

## Transformation of Learning Media in Edutainment-Based Mushaf

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### Abstract

The learning media for Al-Qur'an manuscripts in Indonesia has experienced a significant transformation in the last decade. The emergence of edutainment-based mushaf is clear evidence of technological development and innovation, as well as reflecting the shift in Al-Qur'an learning media from conventional methods to digital. This transformation offers a more interactive and interesting learning experience, making learning the Koran more accessible to various groups, especially the younger generation. This research aims to contribute information regarding the shift in learning media for Al-Qur'an manuscripts in Indonesia, from initially conventional to digital-based. Apart from that, this research strengthens the view that learning, especially learning the Koran, still requires appropriate guidance to maintain the essence and main objectives of teaching the holy book. The method used in this research is qualitative with an interpretive approach. This research focuses on exploring and analyzing learning media contained in edutainment-based manuscripts, including content, design and delivery methods. It is hoped that the research results will be able to become a reference for developing Al-Qur'an learning media that is more innovative, relevant and in line with the needs of the times.

**Keywords:** Learning Media, Mushaf, Edutainment

### INTRODUCTION

The learning media of the Qur'an mushaf in Indonesia has undergone a significant transformation over the past decade. This transformation aligns with the development of technology and innovation, which presents edutainment-based mushaf as a new alternative to learning the Qur'an. The edutainment-based mushaf integrates digital technology, interactive design, and a fun learning approach, making it more attractive and relevant for various groups, especially the younger generation. In this context, edutainment not only improves the learning experience but also provides wider access to the community.

Fatchiatuzahro's research shows that edutainment-based mushaf has prominent characteristics from the perspective of educational psychology and Islamic education. This student-centered concept aims to create a learning space that maximizes individual potential. However, Fatchiatuzahro also noted that using this learning media can have both positive and negative sides. On the positive side, mushaf edutainment can reach a wider group of people with interesting content. However, there are concerns that this mushaf can reduce readers' dependence on teachers, which is an important element in the Islamic learning tradition (Fatchiatuzahro, 2020).

Meanwhile, Muhammad Dluha Luthfillah in his research focuses on the analysis of the publication of modern mushaf with a gender theme. The study found that narratives in gender-themed mushaf often reflect patriarchal and conservative values. This analysis is carried out with an Islamic sociology approach, which examines the influence of the social landscape on the form and content of the mushaf. Dluha also identified various categories of media used in gender-themed mushaf (Luthfillah, 2021).

Another research by Muhammad Endy Saputro underlined the phenomenon of shifting Qur'an learning from mosques to digital media. Endy noted that innovations in the issuance of mushaf in the digital era make it easier to access but also raise concerns related to the obscuration of the sacred value of the transmission of Qur'anic knowledge. He emphasized the importance of a wise attitude in utilizing this innovation to maintain the essence of learning the Qur'an involving teachers as an authoritative source (Saputro, 2019).

The results of Madzkur's research show that the digital era has brought major changes in the publication of the Qur'an mushaf in Indonesia. Technological advances allow the presence of innovative and attractive displays, so that mushaf can reach more people. However, Ahsin Sakho' reminded the importance of maintaining the originality and sacredness of the Qur'an in every innovation. It is important to ensure that the core values of the Qur'an are not displaced by technological aspects (Madzkur, 2020; Sakho', 2020).

The concept of edutainment in mushaf learning does not only focus on technological innovation but also a holistic humanistic approach. Abdul Ghani and Hamruni mentioned that edutainment can create a learning space that increases the potential of students as a fulfillment of their existential needs. With this approach, edutainment-based mushaf can reach various groups, including children, teenagers, parents, beginners, and advanced users. This concept combines elements of education and entertainment that can motivate anyone to learn the Qur'an, anytime and anywhere (Ghani, 2019; Hamruni, 2020).

However, this transformation cannot be separated from criticism. Muhammad Endy Saputro highlighted the phenomenon of "Muslims without mosques" as an implication of the use of digital mushaf that does not require teachers. Fatchiatuzahro also noted that the student-centered approach in edutainment mushaf is often misunderstood, reducing the role of teachers in the learning process. In the Islamic scientific tradition, the existence of teachers is very important because the transmission of Qur'an knowledge requires clear authority through a maintained sanad (Fatchiatuzahro, 2020; Saputro, 2019).

Looking at these various studies and findings, this study aims to further elaborate the transformation of learning media in edutainment-based mushaf. The focus is on the characteristics of digital learning media implemented in edutainment-based mushaf, its impact on the learning process of the Qur'an, and the challenges and opportunities presented by this transformation. This study is expected to make an important contribution to the development of innovative, relevant, and Islamic learning media while maintaining the essence of Islamic science.

This research uses a qualitative method with an interpretive approach, which allows an in-depth exploration of learning media in edutainment-based mushaf. Data was



obtained through content analysis of several mushaf products published by various publishers in Indonesia. The results of the research are expected to be a reference for the development of more adaptive and humanistic Qur'an learning media, by the needs of modern society.

In general, edutainment-based mushaf offers various advantages that cannot be ignored. These advantages include attractive interactive design, the ability to reach various segments of society, and flexibility in its use. For example, the edutainment mushaf for children is designed with colorful illustrations and interesting stories that are relevant to daily life. Meanwhile, mushaf for teenagers and adults often integrates technological features such as support apps, learning videos, and interactive verse explanations. All of this aims to improve user understanding and engagement.

However, this innovation also presents challenges that need to be considered. One of the main challenges is the potential for misuse or misinterpretation of content that can reduce the sacred value of the Qur'an. Additionally, reliance on technology can create access gaps for those who do not have digital devices or adequate internet connections. In this context, mushaf publishers and developers need to ensure that their innovations remain inclusive and by Islamic values.

From a philosophical point of view, edutainment also requires the creation of an adequate learning environment to support optimal learning. This includes the provision of appropriate teaching materials, training for educators, and active community support. Abdul Ghani and Hamruni emphasized that the concept of edutainment is not only about entertainment but also about creating meaningful and relevant learning experiences for students (Ghani, 2019; Hamruni, 2020).

Thus, this study not only aims to document the shift of the Qur'anic mushaf learning media from conventional to digital but also to explore how this innovation can be utilized optimally without sacrificing the core values in the Islamic learning tradition. This transformation shows that edutainment-based mushaf is a symbol of technological progress and innovation which is also a challenge to maintain a balance between modernity and sacredness.

## METHODS

This investigation employs a qualitative methodology, which is intended to comprehensively investigate and reveal empirical realities or natural states. In order to gain a comprehensive understanding of phenomena, researchers can take into account the context and complexity that surround them using this method. In this investigation, a series of facts were gathered using a variety of methods, categorized according to specific categories, meticulously interpreted, and subsequently presented to generate a comprehensive and holistic theory.

The qualitative approach was selected due to its compatibility with the research objectives, which are to investigate and comprehend learning media in edutainment-based mushafs. This media is a novel innovation in Qur'an learning that combines technology and contemporary educational methods. Consequently, this method is capable of revealing



comprehensive and detailed information regarding the advantages, challenges, impacts, and characteristics of edutainment-based mushaf.

### **Narrative-Descriptive Methodology**

This investigation is narrative-descriptive from the standpoint of purpose. The objective of narrative-descriptive research is to offer a more extensive and methodical representation of a specific phenomenon, in this instance, learning media on an edutainment-based mushaf. Data was gathered by the researcher through document analysis, in-depth interviews, and observations. The data was subsequently transformed into a narrative that provided a comprehensive understanding of the reality, enabling readers to make sense of the phenomenon.

This method is employed to describe the design, development, and implementation of edutainment-based mushafs in the context of Quran learning. Furthermore, this method is also used to investigate the impact of this media on Quran learning as a whole and the manner in which it is received by a variety of user groups, such as children, adolescents, and adults.

### **Interpretive Methodology**

This research employs the interpretative approach, which emphasizes the comprehensive analysis of the data that has been collected. The learning media incorporated in the edutainment-based mushaf can be analyzed and investigated by researchers using this method. In this context, researchers endeavor to comprehend the impact of the content, design, and features of this mushaf on the learning experience of users.

Through an interpretive approach, this research endeavors to comprehend the significance of the phenomenon in addition to describing it. In this mushaf, the researcher investigates the application of Islamic educational values and the concept of edutainment, as well as the way in which these two elements work in tandem to generate an interactive and pleasurable learning experience.

### **Methods of Data Acquisition**

This research employed a variety of methodologies to gather data, such as:

#### **Observation**

The researcher conducted direct observations of a variety of edutainment-based mushaf products that are currently available on the market. These observations encompassed an examination of the educational content, interactive features, and visual design of these mushaf.

#### **in-depth interviews**

The researcher interviewed a variety of stakeholders, including publishers, designers, educators, and end consumers, as part of the development and utilization of edutainment-based mushaf. The objective of this interview is to investigate their viewpoints on the benefits, obstacles, and influence of this educational medium.

#### **Examination of Documents**



The researcher examines pertinent documents, including academic articles, user guides, product evaluations, and previous research reports. This analysis assists the researcher in gaining a more profound understanding of the context and development of edutainment-based mushaf.

### **Methods of Data Analysis**

The thematic approach is employed to analyze the collected data, which entails the subsequent procedures:

#### **Data Structure**

The implementation of Islamic educational values, visual design, and interactive features are among the specific themes or topics that are used to categorize data collected from a variety of sources.

#### **Data Interpretation**

The researcher meticulously analyzes the data to comprehend the implications and significance of the discoveries. This process entails a comprehensive examination of the connections between the various components of the edutainment-based mushaf.

#### **Data Visualization**

The results of the analysis are presented in a comprehensive and structured narrative, which is complemented by direct quotations from interviews and concrete examples from the analyzed mushaf.

### **Validation of Data**

Triangulation techniques are implemented in this investigation to guarantee the reliability and validity of the data. This method entails the utilization of a variety of data sources and data collection methods to confirm the findings. Furthermore, the researchers also engage in member verification with respondents to verify that the data interpretation is consistent with the reality they have encountered.

### **The Importance of Methods and Approaches**

The methods and approaches employed in this research are of the utmost importance, as they allow researchers to acquire a comprehensive and concrete understanding of the learning media present in edutainment-based mushafs. This research is anticipated to make a significant contribution to the development of innovative and pertinent Qur'anic learning media that are in accordance with the requirements of contemporary society by comprehending the characteristics and effects of this media.

Additionally, this research aims to identify the opportunities and challenges that edutainment-based mushafs present. In the context of Islamic education, it is crucial to guarantee that this innovation not only improves the quality of learning and ease of access, but also upholds the fundamental principles of the Quranic learning tradition.

## **RESULTS AND DISCUSSION**

Mushaf Al-Qur'an in the world of publishing mushaf when viewed from the theory of learning and learning, then the Mushaf Al-Qur'an here is seen as a learning medium in the



category of learning material media. This is because the Qur'an mushaf is a medium used to present Qur'an reading material. Regarding this discussion, there are 15 Qur'an mushaf that are used as the object of research by viewing the Qur'an mushaf as a learning medium. Related to this, in analyzing the special edition mushaf which is seen as a learning medium, this mushaf will be categorized into two, namely visual mushaf and audio visual mushaf. The details are as follows:

### Mushaf Visual

Before defining visual mushaf, it is first known that visual media is a visual medium that allows learners to understand the material presented through the sense of sight. So that visual mushaf can be defined as the mushaf of the Qur'an which is packaged in the form of an educational mushaf that can be learned through the sense of sight. Some examples of visual mushaf referred to here are as follows:

#### Media Visual Verbal

Verbal visual media is visual media in the form of verbal messages, in the form of printed text (Arsyad, 2002). While text means a universal linguistic unit, both oral and written (Isotarus, 2017). In the discussion of the visual media of this special educational edition of the mushaf, the text in question is a written text, because this text is used to narrate the additional content material presented in the mushaf sheets. Regarding the presentation of mushaf content material using text, here are the details based on the types of texts used:

Text Type	Mushaf Content Materials
Procedural Text	✓
Description Text	✓
News Text	-
Exposition Text	✓
Explanatory Text	-
Observation Report Text	-
Riview Text	-
Critical Response Text	-
Challange Text	-
Discussion Text	-
Eksemplum Text	-
Inspirational Story Text	-

Table 1. Type of Special Esition Mushaf Text

The types of verbal-text visual media used to present the content of the special edition mushaf, namely procedural texts, descriptive texts, and exposition texts, with the following details:

Procedural text, which is a text that contains instructions for using something (Isotarus, 2017).

No	Name of Mushaf	Year of Publication	Type of Mushaf Content
1	Mushaf Tulis	2011	Manners of writing the Qur'an
2	Mushaf Kabir	2011	Procedure for using al-waqf wa al-ibtida' Mushaf Kabir, ma'lumat, waqaf address,

			garib reading guide in the Qur'an, and etiquette of reading the Qur'an
3	Asy-Syifa	2013	Guidelines for tajweed color system, transliteration guidelines, waqaf instructions, and manners for reading the Qur'an
4	Al-Qur'an Pemula	2014	Guide to Tajweed Symbols and Signs
5	Tikrar	2014	Memorization method with Tikrar mushaf
6	Al-Qur'an Belajar	2015	Qur'an Study Guidebook
			Tajweed guide to the color system
			Manners of reading the Qur'an
			How to write Arabic
7	Qur'an Cinta	2015	Legal guidelines for tajweed and waqaf
8	Al-Hufaz	2016	Supplement to Qur'an expert material in the form of texts containing procedures for memorizing the Qur'an
9	Al-Qahhar:	2016	Guidelines for tajweed color system, manners of reading the Qur'an, instructions for waqaf signs
10	Qur'an Cinta	2018	How to easily memorize the Qur'an and how to use the Qur'an Memorization
11	Al-Qur'an Hafazan Perkata Junior	2020	Guidelines for memorizing the Qur'an Junior Word Memorization

Table 2. Procedure Text Content

Descriptive text is a text that describes something in the form of recognition and identification of a certain thing (Isotarus, 2017). Meanwhile, the contents of the mushaf presented with this type of text are as follows:

No	Name of Mushaf	Year of Publication	Types of Mushaf Content
1	Audio Digital Al-Qur'an Mubarak	2012	Prayers in the Qur'an
2	Asy-Syifa	2013	Makharij al-huruf , }ifat al-}uruf , translating the Qur'an, transliteration, prayer verses, dhikr, surah ruqyah, and asbab an-nuzul
3	Al-Qur'an Pemula	2014	Ulumul Qur'an
			Transliteration
4	Al-Qur'an Belajar	2015	Ulumul Qur'an
			Tajwid Glossary
			The virtues of reading the Qur'an
5	Qur'an Cinta	2015	Translate the Qur'an



6	Al-Qahhar:	2016	Translate the Qur'an, hadith about verses, Hikmah, asbab an-nuzul, and a list of Qur'anic themes
7	Qur'an Cinta	2018	Hadith about love
8	Al-Qur'an Hafazan Perkata Junior	2020	Translate Al-Quran Al-Qur'an Memorization of Junior Words

Table 3. Description text content

Exposition text is a text in the form of an explanation of a thing consisting of three parts, namely the first part in the form of a definition, the second part in the form of a detailed explanation, and the third part in the form of a conclusion or summary (Isotarus, 2017). Meanwhile, the contents of the mushaf presented with this type of text are as follows: a) Explanation of al-waqf wa al-ibtida', the explanatory text of the material is divided into three parts, namely the first part contains the meaning of al-waqf wa al-ibtida', the second part contains a detailed explanation of al-waqf wa al-ibtida' such as types and examples, and the third part is in the form of conclusions (Mushaf Kabir: 2011),

b) Explanation of learning the Qur'an with the Mahir method, the text of the material explanation is divided into three parts, namely the first part contains the meaning of hijaiyah letters, the second part contains a detailed explanation of how to read, waqaf, and long reading, and the third part is in the form of conclusions and exercises (Qur'an Learning: 2015). c) Explanation of learning the Qur'an with the Advanced method, the text of the material explanation is divided into three parts, namely the first part contains the meaning of hijaiyah letters, the second part contains the explanation of the third part in the form of conclusions and exercises (Beginner Qur'an: 2014).

d) The explanation of gaining Allah's love by memorization, the text of the material explanation is divided into three parts, namely the first part contains the meaning of memorizing the Qur'an, the second part contains a detailed explanation of how to memorize it with the evidences that underlie it, and the third part is in the form of conclusions (Qur'an Cinta: 2018). Penjelasan ilmu tajwid dasar, teks penjelasan materi dibagi menjadi tiga bagian, yaitu bagian awal berisi pengertian ilmu tajwid, bagian kedua berisi penjelasan detail tentang pembagian dan contoh-contoh, dan bagian ketiga berupa kesimpulan. (Audio Digital Al-Qur'an Mubarak: 2012)

### Visual Media Non-Verbal Graphics

Non-Verbal Visual Media Graphics in question are visual media in the form of graphic elements or symbols, which can be in the form of images (sketches, paintings, and photographs), tables, concept maps, and diagrams (Susilana, 2009). Regarding the presentation of mushaf content material using non-verbal visual media, the following are the details based on the types of text used:

Non-Verbal Visual Media Graphics	Mushaf Content Material
Picture	✓
Chart	✓





<b>Cartoon</b>	✓
<b>Poster</b>	✓

### Types of Non-Verbal Visual Media Graphics of Special Edition Mushaf

Images are original reproduction media in two-dimensional packaging that can make visualization more concrete (sketches, paintings, and photos) (Kurniawan, 2016). while the contents of the mushaf are presented with the following image: a) Image of the Makharij al-h}uru>f organ (Asy-Syifa: 2013), b) Image of the Makharij al-h}uru>f organ (Al-Qur'an Pemula: 2014), c) Image of the al-waqf wa al-ibtida>' line (Mushaf Kabir: 2016), d) Image of the overview of the Al-Qur'an atlas (Al-Mubarak Word by Word, 2013), e) Image of the Makharij al-h}uru>f organ (Qur'an Belajar: 2015), f) Photo of rasm ut|mani> in the discussion of ulumul qur'an (Qur'an Belajar: 2015), g) Image of the Makharij al-h}uru>f organ (Mushaf Tulis: 2011), h) Image of colorful squares and rectangles for Color system tajweed instructions (Asy-Syifa: 2013), i) Colorful long circle image for color system tajweed instructions (Al-Qahhar: 2016)

Charts are media that are presented graphically containing a number of information as clues to ideas, objects, and so on (Sadiman, 2006). Meanwhile, the contents of the mushaf presented with the chart are as follows: a) Chart of s}ifa>t al-h}uru>f (Al-Qur'an Learning: 2015), b) Chart of the method of memorizing the five times (Al-Hufaz: 2016), c) Chart of s}ifa>t al-h}uru>f (Al-Qur'an Pemula: 2014), d) The checklist chart is called the column for marking mura>ja'ah and tila>wah, key memorization words, and similar verses (Mushaf Tikrar: 2014), e) Chart of the list of surah names in all special edition mushafs, f) Chart of learning materials for the Al-Qur'an using the Mahir method (Al-Qur'an Learning: 2015), g) Chart of learning materials for the Al-Qur'an using the Mahir method. (Al-Qur'an Pemula: 2014), h) Chart of Tajweed and Arabic writing materials. (Beginner's Al-Qur'an: 2014), i) Tajwid and Arabic writing material chart. (Al-Qur'an Learning: 2015), j) S}ifa>t al-h}uru>f chart, color recitation guide, transliteration guide (Asy-Syifa: 2013), k) Chart of sajdah verses (Al-Qur'an Study: 2015), l) Color tajwid guideline chart, transliteration guideline (Al-Qahhar: 2016), m)Chart on how to memorize seven boxes or color blocks (Hafazan Perkata Junior: 2020)

Cartoons are lines drawn spontaneously that emphasize things that are important (Sadiman, 2006). Meanwhile, the Mushaf content presented with cartoons is content that I now know (My First Al-Qur'an: 2010).

Posters are a combination of decorative images and writing that clearly provide certain information presented in a certain field (Rusby, 2017). Meanwhile, the contents of the manuscripts presented with posters are as follows: a) Poster guiding the practice of memorizing the Qur'an linked to a mushaf string (Al-Hufaz: 2016), b) Poster instructions for using the beginner's Al-Qur'an (Al-Qur'an Pemula: 2014), c) Poster for guidelines for memorizing the Al-Qur'an Hafazan Perkata Junior (Al-Qur'an Hafazan Perkata Junior: 2020), d) Poster instructions for using the Learning Al-Qur'an (Al-Qur'an Belajar: 2015)

### Mushaf Audio Visual

Before defining an audio-visual mushaf, it is first known that audio-visual media is a viewing media that allows learners to understand the material presented through the senses of sight and hearing. So that a visual mushaf can be defined as a mushaf of the Qur'an packaged in the form of an educational mushaf that can be studied through the senses of sight and hearing. Some of the visual mushafs referred to here are in the form of silent audio-visual media, namely displaying sound and still images and moving audio-visual media. The following is a breakdown of the content of the two types of audio-visual media:

Audio Visual Media Type	Content model/Feature	Description
<b>Silent Audio Visual</b>	In the form of verbal or non-verbal symbol images that can produce sounds containing material with the help of e-pen touch.	✓
<b>Motion Audio Visual</b>	In the form of VCD	✓

Motion audio visuals in this case are in the form of VCDs and are found in the Mushaf Al-Qur'an Belajar (2015) in the form of content on how to pronounce the letters of the Al-Qur'an correctly according to the rules of tajwid science. As for Silent Audio Visuals in the special edition mushaf feature, there are several types of content, as follows:

No	Name of Mushaf	Year of Publication	Content model/Feature
1	My First Al-Qur'an	2010	Murratal in the form of a circle and make sounds related to the material with the help of an e-pen
2	Al-Mubarak Word by Word	2012	The feature contains fiqh content, hadith, asbab an-nuzul, save voice, seven types of sounds, translate, translate Indonesian, translate Javanese, Sundanese translate, translate English, translate word by word, tajwid, tafsir, compilation, qur'an voice: As-Sudais, Al-Minshawi, Al-Gamidi, Fathul Aziz bin Sholawat in the form of a circle image and make sounds related to the material with the help of an e-pen Tajwid color system with the form of a parallelogram image and emit sound related to material with the help of an e-pen
3	Mushaf Maqamat for Kids	2014	The feature contains the content of al-waqf wa al-ibtida', Murratal 1 and 2, tahqiq readings, my voice, questions and answers in the form of oval images, clouds, leaves with the name of the material and making sounds related to the material with the help of

				an e-pen
				Feature of reading a single page with rectangular and white stone image shapes inscribed with the name of the material and emitting sounds related to the material with the help of an e-pen
				The tajweed feature of the color system with the shape of a star image inscribed with the name of the material and emitting sounds related to the material with the help of an e-pen
4	Mushaf Grand Maqamat	2015		Maqamat, Shaykh Mahmud Al-Husari, Shaykh Misuari Ar-Rashid and translation, tahqiq reading, my voice, ta'lim maqamat, explanation of tajweed science, examples of tajweed science, Indonesian translation, English translation, tafsir Ibn Katsir, Asbab an-Nuzul, murratal 1, verse vocabulary, hadith related to verses, stories in the Qur'an, verse reflections, questions and answers in the form of rectangular images and making sounds related to material with the help of e-pen
				Q&A and read a page in the shape of an oval image and make sounds related to the material with the help of an e-pen
				<i>Nagam</i> Al-Qur'an dengan bentuk gambar persegi panjang dan mengeluarkan suara terkait materi dengan bantuan e-pen
				Tajwid color system with oval image shape and emit sound related to material with the help of e-pen
				The symbol of al-waqf wa al-ibtida' with the image starts with an image of an arrow, stops with an image of a square and emits a sound related to the material with the help of an e-pen
5	Mushaf Woment	for 2016		Features of Maqamat, murratal 1 and 2, examples of tajweed reading, the beautiful mind, al-waqf wa al-ibtida', Indonesian translation, English translation, explanation of tajweed science, type sukses, reward and punishment, and sound recording in the form of a square image decorated with a crown frame and emitting

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sounds related to the material with the help of an e-pen

Features of reading one page and the Qur'an with rectangular images and making sounds related to the material with the help of an e-pen

Tajwid color system with oval image shape and emit sound related to material with the help of e-pen

The symbol of al-waqf wa al-ibtida' with the image starts with an image of an arrow, stops with an image of a square and emits a sound related to the material with the help of an e-pen

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The above content is a type of content that is packaged in audio-visual media with non-verbal symbols. The following contents are packaged with audio-visual media of verbal symbols (in the form of text that can cause sounds), such as: a) The content of the legal definition of tajweed, verses of the Qur'an that are blocked by certain colors to indicate the type of muqamat, asma' al-husna, and khatm prayer of the Qur'an (Mushaf for women: 2016). b) The content of asma' al-husna (Digital Audio of Al-Qur'an Al-Mubarak: 2012) c) The content of asma' al-husna, the explanation of the science of tajweed, the verses of the Qur'an that are blocked by certain colors to indicate the type of muqamat, the khatm prayer of the Qur'an, the reasonable verses of diniyah, the method of maqamat, Matan Al-Jazariyah and translation, and Matan Tuhfah al-Atfal and translation. (Mushaf Grand Maqamat: 2015)

Asma' al-husna content, khatm prayer of the Qur'an, verses of the maqamat method (Mushaf Maqamat for Kids: 2014)

## CONCLUSION

The transformation of learning media for the Qur'anic manuscripts in Indonesia has experienced significant developments, especially with the presence of edutainment-based manuscripts. This innovation combines digital technology and a fun learning approach, making the manuscript more relevant and easily accessible to various groups of people, including children, adolescents, and adults.

Edutainment-based manuscripts offer a number of advantages, such as interactive design, multimedia features, and meaningful use. However, challenges remain, such as the decreasing potential role of teachers in learning, which can emphasize the sacred values of the transmission of Qur'anic knowledge. In addition, access to digital technology can also be an obstacle for some people.

The holistic and humanistic approach applied to this manuscript is able to create an interactive learning space and support the development of students' potential. This study shows that edutainment-based manuscripts can be an effective alternative in learning the Qur'an, as long as the innovation maintains the core values of the Islamic scientific tradition.

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