusiasm (Ramadhan dkk., 2023).



Figure 8. Character selection page



Figure 9. Game example featuring Sofia

Each time they complete a learning activity or a daily mission set by the teacher, students follow a reward system called StarQuest Qur'an. This system not only rewards success, but also encourages students to recognize areas for improvement. Students earn a gold star for positive attitudes, such as reciting verses correctly, listening to the material, or applying the surah's message in their daily actions. On the other hand, the purple star reminds students of inappropriate attitudes, such as speaking rudely or talking about others' bad qualities. This purple star is not a punishment, but a sign for students to reflect and improve.

In this way, the system is designed to form awareness that learning the Qur'an is not just memorizing, but forming morals as a whole. Students are encouraged to keep collecting gold stars while reducing purple stars, so they build a spirit of self-improvement every day. (Margareta dkk., 2025).

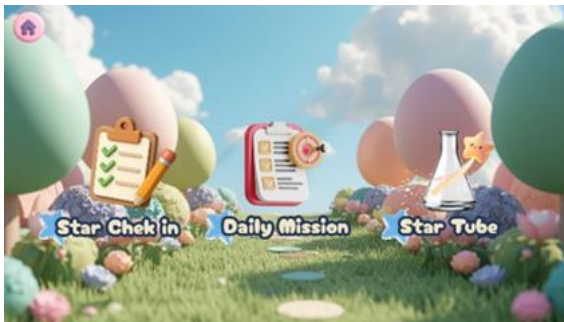


Figure 10. Main features inside StarQuest Academy

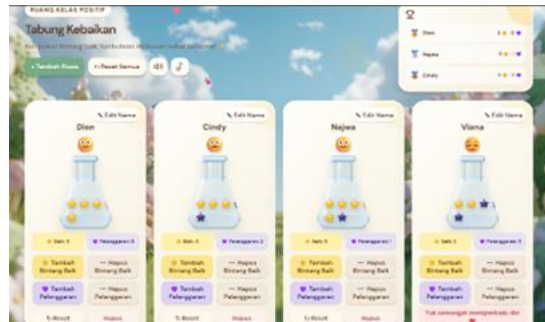


Figure 11. StarQuest Academy reward system

Eligibility Assessment Results

The feasibility of StarQuest Qur'an learning media was assessed by two assessors, namely material experts and media experts. This assessment aims to ensure the product is suitable for use, in terms of content accuracy and the quality of its appearance and usability. (Megawangi, 2025; Sulthon dkk., 2025). The assessment results data are processed with the following descriptive percentage formula:

$$V = \frac{T_{Se}}{T_{Sh}} \times 100\%$$

Symbol description:

V = Feasibility value or media validity level, expressed as a percentage

Tse = The actual number of scores obtained from the assessment results

Tsh = The maximum number of scores that can be achieved if all criteria obtain the highest score

Table 1. Feasibility Categories

Presentation Range	Eligibility Categories
81% - 100%	Very Feasible
61% - 80%	Feasible
41% - 60%	Fairly Feasible
21% - 40%	Less Feasible
0% - 20%	Not Feasible

Table 2. Media expert validation

Question	Validation		
	Tse	Tsh	V
Q1	3	4	94, 79
Q2	4	4	
Q3	3	4	
Q4	4	4	
Q5	4	4	

Q6	4	4	
Q7	4	4	
Q8	4	4	
Q9	4	4	
Q10	4	4	
Q11	4	4	
Q12	4	4	
Q13	4	4	
Q14	4	4	
Q15	3	4	
Q16	4	4	
Q17	4	4	
Q18	4	4	
Q19	3	4	
Q20	4	4	
Q21	4	4	
Q22	4	4	
Q23	4	4	
Q24	4	4	
Total	91	96	94,79

The media feasibility assessment consists of 24 criteria, including color selection and compatibility, suitability of type and font size, neatness of layout, image and illustration quality, clarity of navigation buttons, ease of operation, presence of feedback, reward system in the form of stars, and availability of access on various devices. From the results of the calculation, a score of 91 was obtained out of a maximum score of 96, so that:

$$V = \frac{91}{96} \times 100\% = 94,79\%$$

This score of 94.79% falls within the 81%-100% range, so the media is categorized as Very Feasible. These results show an attractive but not excessive appearance, easy-to-understand navigation, illustrations that help students understand the material, and media that can run easily on both school devices and at home.

Table 3. Material expert validation

Question	Validation		
	Tse	Tsh	V
Q1	4	4	
Q2	3	4	
Q3	4	4	
Q4	3	4	
Q5	3	4	
Q6	4	4	
Q7	4	4	
Q8	4	4	
Q9	4	4	93,75
Q10	4	4	
Q11	4	4	
Q12	4	4	
Q13	4	4	
Q14	4	4	
Q15	3	4	
Q16	4	4	
Q17	4	4	

Q18	4	4	
Q19	4	4	
Q20	4	4	
Total	75	80	93,75

Meanwhile, the assessment of material feasibility consists of 20 criteria, ranging from the suitability of the material with the Basic Competencies and learning objectives, the correctness of the Qur'an text and the explanation of tajweed, the accuracy of the meaning and content of Surah Al-Humazah, the ease of language, the suitability of the level of understanding of grade II MI students, the cultivation of moral values, to the feasibility of the material to be studied independently. Based on the calculation, a score of 75 was obtained from a maximum score of 80, so that:

$$V = \frac{75}{80} \times 100\% = 93,75\%$$

The score obtained was 93.75%, which falls within the 81%–100% range, so the material was categorized as Very Feasible. This means the material is accurate and complete, has no potential to cause misunderstandings, uses easy-to-understand language, and conveys the moral message of Surah Al-Humazah well to students.

In both assessments, material and media experts rated it as Very Feasible. Thus, StarQuest Qur'an falls into the very feasible category based on the material and media experts' assessments. This media can be used to teach Surah Al-Humazah, given the development limitations, namely the lack of direct testing with students or testing its effectiveness on learning outcomes.

4. Discussion

The feasibility assessment results from material experts (93.75%) and media experts (94.79%) both fall within the very feasible category. These figures show that StarQuest Qur'an media meets overall feasibility standards in material content, display quality, and ease of operation. The score of 93.75% from the material experts confirmed that the presentation of Surah Al-Humazah, starting from the reading of verses, translations, tajweed explanations, to moral messages, is in accordance with the rules of the Qur'an, learning objectives, and the comprehension ability of MI grade II students. Meanwhile, the 94.79% score from media experts emphasized that the selection of colors, layout, text size, navigation, and feature integration was adjusted to the characteristics of children aged 7-8 years, making the media easy to use and not confusing. These results align with previous research, which found that learning media designed to match the target's developmental level tend to receive high feasibility ratings because they are easier to understand and follow. (Indaswari, 2024; Margareta dkk., 2025).

Characteristics of StarQuest Qur'an Media

The development of the StarQuest Qur'an interactive learning media is based on understanding the developmental characteristics of children aged seven to eight years. Referring to Piaget's theory of cognitive development, children in this age range are at a concrete operational stage, which means that their way of thinking still depends on things that are real, can be seen, heard, and experienced directly. Abstract concepts such as the deep meaning of Qur'anic verses will be easier to understand if they are not only conveyed through oral or textual explanations alone, but are accompanied by illustrations, illustrated stories, audio reading guides, and interactive activities. The presentation that is packaged in this way is in line with the principles of child development psychology and is expected to make it easier to understand the material (Megawangi, 2025).

The reward system, using stars and positive appreciation, is based on motivation theory. Self-Determination Theory explains that a learning environment that supports competence, autonomy,

and relationships with others can encourage students' enthusiasm for learning. Direct, positive recognition acts as external encouragement that makes students feel appreciated for their efforts, strengthening their desire to complete activities well. This is also strengthened by Skinner's view, which emphasizes that positive reinforcement has an important role in forming and maintaining good learning behavior (Sari & Amalia, 2025). It should be understood that this external encouragement differs from motivation that grows from self-awareness, so rewards are expected to support the growth of learning interest, which in the next stage develops into independent learning awareness.

Media that combine visuals, sound, and active activities align with previous studies showing that attractively packaged learning that involves student participation can increase children's enthusiasm, concentration, and interest in the material. An approach that combines elements of games with a reward system has the potential to change the learning atmosphere that was originally passive to more active, while reducing boredom that often arises if learning is only centered on memorization.

Advantages of StarQuest Qur'an Media

Compared with common learning methods such as lectures, package book readings, or memorization, StarQuest Qur'an is designed to complement these approaches with a gradual, structured presentation of material. Each verse is displayed separately, complete with translations, so that students' attention is focused on one section, and the language used is simplified into short sentences according to the language skills of elementary school-age children, in contrast to textbooks that often use more formal or longer language (Aziz & Muhammad, 2026).

This media brings together various learning stimuli in one complete view, including neatly arranged texts, audio reading guides, illustrations that clarify the meaning of verses, illustrated stories, and fun game activities. This combination of elements is expected to support students with different learning styles, both visual and auditory. However, teacher assistance is still needed to guide a deeper understanding of meaning and provide opportunities to practice reading together (Ar & Santoso, 2025). The reward system, in the form of stars and appreciation, is designed to build confidence and enthusiasm for learning, so students feel appreciated for their efforts and are encouraged to complete the entire series of activities with high enthusiasm (Achmad Fadlan dkk., 2025). In addition, this media is designed to be easily accessible and operated independently, with simple navigation buttons, a consistent display, and clear instructions, so that it can be used both under the guidance of teachers in the classroom and accompanied by parents at home.

Development Limitations

Despite having various advantages that are specifically designed, the development of this media still has some limitations that need to be considered. The material currently covers only Surah Al-Humazah, so it does not include other surahs in the Qur'an Hadith curriculum class II MI (Khafidhoh dkk., 2026). The existing reading guide feature lacks gradual repetition or mouth-movement displays when reciting letters, so students still need to imitate the teacher directly. Media created through the Canva platform also depends on device and internet availability, which can be an obstacle in areas with limited access to technology (Maschurun & Muidatul, 2025). Moreover, this study is limited to expert assessment of product feasibility. It did not measure the direct impact on students' understanding, attitude change, and application of the values of Surah Al-Humazah in daily life, so further research should include direct trials with students to determine its effectiveness in real terms.

5. Conclusion

This development research produced StarQuest Qur'an, an interactive learning medium designed to support teaching Surah Al-Humazah to Grade II MI students. The media was developed using the ASSURE model by considering the learning characteristics of children aged 7–8 years and incorporating visual materials, simple explanations, recitation audio, interactive quizzes, and a star-based reward system.

The feasibility assessment showed that StarQuest Qur'an obtained a score of 94.79% (91 out of 96) from the media expert and 93.75% (75 out of 80) from the material expert. Both assessments were categorized as Very Feasible based on the established feasibility criteria. These results indicate that both media and material experts rated StarQuest Qur'an highly for feasibility.

Based on these expert validation results, StarQuest Qur'an can be considered a Very Feasible interactive learning medium for teaching Surah Al-Humazah to Grade II MI students. However, the findings are limited to expert-rated feasibility and do not demonstrate the media's effectiveness in improving students' learning outcomes, understanding, motivation, pronunciation, or application of the values in Surah Al-Humazah. Further student-involved research is needed to examine the media's practicality and effectiveness in real learning settings.

6. References

- Achmad Fadlan, Ahmad Syukri, & Kasful Anwar. (2025). A Reward System for Improving Teacher Performance in State Madrasah Aliyah (Islamic Senior High Schools) Jambi Province. *World Journal of Islamic Learning and Teaching*, 2(3), 13–19. <https://doi.org/10.61132/wjilt.v2i3.409>
- Ar, Z., & Santoso, B. W. J. (2025). *Implementasi Penggunaan Media Interaktif Untuk Meningkatkan Keterampilan Menulis Pada Mata Pelajaran Bahasa Indonesia Di Sekolah Dasar: Kajian Literatur*. 10.
- Aziz, A. A., & Muhammad, D. H. (2026). *Implementasi Media Interaktif Berbasis Multimedia Untuk Meningkatkan Motivasi Belajar Siswa Dalam Pembelajaran Pai*.
- Dewani, H. W. (2026). Literature Review: Digital Media to Improve Elementary School Students' Reading Literacy. *IJPSE Indonesian Journal of Primary Science Education*, 6(2), 306–312. <https://doi.org/10.33752/ijpse.v6i2.11677>
- Dewi, N. P. D. P., Ni Putu Candra Prastya Dewi, & I Ketut Ngurah Ardiawan. (2026). The Use of Interactive Multimedia as a Means of Learning Innovation in Elementary Schools in The Digital Age. *IJPSE Indonesian Journal of Primary Science Education*, 6(2), 326–335. <https://doi.org/10.33752/ijpse.v6i2.11680>
- Fauziyah, N. R., Fatah, M. F., & Mahmudah, R. (2025). *Transformasi Pembelajaran Dengan Gamifikasi: Strategi Untuk Meningkatkan Motivasi Belajar Siswa*.
- Huda, M. (2026). Optimalisasi Media Flash Card sebagai Inovasi Pembelajaran Interaktif untuk Meningkatkan Partisipasi Belajar Siswa Sekolah Dasar. "CERDAS (*Journal of Community Empowerment, Research, Development, and Social Action*)", Vol. 1, No. 2, June 2026, 1–8.
- Indaswari, I. (2024). Deskripsi Pemanfaatan Media Pembelajaran di Sekolah Dasar Negeri 26 Sungai Pinyuh. *Jurnal Multidisiplin Indonesia*, 2(3). <https://doi.org/10.62007/joumi.v2i3.347>
- Khafidhoh, N., Salsabila, A. F., & Hariono, T. (2026). *SISTEM MONITORING TAHFIDZ AL-QUR'AN BERBASIS WEBSITE DI MI NURUL HIDAYAH*.
- Kontesa, N., Saputra, A. A., & Kanada, R. (2025). *Strategi Guru dalam Meningkatkan Motivasi Belajar Siswa di SD 24 Sembawa*. 2.

- Li, X., Cale, W., & Nitin, M. (2024). *Game Design for Good: Using Interactive Media to Drive Sustainable Development and Social Impact*.
- Magfiroh, E. R., & Asy'ari, U. H. (2026). *Implementasi Media Pembelajaran Interaktif Wordwall Dalam Meningkatkan Minat Dan Motivasi Belajar Siswa Di Madrasah Ibtidaiyah*. 11.
- Margareta, S., Sesmiarni, Z., & Zakir, S. (2025). Gamified AI Analysis as Learning Media for Islamic Education on Students' Learning Outcomes. *SISTEMASI*, 14(1), 293. <https://doi.org/10.32520/stmsi.v14i1.4865>
- Maschurun, & Muidatul, S. (2025). Penerapan Teknologi Deep Learning dalam Media Pembelajaran Interaktif di Madrasah Ibtidaiyah. *ISSN*.
- Megawangi, R. (2025). *Program Studi Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah Dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang*.
- Ramadhan, M. R., Faizin, N., Najib Fahmi, M. I., Mutiara Hasanah, S., & Khoirunnisa, T. (2023). Penguatan Motivasi Belajar dan Kemampuan Berpikir Kritis Siswa SMP Melalui Media Interaktif Quartet Cardgame Terintegrasi Augmented Reality pada Materi Sejarah Ilmuwan Muslim. *LOYALITAS: Jurnal Pengabdian Kepada Masyarakat*, 6(2), 128-139. <https://doi.org/10.30739/loyalitas.v6i2.2483>
- Sari, M., & Amalia, R. (2025). *Rewards in Early Childhood Classroom: Short-Term Gains, Long-Term Costs?*
- Siregar, M. I., & Kuswandari, Y. (2026). The Development of a QR-Code-Based Educational Snake-and-Ladder Game as a Medium for Islamic Education Learning at SMP Negeri 2 Satu Atap Halongonan. *Kalijaga Journal of Islamic Religious Education*, 2(1), 110-123. <https://doi.org/10.14421/jire.12054>
- Sulthon, I. K., Nuriman, N., & Handayani, R. D. (2025). Developing Augmented Reality-Based Interactive Learning Media to Improve Critical Thinking Skills of Elementary School Students. *Jurnal Paedagogy*, 12(1), 69. <https://doi.org/10.33394/jp.v12i1.13901>
- Yunita, R. (2026). *Optimizing Digital Interactive Boards (DIBs) in Building a Student-Centered Learning Ecosystem: An Analysis of Teacher Readiness and Adaptation*. 6.