

E_Xe-Learning Integration in Quran–Hadith Instruction: A Qualitative Study on the Shift from Behaviorist to Constructivist Learning in Madrasahs

Hamdi¹, Jasiah¹

¹Universitas Islam Negeri Palangka Raya, Indonesia

✉ hamdi.pasca2410160289@uin-palangkaraya.ac.id *

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Abstract

This study aims to examine the use of eXe-Learning in Quran Hadith instruction, with a focus on the integration of relevant educational theories in supporting a shift in learning paradigms. A descriptive qualitative approach was employed. The research participants included teachers and students involved in Quran Hadith learning, particularly on the topic of *Mad Thabi'i*. Data were collected through observations, interviews, and documentation. Data analysis followed the Miles and Huberman model, which consists of data reduction, data display, and conclusion drawing. The findings indicate that the use of eXe-Learning reflects a transition in instructional approaches from teacher-centered (behaviorist) to learner-centered (constructivist) learning. The interactive modules developed through eXe-Learning assist students in understanding the concept of *mad asli*, recognizing the letters of *mad*, and accurately distinguishing vowel length, while also encouraging active engagement in the learning process. The implications of this study suggest that eXe-Learning can serve as an alternative digital learning medium in Quran Hadith subjects to support learner-centered instruction and to encourage teachers to integrate constructivist approaches in the design and implementation of learning activities that align with students' characteristics in the digital era.

INTRODUCTION

Rapid advancements in technology have created substantial opportunities for innovation in the field of education. These developments necessitate transformative changes in teaching and learning practices to ensure continued relevance and effectiveness in improving educational quality. However, in practice, not all teachers are able to optimize the use of educational technology effectively. This condition has resulted in some educators being unable to fully respond to the shift in learning paradigms from teacher-centered (behaviorist) approaches to learner-centered (constructivist) approaches.

Along with the advancement of educational technology, various digital learning media have been developed, one of which is eXe-Learning, offering new approaches

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to instructional practices, including in Quran & Hadith subjects at madrasahs. Although such innovations provide significant opportunities to enhance learning quality, several studies indicate that many teachers have not yet utilized educational technology optimally, leading to instructional practices that are less adaptive to the demands of the digital era (Ariawan et al., 2022; Zarkasi et al., 2023).

Numerous studies have also identified a paradigm shift in learning from behaviorist approaches, which emphasize the dominant role of teachers, toward constructivist approaches that require active student engagement in the learning process (Darma et al., 2021). This paradigm shift requires educators not only to master technology but also to integrate it with pedagogical strategies that align with contemporary learning theories. Without effective integration of technology and appropriate pedagogical approaches, learning in madrasahs risks losing its relevance amid the dynamic development of educational technology (Zarkasi et al., 2023).

Several studies have demonstrated that technology integration in learning can be achieved through the development of digital instructional modules based on local wisdom as a form of contextualized educational innovation (Rizal et al., 2025), as well as through the development of innovative learning media, such as video-based materials created by teachers (Hamdi, 2022; Lestari et al., 2023). Nevertheless, previous research also indicates that many teachers continue to rely on traditional instructional approaches dominated by lecturing and limited variation in technology-based learning media, which negatively affects students' motivation and participation in the learning process (Zarkasi et al., 2023).

Although numerous studies have examined the use of digital technology in learning and shifts in pedagogical paradigms, research that specifically explores the integration of behaviorist and constructivist theories through the use of eXe-Learning in Quran & Hadith instruction at madrasahs remains limited. Most existing studies have focused primarily on digital media development or learning outcomes, without sufficiently addressing the pedagogical implications of integrating learning theories into technology-based instructional practices. Therefore, further research is needed to explain how eXe-Learning functions not only as a digital learning medium but also as a means of transforming instructional approaches toward learner-centered learning within the context of madrasah education.

Based on these considerations, this study aims to examine the use of eXe-Learning in Quran & Hadith instruction, with a focus on integrating behaviorist and constructivist theories to support shifts in learning paradigms. The findings of this study are expected to contribute both theoretically and practically to the development of Quran & Hadith learning in madrasahs, as well as to bridge the gap between technological advancement and current instructional practices in the digital era.

METHODS

This study employed a descriptive qualitative approach to describe the use of eXe-Learning in Quran & Hadith instruction that integrates behaviorist and constructivist theories as an effort to sustain digital learning paradigms. This approach was selected because it allows researchers to gain an in-depth understanding of naturally occurring instructional processes in classroom settings (Busrul et al., 2025; E. Engkizar et al., 2023, 2025). Research data were collected through observations, interviews, and documentation. Observations were conducted to examine both teacher-centered and student-centered learning patterns, while interviews were used to explore teachers' perspectives and experiences in integrating the two learning theories. Documentation served as supporting data to strengthen the findings (Assarroudi et al., 2018; Hidayat, 2021).

Data analysis was carried out using the interactive model proposed by Miles and Huberman, which consists of data reduction, data display, and conclusion

drawing. Data reduction involved selecting and focusing on information relevant to the use of eXe-Learning and the application of behaviorist and constructivist principles. Data were then presented in the form of descriptive narratives to clarify patterns and relationships among the data. Subsequently, conclusions were drawn continuously to obtain a comprehensive understanding of how digital learning paradigms are sustained in Quran & Hadith instruction. Data credibility was ensured through source and technique triangulation by comparing findings from observations, interviews, and documentation to confirm data consistency and trustworthiness (Engkizar et al., 2025; Fauzi & Darajat, 2022).

RESULT AND DISCUSSION

The findings of this study indicate that the use of eXe-Learning in Quran & Hadith instruction, particularly on the topic of *Mad Thabi'i*, represents an effort to sustain the shift in learning paradigms and the implementation of a transition from behaviorist to constructivist learning theories. The application of eXe-Learning in delivering *Mad Thabi'i* materials not only enhances the quality of the instructional process but also fosters students' interest in learning *tajwid*. The interactive modules facilitate students' understanding of the concept of *mad asli*, recognition of *mad* letters, and accurate differentiation of vowel length. This approach aligns with students' preference for digital-based learning and the current learner-centered orientation of instruction, highlighting the crucial role of teachers in optimizing the learning process (Fakhruddin et al., 2024; Htay et al., 2025; Rahawarin et al., 2025).

Module Identification	
Author	Hanall
Incitation	MTs Hidayatui Muhajhin Pekungka Baya
Preparation Year	2524
School Level	MTs
Subjcer	Angui'sap-and Hadlih
Phase / Grade	6: Beautifiring Al-Qurnat Recitation willt Leaidid
Learning Material	Mad Thobri
Alokad Waktu	

Fig 1. Ee-Learning-Based Quran Hadith Learning Media

True-False-Question

الْبَيْت * يَوْ * التَّوْ

Is a Rule of Mad Tabri Reading

☐ True ☐ False

Mad Trobltt or Prononcing long vowels because the Mad letter exists

Fig 2. Evaluation of eXe-Learning-Based Quran Hadith Learning

In the context of instruction, behaviorist learning theory, which previously dominated classroom practices, has gradually shifted toward constructivist approaches. As noted by Harahap et al (2024) effective learning can be achieved

through methods that actively involve students, such as the use of project-based learning modules (Harahap et al., 2024). This finding is consistent with evidence suggesting that interactive media such as eXe-Learning provide more engaging and relevant learning experiences for students (Wasito, 2022). Constructivist theory emphasizes that learners must actively construct their own knowledge and that learning contexts should be adapted to students' characteristics. In this regard, eXe-Learning offers interactive modules that support deeper understanding of *Mad Thabi'*, demonstrating the relevance of constructivist principles in Quran learning.

The implementation of eXe-Learning not only improves the quality of the learning process but also contributes to increased student interest in studying *tajwid* and Quranic recitation rules. The use of interactive multimedia, as highlighted by Wasito (2022), has been shown to be effective in enhancing students' memorization and comprehension, while simultaneously creating a more enjoyable and conducive learning environment. The eXe-Learning modules facilitate students' understanding of *mad asli*, identification of *mad* letters, and differentiation of recitation length, as supported by previous studies indicating that the development of engaging instructional media can optimize learning outcomes (Harahap et al., 2024). Thus, this approach accommodates the characteristics of contemporary students who prefer digital-based learning environments.

The role of teachers in optimizing eXe-Learning-based instruction is highly significant. Learning is not solely expected to occur independently through student interaction with digital media; rather, teachers must function as facilitators and motivators in the learning process (Fusiroh et al., 2023). Teachers are required to evaluate learning activities, provide constructive feedback, and encourage productive interaction between students and learning media (Nurhasan et al., 2023). Ineffective instructional management by teachers may negatively affect student learning outcomes. This is further supported by research indicating that the quality of classroom interaction has a substantial impact on students' understanding (Khaeroni & Julia, 2024). The use of eXe-Learning enables teachers to present interactive materials while continuously monitoring student progress, which ultimately contributes to improved learning outcomes.

Along with curricular developments that have shifted from content-based to competency-based orientations, instructional approaches must also evolve accordingly (Yaqin, 2018). By applying mastery learning models in the context of Quran & Hadith instruction, students are not only taught content but are also guided to achieve the expected competencies (Mujab, 2021). This indicates that educational success should be measured based on students' mastery of competencies rather than mere information delivery. Furthermore, research by Mufti et al. emphasizes that the integration of technology in Quran & Hadith learning is essential to address the challenges of the Industrial Revolution 5.0, where students are expected to develop a balanced set of spiritual and technological competencies (Mufti et al., 2024). In this context, eXe-Learning functions not only as a learning medium but also as a platform that strengthens students' competencies within the framework of twenty-first-century learning (Abrar et al., 2024).

The application of interactive learning media such as eXe-Learning has been shown to enhance students' understanding of *tajwid* and Quranic recitation rules (Sa'diyah et al., 2025). According to Hasanah et al., the use of digital applications enables students of Hadith studies to more easily comprehend and analyze Hadith materials in ways that align with learners' needs in the digital era (Lutfiyani & Fadlan, 2023; Hasanah et al., 2025). Astuti (2019) further asserts that the development of instructional media through digital programs can make the learning process more effective and enjoyable. Students engaged in project-based learning also demonstrate more satisfactory learning outcomes (Satriani, 2022). Therefore, the role of teachers

as facilitators is crucial, particularly in creating supportive learning environments that encourage active student participation in using eXe-Learning (Subekhan, 2019; Hayati, 2023). This aligns with findings indicating that positive teacher–student interactions can enhance motivation and overall learning quality (Abrar et al., 2024; Alfarizi, 2025).

The role of teachers in optimizing learning is particularly critical in supporting students' engagement with eXe-Learning. Research by Ningsih and Zulham indicates that *tahfiz* programs integrated into Quran learning can positively affect students' academic achievement (Ningsih & Zulham, 2024). Teachers are expected to provide constructive feedback and guide students in understanding the instructional materials presented (Rahman & Wanto, 2022; Hayati, 2023). Meanwhile, Zarkasi et al. highlight the importance of developing teachers' competencies in designing instructional strategies that integrate technology effectively (Zarkasi et al., 2023). Other studies also suggest that collaborative learning supported by innovative methods can increase student engagement and participation (Muliyani & Azis, 2020; Rohmadi et al., 2022). Therefore, it is essential for educators to adopt technology-enhanced instructional methods while actively involving students in the learning process. Another important aspect relates to the educational values embedded in the Quran and Hadith concerning the principle of delivering instruction in accordance with students' abilities. Hidayat (2016) emphasizes that educators must adapt teaching methods to students' capacities in order to achieve more effective learning outcomes.

CONCLUSION

Based on the findings of this study, it can be concluded that the use of eXe-Learning in Quran–Hadith instruction, particularly on the topic of *Mad Ṭḥabī'i*, reflects a shift in learning paradigms from a behaviorist-oriented approach to a constructivist approach. The use of interactive eXe-Learning modules promotes more learner-centered instruction, aligning with the characteristics of learning in the digital era. In addition to helping students understand the concept of *mad aṣli*, recognize *mad* letters, and accurately distinguish vowel length, the use of this medium also enhances students' interest in learning *tajwid*. Within this context, the role of teachers remains crucial, particularly in designing, managing, and optimizing the use of eXe-Learning to ensure that the learning process meets students' needs and characteristics.

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