Philological Insights in Qur'an and Tafsir Education: A Framework for Developing Teaching Materials

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ABSTRACT

This study presents a unique integration of philological methods into the development of teaching materials for Qur'an and Tafsir education, utilizing ancient manuscripts as primary sources. The primary objectives are to compile in-depth and authentic educational content and to enhance students' conceptual and historical understanding of classical texts. Employing rigorous textual and contextual analysis, the study curated Qur'anic manuscripts and classical interpretations. Findings reveal that incorporating philology significantly enriches teaching materials, providing a deeper historical context and a more comprehensive understanding of the texts. Additionally, the research addresses challenges in translating and adapting manuscript contents into modern pedagogical formats, offering solutions such as developing glossaries of ancient and modern terms and providing specialized training for educators. The study also highlights the potential of digital technologies to enhance student engagement and comprehension. These insights have crucial implications for creating more dynamic and historically informed teaching methods in Qur'an and Tafsir education. Future research should continue exploring the potential of philological approaches in educational settings, emphasizing the preservation of ancient texts and enriching curricula with historically informed perspectives, ultimately contributing to a more engaging and comprehensive learning process.

1. Introduction

The education of the Qur'an and Tafsir has traditionally relied on texts adapted for contemporary teaching, drawing upon the extensive and rich content found in ancient manuscripts. These manuscripts, abundant in historical and linguistic information, present an underutilized resource for enriching Qur'anic education curricula. This study aims to bridge this gap by integrating philological findings from Qur'anic manuscripts and Tafsir into the development of teaching materials, introducing a new dimension to the understanding and teaching of religious texts (Kholila, 2023). The primary objective of this research is to create teaching materials that are accurate, authentic, and pertinent to modern educational needs. This integration enhances students' conceptual and historical comprehension of classical texts. Philological methods allow for a thorough examination of these manuscripts, revealing the intricacies of their transmission, transformation, and interpretation over time. Through this approach, students gain a deeper appreciation of the historical and cultural contexts that shaped these texts (Hanneken, 2023).

Moreover, utilizing ancient manuscripts in teaching materials serves to preserve these valuable cultural artifacts while making their rich content accessible to a broader audience. By incorporating philological insights, educators can provide students with a more nuanced and comprehensive understanding of the Qur'an and its exegesis. This methodology supports an educational framework that combines general education with Qur'anic evidence, helping shape students' mindsets, personalities, and characters according to Islamic values (Kholila, 2023).

In conclusion, this study underscores the importance of ancient manuscripts in enhancing the quality of Qur'anic and Tafsir education. By integrating philological research into teaching materials, it offers a novel approach that enriches the curriculum and provides students with a deeper, historically informed understanding of their religious heritage (Nameth & Wheeler, 2018). This integration not only supports the preservation of ancient texts but also promotes a dynamic and evidence-based approach to religious education.

Although there is substantial research on ancient manuscripts, their integration into modern teaching materials for Qur'anic and Tafsir education remains notably scarce. Many traditional educational resources fail to incorporate the rich historical and linguistic content found in these manuscripts, leading to a curriculum that may lack depth and historical context (Nameth & Wheeler, 2018). This study aims to address this gap by employing philological methods to systematically curate, analyze, and adapt these manuscripts into valuable educational resources, thereby filling a critical void in the current literature.

The novelty of this research lies in its comprehensive and systematic approach to integrating philological insights into Qur'anic education. By meticulously examining and interpreting historical manuscripts, this study not only preserves these ancient texts but also makes their profound insights accessible and relevant to contemporary educational contexts. The process involves rigorous curation of manuscripts, ensuring authenticity and relevance, followed by detailed philological analysis to uncover the nuanced meanings and historical significance of the texts.

Furthermore, this research highlights the dual benefit of preservation and education. It safeguards invaluable cultural heritage contained within these manuscripts and facilitates a deeper interpretation and understanding of Islamic teachings by providing students with materials rich in historical context and linguistic precision. This approach enhances the academic rigor of Qur'anic education and fosters a profound appreciation and comprehension of the religious texts among students. Thus, this study represents a significant advancement in Qur'anic and Tafsir education, promoting a more dynamic, historically informed, and evidence-based curriculum.

The primary objective of this research is to develop innovative and informative teaching materials deeply rooted in original Qur'anic and Tafsir manuscripts, yet tailored to meet contemporary educational demands (Nugraha, 2023). This involves a meticulous process of curating authentic sources, conducting thorough philological analysis, and adapting the findings into accessible and engaging educational resources. By grounding the teaching materials in original sources, the research ensures that students receive accurate and authentic content, crucial for a genuine understanding of Islamic teachings.

This approach aims to provide students with a comprehensive understanding of Qur'anic and Tafsir texts, enriching their educational experience with historical and linguistic depth. By integrating philological insights, the teaching materials offer a broader context, enabling students to appreciate the evolution and transmission of these texts over time. This not only enhances their academic knowledge but also fosters a deeper spiritual connection and respect for religious heritage.

The significance of this approach lies in its ability to support an educational framework that seamlessly combines general education with Qur'anic evidence. This holistic method helps shape students' mindsets, personalities, and characters according to Islamic values. By exposing students to the historical and cultural richness of the Qur'anic texts, the research promotes critical thinking and analytical skills, essential for their intellectual and spiritual development (Parwata et al., 2023).

Furthermore, integrating philological research into teaching materials addresses the current gap in Qur'anic education by providing resources that are both informative and engaging. It ensures that the curriculum is educationally sound, culturally, and historically relevant. This dual focus on authenticity and contemporary relevance positions the research as a significant contribution to Qur'anic and Tafsir education, offering a model for developing dynamic and evidence-based teaching materials that can be widely adopted in educational institutions.

The integration of philological methods in education serves multiple purposes: aiding in the accurate interpretation of ancient texts and uncovering the processes of their transmission, transformation, and understanding across different historical periods. This approach allows educators to present texts within their proper historical and cultural contexts, offering students a richer and more nuanced comprehension of the material.

Previous studies have underscored the importance of utilizing historical texts to enhance educational content. For instance, Kholila (2023) demonstrated how philological analysis of ancient manuscripts can provide deeper insights into the linguistic and cultural contexts of the Qur'an, thereby enriching the educational experience. Similarly, Zein, Saputra, and Baihaqi (Zein et al., 2021) highlighted the benefits of incorporating historical texts into the curriculum, showing that students develop a greater appreciation and understanding of the religious and historical significance of the material. Huda (2018) further emphasized the role of philological methods in preserving the authenticity and integrity of educational resources, ensuring they remain true to their original sources.

Building upon these foundations, this study focuses on how philological analysis can be systematically applied to transform ancient manuscripts into dynamic teaching materials. By employing rigorous philological methods, the research aims to curate, analyze, and adapt these texts, making them accessible and relevant to modern educational contexts. This process involves translating and interpreting the manuscripts and creating engaging and pedagogically sound teaching materials.

The research employs philological analysis and the ADDIE development method to curate, edit, and translate selected texts. Manuscripts were chosen based on authenticity, relevance to major Qur'anic themes, and physical condition. Digital tools and methodologies addressed the challenges of working with fragile manuscripts, ensuring thorough analysis without damaging the originals. This approach allows for creating digital manuscripts that can be widely accessed and used in classroom settings (Efthymiou, 2015; Hoer et al., 2023).

This research has significant implications for the development of Qur'anic and exegetical education. It underscores the importance of ancient manuscripts in providing deep and original insights into Qur'anic texts and Tafsir. By integrating philological findings into teaching materials, this study contributes to a more dynamic and historically informed curriculum. It also highlights the potential for digital manuscripts to enhance educational experiences while preserving valuable cultural heritage.

In conclusion, this study demonstrates the value of philological methods in developing teaching materials that enrich Qur'anic and Tafsir education. By bridging historical texts with modern educational needs, it offers practical applications and policy implications for future educational practices and research.

In summary, this study addresses these gaps by examining the integration of philological findings into Qur'anic education using the ADDIE model, exploring the practical challenges and solutions in digitizing and utilizing manuscripts, and highlighting the importance of interdisciplinary collaboration in developing innovative and effective educational materials.

2. Method

This research utilizes the ADDIE Model, encompassing the stages of Analysis, Design, Development, Implementation, and Evaluation, to provide a structured and effective framework for developing manuscript-based teaching materials for Qur'anic and Tafsir education. The model is systematically applied to ensure the production of systematic and measured materials. The design of this study is presented in Table 1.

Table 1. Research Design Activity Level

Steps	Outline
Analysis	Identifies specific learning needs and goals through a thorough needs assessment. This stage involves gathering data on current educational practices and identifying gaps that the new materials will address.
Design	Involves designing the course structure and creating a blueprint for the teaching materials. This includes outlining the content, selecting appropriate manuscripts, and planning instructional strategies.
Development	Entails the actual creation and development of the teaching materials. This stage includes transcribing and interpreting the manuscripts, as well as developing accompanying digital resources.
Implementation	Applying and testing the teaching materials in real classroom settings. This phase involves pilot testing, collecting feedback from students and educators, and making necessary adjustments.
Evaluation	Assessing the effectiveness of the teaching materials through both formative and summative evaluations. This includes analyzing feedback, measuring learning outcomes, and ensuring the materials meet educational objectives.

Analysis Determines learning needs and learning goals. Design Design course structure and teaching material. Development Create and develop teaching materials. Implementation Applying and testing teaching materials in learning settings. Evaluation Assessing the effectiveness of teaching materials and collecting feedback

2.2 Population and Samples

The study focuses on students from the Qur'anic Studies program at IAIN Kudus. Using group random sampling, twenty students were selected as research participants. Demographic details include a mix of male and female students aged 18-22, representing diverse academic backgrounds within the program.

2.3 Data Collection & Instruments

Data were collected through a combination of tests, surveys, and interviews:

1) Rubric Test: Evaluates students' abilities to read, write, and understand the Qur'anic text in ancient manuscripts. The rubric, adapted from Brown (Brown, 2001) and Anderson and Krathwohl (Anderson & Krathwohl, 2001), assesses transcription accuracy, annotation quality, and interpretation consistency.

2) Surveys: Gather quantitative and qualitative data on students' experiences, attitudes, and perceptions regarding the manuscript-based teaching materials.

3) Interview Guide: Collects detailed student perspectives through structured and semi-structured interviews, focusing on their experiences with the new teaching materials.

Validation and Reliability

1) Research instruments underwent validation and reliability testing:Validation: Conducted by two experts in Qur'anic Philology and Education to ensure content validity.

2) Reliability: Ensured consistent results over time and across different groups of students, with a focus on rubric accuracy and survey consistency.

Table 2. Instrument Reliability

Rubric for Assessing Manuscript-Based Teaching Materials Category 1: Philological Accuracy and Rigor				
Criterion	**Excellent (4)**	**Good (3)**	**Satisfactory (2)**	**Needs Improvement (1)**
Transcription Accuracy	Transcriptions are error-free and faithfully represent the original manuscripts.	Minor errors in transcriptions that do not affect overall understanding.	Several errors that slightly impact comprehension.	Numerous errors that significantly hinder comprehension.
Annotation Quality	Annotations are thorough, insightful, and enhance understanding of the text.	Annotations are clear and add value, but could be more detailed.	Annotations are basic and provide minimal additional context.	Annotations are incomplete or lack depth.
Interpretation Consistency	Interpretations are consistent with established scholarly consensus and well-supported.	Mostly consistent with minor deviations, generally well-supported.	Some inconsistencies, but interpretations are understandable.	Major inconsistencies or lack of scholarly support.

Category 2: Educational Effectiveness

Criterion	**Excellent (4)**	**Good (3)**	**Satisfactory (2)**	**Needs Improvement (1)**
Learning Objectives	Learning objectives are clear, specific, and measurable.	Objectives are clear but could be more specific or measurable.	Objectives are somewhat clear but lack specificity.	Objectives are unclear or not measurable.
Engagement and Interactivity	Activities are highly engaging and interactive, fostering deep learning.	Activities are engaging and promote interaction but can be improved.	Activities are somewhat engaging but lack depth.	Activities are not engaging or interactive.
Relevance to Curriculum	Material is highly relevant and seamlessly integrates into the existing curriculum.	Material is relevant and integrates well, with minor adjustments needed.	Material is somewhat relevant but requires significant adjustments.	Material is not relevant to the curriculum.

Category 3: Usability and Accessibility

Criterion	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Clarity and Readability	Materials are very clear and easy to read, with excellent design and layout.	Materials are clear and readable with good design and layout.	Materials are readable but could benefit from better design.	Materials are difficult to read or poorly designed.
Instructions and Guidance	Instructions are comprehensive and provide clear guidance for teachers and students.	Instructions are clear but could be more detailed.	Instructions are somewhat clear but lack detail.	Instructions are unclear or incomplete.
Accessibility	Materials are fully accessible to all students, including those with disabilities.	Materials are mostly accessible, with minor improvements needed.	Materials are somewhat accessible but require significant changes.	Materials are not accessible to students with disabilities.

2.4 Data Analysis

The data were analyzed using both descriptive and inferential statistical methods to provide a comprehensive understanding of the impact of the manuscript-based teaching materials on students' learning outcomes.

1) Descriptive Analysis:

The descriptive analysis focused on evaluating students' abilities to read, edit, and understand ancient texts. This involved a detailed examination of their performance on the rubric test, which assessed transcription accuracy, annotation quality, and interpretation consistency. For example, students demonstrated significant improvements in their ability to accurately transcribe ancient manuscripts, with average rubric scores increasing from 2.1 (satisfactory) to 3.7 (good) after the intervention.

2) Qualitative Insights

To add depth to the quantitative findings, direct quotes from participants were included to capture their experiences and perceptions of the manuscript-based teaching materials. For instance, one student remarked, "The new materials helped me understand the historical context of the Qur'an much better. I feel more connected to the text now." Another student noted, "The annotations and explanations provided in the materials made the learning process more engaging and comprehensive."

2.5 Detailed Steps and Tools Used in Data Analysis

1) Descriptive Analysis: Data from the rubric tests were compiled and analyzed to calculate mean scores and standard deviations for each criterion (transcription accuracy, annotation quality, interpretation consistency). This provided a clear picture of student performance before and after the implementation of the teaching materials.

2) Inferential Analysis: Paired sample t-tests were conducted to compare pretest and posttest scores, determining the statistical significance of the observed changes. The analysis was performed using statistical software (e.g., SPSS), ensuring rigorous and reliable results.

3) Qualitative Analysis: Interviews were transcribed and analyzed thematically to identify common themes and insights related to the students' experiences. Direct quotes were selected to illustrate key points and provide a richer understanding of the quantitative findings.

4) Ethical Considerations: Throughout the data analysis process, ethical considerations were meticulously observed. Participants' confidentiality was maintained by anonymizing all data and obtaining informed consent for the use of their quotes and insights in the study.

In conclusion, the combination of descriptive and inferential analysis, enriched with qualitative insights, provided a comprehensive evaluation of the effectiveness of the manuscript-based teaching materials. This mixed-methods approach ensured that the findings were robust, reliable, and reflective of the students' learning experiences and outcomes.

This research begins with a pretest to evaluate the student's initial abilities. Next, the learning material development strategy is applied through the ADDIE stages: Analysis: Identify specific learning needs and learning goals. Design: Design course structure and learning activities based on analysis. Development: Developing content and learning media, working with philologists. Implementation: Applying the material in the context of real learning and making adjustments based on feedback. Evaluation: Evaluate the effectiveness of the teaching material through qualitative and quantitative feedback, ensuring the relevance of the philological context and learning.

Hypothesis

H1: There is a significant influence of the implementation of manuscript-based teaching materials on the ability of students to learn the Qur'an and interpret it. H0: There is no significant influence of the implementation of manuscript-based teaching materials on the ability of the students to learn the Qur'an and interpret it. Descriptive qualitative approaches are used at the analysis and evaluation stages to ensure the development of contextually relevant and in-depth teaching materials. The integration of this approach with the ADDIE Model creates a holistic and dynamic development process, ensuring the effectiveness and intellectual and cultural resonance of learning materials.

2. Result

Following the examination of the Manuscript Tafsir Jalalain, data pertaining to its historical, philological, and codicological aspects were gathered. Subsequently, these collected data underwent descriptive and comparative analysis. The findings detailing the manuscript's features and textual variants are presented below.

3.1 Description of the Manuscript

The Manuscript Tafsir Jalalain, managed by the Dinas Kearsipan dan Perpustakaan Provinsi Jawa Tengah, is a significant yet incomplete piece of Islamic scholarship. This manuscript covers approximately 456 pages (or 228 leaves), with 17 lines per page.

Contents and Structure

The manuscript begins with Surah al-Kahfi and ends with Surah al-'Ashr, covering the latter half of the Qur'ān, from Juz 15 to Juz 30. However, it does not include the full text of all 15 Juz, leading to some sections being incomplete. The manuscript is written on light cream-colored paper and employs two colors of ink to differentiate between the Qur'ānic text and the tafsir (exegesis). Red ink is used for the Qur'ānic text, while black ink is reserved for the tafsir, facilitating easy differentiation between the primary text and its interpretation for readers.

Table 3: Manuscript Layout and Content

Feature	Description
Total Pages	456 (228 leaves)
Lines per Page	17
Starting Surah	Al-Kahfi
Ending Surah	Al-'Ashr
Ink Colors	Red for Qur'ānic text, black for tafsir
Missing Sections	Some portions of Juz 15 to Juz 30 are incomplete

Codicological Features

The manuscript is devoid of several standard markers commonly found in traditional manuscripts. It lacks page numbers, surah names, and ayah markers, which are typically essential for navigating and referencing the text. Additionally, the manuscript has some missing pages, leading to inconsistencies in the order of the surahs. This results in an irregular sequence that disrupts the usual flow found in standard Qur'ānic manuscripts.

Table 5. Codicological Features

Feature	Description
Page Numbers	Absent
Surah Names	Absent
Ayah Markers	Absent
Missing Pages	Yes, causing inconsistencies in surah order

Manuscript Condition and Significance

1) Physical Condition: The manuscript's condition, with missing pages and the absence of typical markers, suggests it may have undergone damage or loss over time. This affects its completeness and usability.

2) Historical and Scholarly Value: Despite these issues, the manuscript remains a valuable historical artifact. It provides insights into the transmission and interpretation of the Qur'ān in the region and showcases the stylistic and material aspects of manuscript production in its era.

Table 4: Manuscript Condition and Significance

Feature	Description
Physical Condition	Damaged, missing pages, no standard markers
Historical Value	High, offers insights into regional Qur'ānic transmission

Physical Condition: The manuscript's condition, with missing pages and the absence of typical markers, suggests it may have undergone damage or loss over time. This affects its completeness and usability.

Contextual Analysis

1) Regional and Historical Context: The manuscript's origin and history within the *Dinas Kearsipan dan Perpustakaan Provinsi Jawa Tengah* highlight its regional importance. Understanding its context can provide a better grasp of the religious, cultural, and scholarly practices in the area during the time of its creation.

2) Research and Preservation: Further research and preservation efforts are crucial for such manuscripts. Detailed studies could uncover more about its provenance, scribe practices, and the specific nature of its textual variations.

By examining Manuscript Tafsir Jalalain, scholars can deepen their understanding of Qur'ānic exegesis, manuscript traditions, and the historical transmission of Islamic texts in the region. Despite its incomplete state, it remains a significant piece for both academic and religious communities.

Figure 1: Sample Page from Digital Manuscript of Tafsir Jalalain, Central Java Archives and Libraries Office

3.2 Analysis of Philological and Codicological Features

The manuscript employs the nasakh script and includes Arabic. Despite the absence of typical markers, the manuscript features catchwords at the bottom left of each recto page, indicating the first word on the following page. This aids in identifying missing pages. The manuscript also has illuminations marking the beginning of some surahs, although these are minimal and not consistent across the text.

Table 6. Descriptive Analysis of Manuscript Features Feature Description

Feature	Description
Script	Naskah
Ink Colors	Red for Qur'ānic text, Black for tafsir
Page Layout	17 lines per page, light cream-colored paper
Missing Elements	No page numbers, surah names, ayah markers, rubu', nishf, illuminations
Unique Features	Catchwords at the bottom left of recto pages

3.3 Textual Variants and Their Implications

The manuscript exhibits several textual variants compared to the standard *Rasm* Usmani. For instance, the word الرياح (winds) is sometimes written as الريح, omitting the alif. Additionally, the manuscript includes unique end-of-ayah markers and occasionally deviates from traditional orthographic conventions.

Table 7. Comparison of Rasm Usmani and Manuscript Variants

Feature	Rasm Usmani Example	Manuscript Variant Example	Commentary
Al-Hadhf	ابراهيم (Ibrahim)	ابراهيم (includes alif)	Inconsistent with Rasm Usmani
Al-Ziyadah	تفسدوا (corruption)	تفسدوا (includes alif)	Consistent with Rasm Usmani
Al-Badal	يحسرتى (sorrow)	يحسرتى (includes ya')	Inconsistent with Rasm Usmani
Al-Hamzah	سُئِل (asked)	سُئِل (consistent)	Consistent with Rasm Usmani
Al-Fashl wa al-Washl	مما (from what)	مما (written together)	Inconsistent with Rasm Usmani

3.4 Digitalization and Accessibility

Digitizing the manuscript has several benefits, including preserving the fragile original and making the text accessible to a wider audience. Digital replicas allow for detailed philological analysis without risking damage to the manuscript. Additionally, the digital version can include interactive features, such as annotations and hyperlinks, enhancing the educational experience.

3.5 Educational Applications and Teacher Feedback

To evaluate the educational applications of the digitized manuscript, a series of instructional sessions were conducted. Teachers provided feedback on the use of digital manuscripts in the classroom, highlighting enhanced engagement and understanding among students. Teachers noted that the visual and interactive elements of the digital manuscript helped students grasp the historical and linguistic contexts more effectively.

The use of digitized Manuscript Tafsir Jalalain in educational settings has demonstrated significant benefits, including enhanced student engagement, improved understanding of historical and linguistic contexts, and positive feedback from teachers. By continuing to develop and integrate digital manuscripts into the classroom, educators can create more dynamic and enriching learning experiences that bring historical texts to life for students. Develop partnerships with cultural and educational institutions such as libraries, museums, and universities. These partnerships can provide access to additional resources, expertise, and funding for digitization projects.

The integration of digitized Manuscript Tafsir Jalalain into educational settings has shown promising results in enhancing student engagement and understanding. By continuing to develop and expand the use of digital manuscripts, educators can create more dynamic and enriching learning experiences. Future efforts should focus on developing comprehensive digital platforms, integrating manuscripts into the curriculum, providing teacher training, promoting student-centered learning, collaborating with institutions, and establishing evaluation mechanisms. These strategies will help bring historical texts to life and make them an integral part of modern education.

Table 8. Descriptive Analysis of Student Engagement with Digital Manuscript

Metric	Pre-Implementation	Post-Implementation
Student Engagement	70%	85%
Understanding of Context	65%	80%
Teacher Satisfaction	60%	90%

The feedback from teachers indicated a significant improvement in student engagement and understanding following the implementation of the digital manuscript. One teacher remarked, "Students are more enthusiastic about learning when they can interact with the text digitally" (Excerpt 1, T1/F). Another teacher observed, "The digital manuscript brings the text to life, making it easier for students to understand the historical context" (Excerpt 2, T2/M).

The digitization and integration of the Qur'ānic manuscript into educational settings have demonstrated significant benefits, including enhanced student engagement and a deeper understanding of the text. Teachers' positive feedback further supports the effectiveness of using digital manuscripts in the classroom. This study underscores the potential of digital humanities to enrich religious education by making ancient texts more accessible and engaging for modern learners.

The digitization and integration of Jalalain's Tafsir Manuscripts into educational settings has shown significant benefits. Increased student engagement, a deeper understanding of the text, and positive teacher feedback all support the effectiveness of using digital manuscripts in the classroom. The study highlights the transformative potential of digital humanities in philology lessons, especially the use of ancient texts that are more accessible and attractive to modern students. By continuously developing and integrating digital manuscripts, educators can create enriched learning experiences that bring historical and religious texts to life.

4. Discussion

The integration of philological findings into Qur'anic and Tafsir teaching materials using the ADDIE Model showed significant results. The development and implementation of manuscript-based learning materials provided multiple benefits, including the preservation of ancient texts and the enrichment of the curriculum with historical and linguistic context. This approach also fostered critical thinking skills essential for religious and academic studies. The use of the Manuscript Tafsir Jalalain, despite its incompleteness and textual variations, revealed important insights into historical manuscript traditions and their educational value.

The findings of this study underscore the importance of incorporating ancient manuscripts into modern educational frameworks. Students demonstrated significant improvements in their ability to understand and interpret the Qur'anic text, as evidenced by increased rubric scores and positive feedback during interviews. The digitization of manuscripts further enhanced their engagement, making the learning experience more dynamic and interactive. Our findings align with previous studies that emphasize the benefits of using historical texts in education. For instance, Natalia (Larraz-Rábanos, 2021) found that teaching materials based on ancient manuscripts enhance students' academic skills and creative thinking. Similarly, Aljraiwi (Aljraiwi, 2019) demonstrated that students showed improved engagement and understanding when interacting with ancient texts. These studies confirm the value of

integrating historical and philological elements into teaching materials, which our research further supports.

The textual variations observed in the Manuscript Tafsir Jalalain are consistent with findings from other historical manuscript studies. For example, the variations in the spelling of الرياح (wind) and ابراهيم (Abraham) reflect similar patterns noted in other Qur'anic manuscripts (Gallop, 2015). These inconsistencies highlight the dynamic nature of textual transmission and the influence of regional and cultural factors on manuscript production. Our study contributes to this body of literature by providing specific examples and detailed analysis of these variations.

The use of ancient manuscripts in educational settings has several practical implications. Firstly, it enables students to understand the historical and linguistic contexts of the Qur'an, enriching their comprehension of Islamic interpretations. By digitizing these texts, educators can preserve them for future generations and make them more accessible to a wider audience. Digital tools, such as annotations, translations, and multimedia resources, enhance student engagement by providing interactive elements that make learning more interesting and effective (Bond et al., 2020).

Moreover, the use of manuscript-based teaching materials encourages interdisciplinary collaboration between philologists, educators, and technologists. This collaboration ensures that the resulting materials are academically rigorous, pedagogically sound, and technologically advanced. Such interdisciplinary efforts contribute to the development of high-quality educational resources that integrate historical, linguistic, and digital perspectives (Nameth & Wheeler, 2018).

The integration of philological findings into teaching materials not only preserves ancient texts but also enriches the curriculum by providing an in-depth historical and linguistic context. This approach allows students to develop critical thinking skills (Sellars et al., 2018) that are essential for further religious and academic studies. By examining ancient manuscripts, students learn to appreciate the complexity and richness of the Qur'anic text and its interpretation throughout history.

The digitization of ancient manuscripts significantly increases student engagement and understanding. Lecturers reported that the visual and interactive elements of digitized manuscripts helped students understand the historical and linguistic context more effectively (Saraswati, 2013).These findings are in line with research by Youling which showed that digital learning tools can improve students' cognitive skills and motivation. Our research shows that students are more enthusiastic and motivated when interacting with digitized texts, leading to a more dynamic and enriching learning experience (Lin et al., 2017).

The use of digital tools in education has been shown to enhance student engagement and learning outcomes. For example, interactive features such as quizzes, annotations, and multimedia resources make learning more engaging and effective (Armanda & Priyana, 2023). This approach aligns with contemporary educational strategies that prioritize student-centered learning and active engagement. By incorporating gamification elements, educators can create a more immersive and enjoyable learning experience, which can lead to better retention and understanding of the material.

While the integration of philological findings into teaching materials offers many benefits, it also presents several challenges. One major challenge is the fragility and accessibility of ancient manuscripts. Many manuscripts are delicate and difficult to handle, making it challenging to use them directly in educational settings. Digitization addresses this issue by creating digital replicas that can be easily accessed and used without risking damage to the originals.

Another challenge is ensuring that the digital tools and resources used in education are user-friendly and effective. Educators need to be trained in using these tools to maximize their potential. This requires ongoing professional development and support for teachers. Additionally, the design and development of digital teaching materials must consider the diverse needs and preferences of students to ensure that the materials are engaging and accessible to all learners.

Future research could explore the application of similar methodologies in other fields of study, such as history, literature, and linguistics (Armanda & Priyana, 2023). Additionally, further investigation into the impact of digitization on student learning outcomes is needed. Technological advancements will provide more opportunities to enhance and refine the use of digital texts in education, potentially transforming how historical texts are taught and understood (Parwata et al., 2023).

Research should also focus on developing best practices for the digitization and use of ancient manuscripts in education. This includes identifying effective strategies for integrating digital tools into the curriculum and evaluating their impact on student learning. Furthermore, studies could examine the long-term effects of using digitized manuscripts on students' academic and personal development. By presenting textual variations found in the Tafsir Jalalain manuscript, educators can foster a deeper understanding of the historical and linguistic evolution of the Qur'an. This approach encourages critical thinking and comparative analysis, allowing students to appreciate the diversity within the Islamic manuscript tradition. For example, the analysis of

words such as الرياح (wind) and ابراهيم (Ibrahim) revealed inconsistencies in the application of Usmani Rasm, highlighting the dynamic nature of textual transmission and interpretation in Islamic history.

These textual variations have significant educational implications. By presenting these variants to students, educators can foster a deeper understanding of the historical and linguistic evolution of the Qur'an. This approach encourages critical thinking and comparative analysis, allowing students to appreciate the diversity within the Islamic manuscript tradition. Understanding this variation helps students see the Qur'an not only as a religious text but as a living document that has evolved over time, reflecting different linguistic and cultural contexts.

The use of ancient manuscripts, particularly through digitization, significantly increases student engagement and understanding. Lecturers reported that the visual and interactive elements of digitized manuscripts helped students understand the historical and linguistic context more effectively (Saraswati, 2013). These findings are in line with research by Youling which showed that digital learning tools can improve students' cognitive skills and motivation (Lin et al., 2017). Our research shows that students are more enthusiastic and motivated when interacting with digitized texts, leading to a more dynamic and enriching learning experience. The practical application of ancient texts in teaching also provides students with an opportunity to develop their research and analytical skills. By engaging directly with source materials, students learn to identify biases, understand different perspectives, and develop arguments based on evidence. Many professional fields highly value these skills for academic success, thereby enhancing the employability of students trained in this comprehensive approach to education.

The accessibility of digitized texts means that a broader audience can benefit from educational resources that were previously available only to specialists. This democratization of knowledge not only broadens the educational impact of ancient manuscripts but also promotes a more inclusive academic environment (Suyuti, 2023). It enables a global dialogue on cultural and historical issues, fostering a greater understanding and appreciation of the diversity of human thought and cultural heritage.

The preservation of ancient texts through digitalization also contributes to cultural preservation. As societies evolve and languages change, many texts risk becoming obsolete or forgotten. Digital archives preserve these texts for future generations, safeguarding the cultural and historical knowledge they hold. This preservation is critical for maintaining cultural diversity and heritage, providing future scholars with the resources necessary to study and appreciate their own and others' cultural backgrounds (Wahid, 2022).

Educationally, the approach of integrating ancient texts with modern technology aligns with contemporary pedagogical strategies that emphasize active learning and student engagement. This methodology supports the development of higher-order thinking skills such as synthesis, analysis, and evaluation. It encourages students to interact with the material in a meaningful way, promoting a more personalized and reflective learning experience.

The use of advanced digital tools to analyze ancient texts can also lead to new discoveries in the texts themselves. Techniques such as digital imaging and text analysis software allow for a deeper analysis of texts, revealing details that are invisible to the naked eye. These technologies can provide new insights into the historical and cultural context of manuscripts. Such discoveries can lead to significant academic contributions and additional research opportunities, increasing the scientific value of ancient manuscripts.

In addition, the process of digitizing ancient manuscripts teaches students valuable digital literacy skills. Proficiency with digital tools and platforms is essential in today's digital age, and students can directly apply the experience they gain from interacting with digitized manuscripts to a variety of academic and professional environments. This not only makes them more proficient at handling digital resources, but it also prepares them for a world of work that increasingly relies on digital competencies.

The ongoing maintenance and updating of digital archives of ancient manuscripts requires continuous collaboration among scholars, technologists, and librarians. These collaborative efforts foster communities of practice that support professional development and knowledge sharing among educators and researchers. In short, the integration of ancient texts into modern educational practices through digital means offers far-reaching benefits that go beyond preservation. It transforms these texts into dynamic tools for teaching and research, supports interdisciplinary learning, enhances cultural competence, and develops digital literacy. As educational technology continues to evolve, the potential to build on these foundations promises even greater advances in how we teach, learn, and engage with the rich heritage of the past.

Further exploring the pedagogical benefits of integrating ancient texts with modern technology, it is clear that such an approach also supports the development of a culturally responsive curriculum. By incorporating ancient texts, educators can present students with a broad spectrum of worldviews and historical perspectives, which is crucial in fostering cultural awareness and sensitivity. This can greatly impact diverse classrooms where students come from various backgrounds, helping them to see the value in different cultural heritages and promoting a more inclusive educational environment (Yusuf & Ali, 2022).

Additionally, engagement with ancient manuscripts through digital platforms offers the opportunity to use these texts as a springboard for interdisciplinary learning. For instance, students can delve into the intersection of literature, history, philosophy, and art, observing firsthand the interconnectedness of these disciplines through textual evidence from ancient manuscripts (Parwata et al., 2023). This holistic approach not only enriches students' learning experience but also encourages them to make connections between different fields of study, thus fostering a more integrated understanding of knowledge. The use of advanced digital tools to analyze ancient texts can also lead to new discoveries in the texts themselves. Techniques such as digital imaging and text analysis software allow for a deeper analysis of texts, revealing details that are invisible to the naked eye. These technologies can provide new insights into the historical and cultural context of manuscripts. Such discoveries can lead to significant academic contributions and additional research opportunities, increasing the scientific value of ancient manuscripts.

In addition, the process of digitizing ancient manuscripts teaches students valuable digital literacy skills. Proficiency with digital tools and platforms is essential in today's digital age, and students can directly apply the experience they gain from interacting with digitized manuscripts to a variety of academic and professional environments. This not only makes them more proficient at handling digital resources, but it also prepares them for a world of work that increasingly relies on digital competencies. The digitization and integration of Qur'ānic manuscripts into educational settings have demonstrated substantial benefits that go beyond traditional teaching methodologies. This research not only underscores the increased engagement and deeper textual understanding achieved by students but also emphasizes new applications of digital humanities in religious education. By transitioning ancient texts into digital formats, we bridge philological scholarship with contemporary educational needs, offering a more dynamic and accessible learning experience (Josef, 2019).

Critically, this research provides empirical evidence supporting the effectiveness of digital manuscripts in fostering a more engaging and insightful educational environment. Positive feedback from educators in this study highlights a significant pedagogical shift: teachers recognize the value of incorporating advanced digital tools and gamification elements in enhancing students' cognitive abilities and motivation. This shift is not only technological but also methodological, proposing a new model for religious education that capitalizes on the benefits of the digital humanities.

Moreover, this research introduces an innovative approach that integrates gamification with the study of ancient texts, a method not widely explored in the domain of religious education. This approach not only makes learning more engaging but also helps in the development of critical thinking and problem-solving skills, which are crucial in the modern educational context. The successful application of these methods within a religious studies framework suggests a pioneering model that other disciplines can replicate and adapt.

In conclusion, the significant contribution of this research lies in demonstrating how the digital humanities can transform the teaching and learning of religious texts. By making ancient manuscripts more accessible and engaging through digitization, this research paves the way for future innovations in educational practice. The findings support the wider adoption and further exploration of digital tools in educational settings, emphasizing the need to update our approach to education to align with technological advances and contemporary learning preferences.

5. Conclusions

This study has demonstrated the substantial benefits of digitizing and integrating Qur'ānic manuscripts into educational settings, significantly enhancing student engagement and deepening the understanding of historical contexts. The key findings reveal that digital manuscripts not only foster a more engaging and insightful educational environment but also improve textual comprehension, thereby highlighting the transformative potential of digital humanities in religious education. The research's novelty lies in its innovative approach of merging gamification with the study of ancient texts, a method that enriches learning by supporting critical thinking and problem-solving skills. The study underscores the importance of interdisciplinary collaboration between philologists, educators, and technologists in creating high-quality educational resources that combine historical, linguistic, and digital perspectives. Additionally, the digitization of ancient manuscripts preserves valuable cultural artifacts and democratizes knowledge, expanding their educational impact.

However, limitations such as the small sample size and reliance on digital tools necessitate future research with larger, more diverse samples and equitable access strategies. Future studies should apply similar methodologies in other fields, assess the long-term impact of digitized manuscripts, and explore emerging technologies like AR and VR. This research paves the way for innovations in Qur'anic and Tafsir education, advocating for broader adoption of digital tools and alignment with modern technological advancements.

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