

Development of a Hijaiyyah Letter Card Sort to Enhance Student's Understanding Nun Sukun and Tanwin Rules at SMP Islam Al Azhar 26 Yogyakarta

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ARTICLE INFO

Article history

Received August 2, 2026

Revised September 18, 2026

Accepted September 23, 2026

Keywords: Card Sort Media, Flash Cards, Tajwid, Rules of Nun Sukun and Tanwin, ADDIE Model, Active Learning

ABSTRACT

This study is motivated by students' low conceptual understanding of the recitation rules governing nun sukun and tanwin when followed by hijaiyyah letters. The results of the pre-test indicated that 52.63% of seventh-grade students scored below the class average, which was attributed to the use of conventional lecture-based instructional methods. This study aims to: (1) analyze the development process and feasibility of a card sort instructional media product integrated with tajwid flash cards, and (2) analyze the effectiveness of the instructional media in improving students' conceptual understanding and learning outcomes. This study employed a Research and Development (R&D) method using the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation). Data were collected through observation, questionnaires, documentation, and interviews. The data were analyzed using both qualitative and quantitative techniques. The subjects of the product trial were seventh-grade students at SMP Islam Al Azhar 26 Yogyakarta. The results showed that: (1) the card sort instructional media integrated with flash cards met the feasibility criteria, as indicated by feasibility scores of 82.8% from the subject-matter expert and 93.3% from the media expert; (2) the product demonstrated a very high level of practicality, based on teacher responses of 98.51% and student responses of 88%, with the average implementation of the instructional syntax reaching 94%; and (3) the hypothesis testing results were interpreted based on the obtained p-value. Since the p-value was lower than the significance level of 0.05, H_0 was rejected, indicating a significant improvement between the pre-test and post-test scores, with the post-test mean exceeding the pre-test mean. Therefore, the developed interactive media is effective in improving students' ability to identify and apply the recitation rules of nun sukun and tanwin.

I. INTRODUCTION

Mastery of tajwid, especially the rules of nun sukun and tanwin, is a fundamental pillar in Quranic learning to ensure the accuracy and fluency of recitation according to the rules of tartil (Ashari, 2023); (as-Suyuthi, 2008); (Ishaq & Nawawi, 2017). At the Junior High School (SMP) level, mastery of tajwid rules does not merely require low-level cognitive abilities such as memorizing textual definitions, but also procedural skills and the ability to classify hijaiyyah letters precisely in the reading of the mushaf (Fajri Ramadhani, 2023; Mahfud, 2023; Salamah, 2018). Theoretically, the process of internalizing religious rules is highly relevant if based on Cognitive Development Theory and Constructivism, where learners actively build their understanding through the manipulation of concrete objects (active tactile learning) (Suparno, 2001). The use of manipulative media has been proven effective in reducing cognitive load

and stimulating the assimilation-accommodation of new information in early adolescent students (Sianturi et al., 2024; Susanti, 2026). Therefore, transforming the concepts of nun sukun and tanwin rules such as Izhar, Idgham, Iqlab, and Ikhfa—from the abstract realm into kinesthetic experiences is an urgent methodological need in modern Islamic education (Education Journal, 2025; Mufidsyaqoqi, 2021). However, the empirical reality of Quranic learning at the formal education level still shows a wide gap between the ideality of the curriculum and the actual achievements of the students. A preliminary study in the seventh grade at SMP Islam Al Azhar 26 Yogyakarta found that most students experience cognitive barriers in distinguishing tajwid reading rules. The fundamental problem encountered is the students' repeated mistakes in identifying the rules of ikhfa haqiqi and Idgham Bigunnah, as well as their inability to determine the correct boundaries of the gunnah technique (Kismatun, 2022). This condition is triggered by the dominance of conventional learning based on the lecture method, note-taking on the blackboard, and the passive presentation of material through teacher-centered slides (Angraini Napitupulu et al., 2023; Siberman, 2018). This passive approach causes students to quickly feel bored, passive, and experience low retention because they are not given the opportunity to interact with learning objects (Sutikno, 2019). As a result, students' understanding of tajwid theory is isolated from the direct practice of reading and memorizing the Qur'an.

To address this methodological imbalance, this research offers a solution in the form of a hijaiyah letter card sort media integrated functionally with Tajwid flashcard devices. The card sort strategy has been widely proven to enhance student motivation, collaborative activity, and learning achievement in Tajwid and Arabic language subjects (Husna et al., 2024; Komariah, 2019; Nafi'ah, 2024; Putri, V. A., & Wirdati, 2024). In this development, flashcards are positioned as a medium for providing initial stimuli and summarizing rules (cognitive scaffolding), while card sort functions as a manipulative kinesthetic instrument (Karima, 2022; Sa'diyah, 2023). This hybrid card device is designed as a hardcopy print made of art paper with pocket-size dimensions (6cm x 7cm) that are practical and durable, allowing students to actively classify hijaiyah letters, both independently and in groups (Nabhan, n.d.). The novelty of this development research lies in the synthesis of a dual hybrid design that integrates the kinesthetic flexibility of card sorting with the visual-retentive strength of flashcards within a compact media ecosystem. Unlike conventional tajwid card media, which tend to be large and one-dimensional, this product is equipped with three specific advantages: 1) visual color coding to emphasize the visualization of the boundaries of the qualifications of the 29 hijaiyah letters into the categories of izhar, idgham, iqlab, and ikhfa; 2) a self-control system where the back surface of the card (double-sided design) contains an answer key and brief instructions to support students' self-directed learning without constant dependence on the teacher; 3) ergonomic and portable (pocket-friendly) design that prioritizes a compact physical design to facilitate students' needs for repeated muroja'ah and card sorting practice outside of effective class hours (Irmayanti, 2024).

Based on the context of urgency and novelty above, this research and development aims to analyze the validity, usability, and supporting efficacy of the integrated flashcard hijaiyah letter card sort media. Adopting the systematic framework of the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), this article focuses on engineering product specification design, feasibility testing by subject matter and media experts, as well as measuring user experience responses from educators and learners. The results of this development are expected to provide empirical and methodological contributions to the innovation of interactive, applicative, and relevant Al-Qur'an learning media in line with the dynamics of religious education at the secondary school level.

II. METHODS

This research uses a Research and Development (R&D) approach by applying the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) to produce, test the feasibility, and measure the practicality of the hybrid Hijaiyah Letter Card Sort media integrated with Tajwid Flashcards (Branch, 2009). Conducted at SMP Islam Al Azhar 26 Yogyakarta in the 2025/2026 academic year, this research focuses on the mastery of the rules of Nun Sukun and Tanwin reading as the research object. The research population consists of students from classes VII D and E, with a sample of 32 students selected using purposive sampling techniques based on the demands of the Tahfizh curriculum, which requires a high level of precision in the application of Tajwid (Sianturi et al., 2024). In addition to the students, two expert validators (a tajwid material expert and a learning media expert) as well as three PAI/Tahfizh teachers were selected as key informants to evaluate the feasibility of the material/media and the practicality of product use. The development procedure was carried out systematically following the five stages of ADDIE: 1) Analysis, conducting needs analysis and mapping students' cognitive difficulties; 2) Design, designing product specifications for pocket-sized cards (6 cm x 17 cm) made of Art Paper, equipped with visual color coding for four tajwid rules, self-answer keys on the back (double-sided self-check), and clear typography; 3) Development, producing physical media prototypes, conducting expert validation, and revising the product based on qualitative feedback; 4) Implementation, testing the media in real classroom learning through an active card sorting scheme and collaborative discussions; and 5) Evaluation, assessing the feasibility, practicality of use, and initial efficacy of the media on learning outcomes (Sutikno, 2019).

Research data were collected using qualitative and quantitative instruments, including needs analysis observation sheets, expert validation questionnaires with a 1–5 Likert scale, practicality response questionnaires for teachers and students, as well as pre-test and post-test cognitive tests. Quantitative data from the validation and practicality questionnaires were analyzed using descriptive percentage techniques $P = (\text{Score obtained} / \text{Maximum score}) \times 100\%$ and categorized based on standard qualification criteria (81%–100% indicating the category of very feasible/very practical). To measure the efficacy of the support toward students' cognitive achievement, the pre-test and post-test scores were analyzed using a paired sample t-test via SPSS after meeting the normality test data (Sugiyono, 2013).

III. RESULTS AND DISCUSSION

This section presents the results of research and development (Research and Development) of the card sort learning media for hijaiyah letters integrated with Flashcards, developed using the ADDIE model framework (Analysis, Design, Development, Implementation, Evaluation). The discussion is presented in stages, including: (1) the initial product design specifications (Design); (2) the product's feasibility based on assessments by expert validators in content and media (Development); (3) the practicality of media use from the perspectives of teachers and students (Implementation); and (4) the product's efficacy in enhancing students' cognitive understanding of the rules of Nun Sukun and Tanwin (Evaluation).

3.1. Product Design

The product developed in this research is a hybrid media that integrates two main components into a compact media ecosystem, namely: Tajwid Flashcards. The first component developed is the Tajwid flashcards, which are specifically designed as a guiding media in the initial stages of learning. This media contains theoretical summaries, concise visual formulas, and characteristics of the rules for reading nun sukun and tanwin (including Izhar, Idgham, Iqlab, and

Ikhfa). Made in a practical and durable pocket-sized print format. These flashcards are designed to help students independently build their understanding of basic concepts.



Figure 1. Example Design of Tajwid Flashcard for Nun Sukun and Tanwin Rules

As seen in Figure 1, the tajwid flashcard contains a summary of the nun sukun and tajwid rules. One of the nun sukun and tanwin rules visible in the above image is the izhar reading rule. In the flashcard, the definition of the reading, the category of letters, and examples of Quranic verses containing the rules of Izhar reading are explained. This is applied to every other reading rule such as Idham (with and without nasalization), Ikhfa, and Iqlab. This flashcard is made with 260 gsm laminated art paper and a compact dimension format (6 cm x 17 cm).

3.2. Card Sort Hijaiyah Letters

The main component in the ecosystem of this media is the hijaiyah letter card sort, specifically designed as a tactical-kinesthetic instrument. This media consists of 29 single and tanwin hijaiyah letters. This component is utilized in the core phase of learning to train students' active engagement and procedural skills in sorting and physically grouping letters into four categories of tajwid rules, namely izhar, idgham (with and without ghunnah), iqlab, and ikhfa. To facilitate cognitive mapping and visual association for students, the front side of the card applies a contrasting color coding system for each category of rules.



Figure 2. Example of Front Design of Hijaiyyah Letter

Card Sort In Figure 2, in the center of the card, 29 single Hijaiyyah letter characters are displayed with a dominant font size and a high readability ratio. The character writing uses the precise

Usmani script standard to facilitate accurate visual recognition when students observe the letter shapes.



Figure 3. Example of the Back Design of Hijaiyah Letter Card Sort

The back side of the Hijaiyah letter card sort media is designed as a self-assessment interface that focuses on providing immediate feedback, clarity in rule verification, and contextual proof from the Qur'an. In this section, the names of Tajwid rules are explicitly listed, such as Izhar, Ikhfa, Iqlab, and Idgham, which serve as the answer key for the Hijaiyah letters on the front side. This feature directly verifies the accuracy of the selections made by the students. In addition to concrete examples of Quranic verses that include the application of hijaiyah letters along with their rules, the back side of this card is also equipped with a barcode that students can access to learn how to read or the real application in the recitation of Quranic verses.

3.3 Expert Validation Results

The development stage focused on testing the feasibility of the initial prototype of the hijaiyah letter card sort media integrated with flashcards for the rules of nun sakinah and tanwin. Validation was conducted by expert validators in content and learning media to determine aspects of substantive correctness, esthetic quality, portability, and clarity of media function. The quantitative data from the expert validators' assessments were analyzed using the feasibility percentage formula (P) and summarized in Table 1.

Table 1. Recapitulation of Media and Content Expert Validation Results.

NO	Assessment Aspect	Research Score	Maximum Score	Percentage	Category
1	Media	56	60	93,3%	Very Feasible
2	Material	58	70	82,8%	Very Feasible

Based on the results presented in Table 1, the validity assessment of the card sort media from the media aspect received a score of 56 out of a maximum score of 60, placing it in the very feasible category. Meanwhile, the assessment from the material aspect received a score of 58 out of a maximum score of 70, which also falls into the very feasible category according to the criteria in Table 1. These results indicate that the card sort media based on a deep learning approach to improve the reading ability of nun sukun and tanwin has met the feasibility criteria, both from the media aspect and the material aspect, making it suitable for implementation in the learning process. Overall, the media does not require fundamental revisions. These findings reinforce the theoretical foundation of manipulative media engineering, which posits that the clarity of visual stimuli, material precision, and the physical durability of objects are the main parameters supporting effective kinesthetic learning (Karima, 2022). Minor qualitative input from experts such as adjusting the background color contrast and tidiness of the verse layout has been followed up to produce Prototype II before it was tested in the Implementation stage.

3.4 Product Practicality Test Results

The next stage of the ADDIE model applied is the implementation stage. This stage evaluates the level of practicality and ease of use of the hijaiyah letter card sort media integrated with flashcards for huu, nun sukun, and tanwn in PAI learning at SMP Islam Al Azhar 26 Yogyakarta. The practicality evaluation is measured through teacher response questionnaires, student response questionnaires (user experience), and observation sheets for the implementation of the learning syntax. The recapitulation of the practicality test results is presented in Table 2.

Table 2. Recapitulation of Practicality Test Results and Learning Implementation.

No	Practicality Evaluation Indicator	Percentage Value	Qualification Category
1	PAI / Tahfizh Teacher Response Questionnaire	98,51%	Very Practical
2	Student Response Questionnaire	88,00%	Very Practical
3	Learning Syntax Implementation Observation	94,00%	Very Practical

Based on Table 2, the developed media received a "Very Practical" qualification from all field users. The high response rate of 98.51% from teachers proves that this media is capable of assisting classroom management efficiently without the need for complicated electronic devices. From the students' perspective, 88.00% of the ease of use is driven by the presence of a double-sided self-check feature that allows them to conduct independent self-evaluation. Additionally, the implementation rate of the learning syntax at 94.00% confirms that the media usage flow, from concept introduction via Flashcard, card sorting simulation, to self-evaluation, can be smoothly executed by both teachers and students. The results are in line with the research of Salamah (2018) and Sutikno (2019), which emphasize that practical and clearly structured tactile learning media can create a conducive and enjoyable active learning environment.

3.4 Product Effectiveness Results The effectiveness of the product is analyzed as supporting evidence that the integrated Hijaiyah Letter Card Sort Flashcard media is not only feasible and practical but also has a tangible impact on achieving tajwid learning objectives. The effectiveness trial was conducted on 50 students from classes VII D and VII E. A descriptive summary of the pretest and posttest results is presented in Table 3.

Table 3. Recapitulation of Descriptive Statistical Results Pretest and Post Test

Statistics	Pretest	Posttest
Average	45,40	80,00
Standard deviation	16,252	9,636
Minimum score	10	60
Maximum score	75	100
Completion above KKTP 75	0%	78%

Based on Table 3, there was a significant improvement in learning performance after the media was implemented. The class average score increased by +34.60 points, from 45.40 on the pretest to 80.00 on the posttest. The decrease in standard deviation from 16.252 to 9.636 indicates that the variation in students' abilities became more uniform (homogeneous) after hybrid media-based learning. In addition, the level of learning completeness that exceeded the KKTP 75 skyrocketed from 0% (0 students) to 78% (39 out of 50 students). To test the significance of the increase, an inferential analysis was conducted using the Paired Sample t-Test on two skill domains, namely reading ability and writing ability. The results of the hypothesis testing are summarized in Table 4.

No	Skill Domain	t-value	Degrees of Freedom (df)	Significance Value (p-value)	Hypothesis Decision
1	Reading Ability	14,744	49	< 0,001	H ₀ rejected ($p < 0,05$)
2	Writing Ability	21,664	49	<0,0001	H ₀ rejected ($p < 0,05$)

Los resultados del análisis inferencial en la Tabla 4 confirman una diferencia altamente significativa entre las puntuaciones antes y después de la intervención mediática, tanto en la habilidad para leer tajwid ($t = 14.744$; $p < 0.001$) como en la habilidad para escribir/classificar letras ($t = 21.664$; $p < 0.001$). Esto prueba empíricamente que la integración de clasificaciones de tarjetas de letras hijaiyah y tarjetas didácticas mejora eficazmente los logros cognitivos y psicomotores de los estudiantes en el material de las reglas de Nun Sukun y Tanwin. Esta efectividad puede explicarse a través de los mecanismos del aprendizaje multisensorial y el andamiaje. La etapa inicial del uso de tarjetas didácticas actúa como un desencadenante conceptual que facilita la comprensión de los principios teóricos. A continuación, la actividad física de clasificar 29 tarjetas entrena los dominios kinestésico y de motricidad fina (reflejado en la mejora de las habilidades de escritura/clasificación con $t = 21.664$), mientras que la codificación por colores y el sistema de autoevaluación aceleran la identificación de la pronunciación al leer versos ($t = 14.744$). La transformación del aprendizaje abstracto a la manipulación táctil redujo con éxito la carga cognitiva de los estudiantes, formando así de manera óptima la retención de memoria a largo plazo de las reglas de Izhar, Idgham, Iqlab e Ikhfa. Este hallazgo está en línea con investigaciones previas de I+D que confirman que los medios de clasificación de tarjetas táctiles pueden acelerar el dominio de los conceptos básicos de tajwid y mejorar la completitud del aprendizaje inclusivo.

IV. CONCLUSION

This research successfully developed a hybrid learning media, the Hijaiyah Letter Card Sort, integrated with Tajwid Flashcards on the material of Nun Sukun and Tanwin laws, using the ADDIE model framework. The final product consists of a set of pocket-sized tactile-visual cards (6 cm x 17 cm) made of laminated 260 gsm Art Paper. This media integrates flashcards as concept guides (scaffolding) and 29 card sort cards equipped with a visual color-coding system on the front side and a double-sided self-check system on the back side. The test results prove that this hybrid media meets the very feasible qualifications based on the assessment of content experts (82.8%) and media experts (93.3%). This product also proves to be very practical to implement in the classroom, as reflected in the percentage of teacher responses (98.51%), student responses (88.00%), and the implementation of the learning syntax (94.00%). From the aspect of effectiveness, the implementation of the media has been proven to significantly enhance students' cognitive achievements, as indicated by the increase in average scores from 45.40 (pretest) to 80.00 (posttest) and a learning completeness achievement of 78%. The results of the Paired Sample t-Test analysis confirmed a statistically significant difference in both the ability to read tajwid ($t = 14.744$; $p < 0.001$) and the ability to write and distinguish letters ($t = 21.664$; $p < 0.001$). Practically, this media can be implemented as an innovative alternative in PAI learning to facilitate the mastery of tajwid rules independently and interactively. Further research is recommended to expand the development to cover other aspects of tajwid material and to test the media's effectiveness on a larger sample scale.

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