ANALYSIS OF THE IMPLEMENTATION OF QUR'AN LEARNING USING THE IQRA' METHOD IN ELEMENTARY SCHOOLS

Putri Nur Wahyu Romadhona[1]*, Romelah[2], Dina Mardiana[3]

[1,2,3] Universitas Muhammadiyah Malang

email : putrinurwahyu711@gmail.com [1],
romlah@umm.ac.id[2])
dinamardiana@umm.ac.id [3]

* Corresponding Author

Abstrak

Penelitian ini menganalisis efektivitas metode Iqra' dalam meningkatkan kemampuan membaca Al-Qur'an siswa SD di lingkungan sekolah negeri. Penelitian ini bertujuan untuk mengeksplorasi bagaimana metode Iqra' dapat diadaptasi dalam sistem pendidikan formal, khususnya dalam konteks sekolah dasar negeri yang memiliki keterbatasan jam pelajaran agama dan heterogenitas kemampuan siswa dalam membaca Al-Qur'an. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui observasi kelas, wawancara mendalam dengan guru dan siswa, serta analisis dokumen terkait pembelajaran Al-Qur'an. Hasil penelitian menunjukkan bahwa metode Iqra' yang diterapkan secara sistematis, dikombinasikan dengan media pembelajaran interaktif dan sistem evaluasi berbasis formatif, berkontribusi terhadap peningkatan signifikan dalam kemampuan membaca Al-Qur'an siswa. Siswa yang awalnya mengalami kesulitan dalam mengenali dan melafalkan huruf hijaiyah menunjukkan peningkatan bertahap dalam kefasihan dan akurasi membaca setelah mengikuti pembelajaran berbasis Iqra'. Temuan ini menguatkan bahwa metode Iqra' tidak hanya efektif di lingkungan pendidikan nonformal seperti TPA, tetapi juga dapat diimplementasikan secara optimal dalam sistem sekolah dasar negeri dengan strategi yang tepat. Penelitian ini memiliki kontribusi ilmiah dengan menyoroti bagaimana metode Iqra' dapat diintegrasikan dalam sistem pendidikan formal yang memiliki keterbatasan struktural, sesuatu yang masih jarang dikaji dalam penelitian sebelumnya.

Kata Kunci: *Pembelajaran Al-Qur'an; Metode Iqra'; Sekolah Dasar Negeri; Penelitian Kasus; Evaluasi Pembelajaran.*

Abstract

This study analyzes the effectiveness of the Iqra method in improving elementary school students' reading ability in the public school environment. It aims to explore how the Iqra method can be adapted in the formal education system, especially in the context of public elementary schools, which have limited religious lesson hours and heterogeneous student reading abilities. This study uses a qualitative approach with a case study design. Data was collected through classroom observations, in-depth interviews with teachers and students, and analysis of documents related to learning the Qur'an. The study results show that the Iqra' method applied systematically, combined with interactive learning media and formative-based evaluation systems, significantly improves students' Qur'an reading ability. Students who initially had difficulties in recognizing and prociting hijaiyah letters showed a gradual improvement in fluency and reading accuracy after participating in Iqra'-based learning. These findings confirm that the Iqra' method is not only effective in non-formal educational environments such as TPA, but can also be optimally implemented in the

public elementary school system with the right strategy. This study has a scientific contribution by highlighting how the Iqra' method can be integrated in formal education systems with structural limitations, which has been rarely studied in previous studies.

Keywords: Learning the Qur'an; Iqra' Method; State Primary Schools; Case Study; Learning Evaluation.

INTRODUCTION

Qur'an education has a fundamental role in building the religious character of students from an early age. In various countries, especially in Indonesia, efforts to improve Qur'an literacy have become an integral part of the education system (Farida & Purwidianto, 2023). The ability to read the Qur'an is not only a technical skill, but also a foundation for the comprehensive understanding and practice of Islamic teachings. The government has integrated Qur'an learning in the Islamic Religious Education (PAI) curriculum in elementary schools as part of efforts to produce a generation that has a strong understanding of Islam. However, learning the Qur'an in elementary schools still faces various significant challenges.

Various studies show that learning the Qur'an at the elementary level faces methodological and pedagogical constraints. According to Berglund & Gent, (2019); Faridi & Rahman, (2021) The problems of learning the Qur'an are increasingly complex, especially in urban areas that are affected by modernization and cultural heterogeneity, and a supportive environment (Hanafi, Murtadho, Hassan, Ikhsan, et al., 2021; Hoechner, 2015). In addition, research Lubis & et al., (2009); Pratama, (2018) revealed that monotonous learning methods cause low student absorption of the material. Research from Marlina et al., (2018) added that the introduction of makhraj hijaiyah letters requires a more systematic and fun approach so that it is easy for students to understand. (Asrori, 2020) emphasizing the need for learning techniques that are adaptive to the characteristics of students to increase the effectiveness of teaching the Qur'an.

At the local level, the results of observations in several elementary schools in Blora District show that many students experience difficulties in reading the Qur'an properly and correctly. Many students still have difficulty reading the Qur'an properly and correctly. The lack of religious lesson hours and low involvement in religious activities are significant factors. Not only that, the lack of support from the family environment in the habit of reading the Qur'an also exacerbates this condition. The results of interviews with PAI teachers at SDN 5 Karangjati Blora revealed that the ability to read and write the Qur'an greatly affected the overall understanding of PAI material. PAI books that contain Arabic writing require students to have basic skills in reading the Qur'an. But the reality is that there are still many students who even have difficulty identifying the hijaiyah letters correctly. This condition certainly has an impact on the low achievement of PAI learning in general.

In the midst of these various problems, the Iqra' method is present as a promising solution. According to Siwiyanti & et al., (2020) proving the effectiveness of this method in improving the ability to read the Qur'an in children. A gradual and systematic approach makes it easier for students to follow the learning process. The active learning system that is the hallmark of the Iqra' method encourages students to be fully involved in every stage of learning. The Qiro'ati method is a teaching of reading the Qur'an by directly practicing the reading of tartil following the Qa'idah of tajweed. The Qiro'ati method has several features including, the birth of this book first, each volume is equipped with detailed teaching instructions, the verses of the Qur'an have been introduced even though it is only a piece of verse, each class is determined by 20 students, specifically those who study volume 1, the number of students is 15 people with a teacher, teaching volumes 1 and II the material is given individually or individually, teaching volume III and volume IV the material is given classically, equipped with tajweed science lessons (Nisa, Aniswatun; Amirudin, 2022).

Research from Windarsih, (2019) revealed the success of the implementation of the Iqra' method in a participatory manner in achieving learning goals. In line with that, research from Naj'ma, (2021); Strijbos & Fischer, (2007) shows that the collaboration of the Iqra' method with other approaches can optimize learning outcomes. The flexibility of this method allows teachers to develop learning techniques that suit the needs of students. Unlike previous research that examined the application of the Iqra' method in the realm of non-formal education, this study focuses on its implementation in elementary schools (Farida & Purwidianto, 2023; Fatkiyah, 2019; Rahman & Rachmah, 2018). The phonological and pedagogical aspects will be thoroughly analyzed to get a comprehensive picture. The integration of the Iqra' method with the formal PAI curriculum is an added value that distinguishes this research. However, research on the implementation of the Iqra' method in elementary schools in the context of the formal PAI curriculum is still limited (Athiyah, 2022; Kurniasih et al., 2023).

The research gap found is that most of the previous studies examined the application of the Iqra' method in the context of non-formal education such as the Al-Qur'an Education Park (TPA) or madrasah diniyah. Meanwhile, studies on the effectiveness of this method in elementary schools that have a curriculum structure and a formal evaluation system are still minimal. Therefore, this study aims to analyze the implementation of the Iqra' method in learning the Qur'an at SDN 5 Karangjati Blora, focusing on the learning process, supporting and inhibiting factors, as well as the effectiveness of this method in improving students' ability to read the Qur'an.

This study aims to complete the gap in the previous study by examining how the Iqra' method can be optimally adapted in the formal education system which has limited learning time and various levels of student ability. Thus, this study seeks to

prove that the Iqra' method is not only effective in non-formal education, but can also be successfully implemented in public elementary schools through a consistent evaluation system and innovative learning approaches.

The urgency of this research encourages an in-depth analysis of the implementation of Qur'an learning using the Iqra' method at SDN 5 Karangjati Blora. The focus of the research includes program implementation and program evaluation, as well as looking at the effectiveness of methods in improving students' ability to read the Qur'an. This study aims to analyze the implementation of Qur'an learning using the Iqra' method at SDN 5 Karangjati, Blora Regency. The focus of the analysis includes the learning process, supporting and inhibiting factors, as well as the effectiveness of methods in improving students' ability to read the Qur'an. The results of the research are expected to make theoretical and practical contributions to the development of Qur'an learning methodologies at the elementary school level.

Theoretically, this research is expected to enrich the scientific treasures of the Qur'anic learning methodology that is adaptive to the characteristics of elementary school students. Practically, the results of the research can be a reference for PAI teachers and policy makers in optimizing Qur'an learning in elementary schools.

METHOD

This study uses qualitative research with a case research approach to determine the application of the Iqra' method in learning the Qur'an at SDN 5 Karangjati Blora (Sugiyono, 2017). The location of the study was chosen by considering its unique characteristics as a public elementary school that implements Qur'an learning even though its religious lesson hours are limited. SDN 5 Karangjati also has a fairly diverse number of students in the ability to read the Qur'an, thus providing a more representative picture of the effectiveness of the Iqra' method. In addition, the school has an academic record that documents the development of students' Qur'anic reading skills, which can support the data analysis process. This research was carried out in the first semester of the 2023/2024 school year.

The research data was collected through several complementary methods: classroom observation, in-depth interviews, and documentation analysis. The primary data comes from direct observation of the Qur'an learning session using the Iqra' method, while the secondary data includes lesson plans, student assessment records, and documentation of learning activities. An Islamic Education teacher acted as a key informant through a detailed interview about the application of the Iqra' method. This research involved 15 grade IV students aged 9-10 years who directly experienced the Iqra'-based learning process.

The selection of informants follows purposive sampling criteria, with a focus on grade IV students due to their ability to provide objective feedback on their learning experiences. The interview technique is carried out in a semi-structured

manner with question guidelines that are prepared based on aspects of the implementation of the Iqra' method. The interview with the teacher consisted of 10 main questions that included teaching methods, challenges in implementation, and the effectiveness of the method in improving students' reading skills. Meanwhile, the interviews with students included 8 questions that focused on their learning experiences, the difficulties they faced, and their perception of the Iqra' method. Each interview lasts about 30-45 minutes and is recorded with the permission of the informant to ensure the accuracy of the transcription.

Data collection begins with initial observations to identify implementation patterns, followed by structured interviews with teachers and students to gain deeper insights into the learning process. The data analysis in this study follows an interactive model introduced by Miles and Huberman, which consists of three main components: data reduction, data presentation, and conclusion drawn/verification. Data reduction involves the process of selecting, focusing, simplifying, and transforming raw data into an organized and meaningful form. Data presentation is carried out in the form of descriptive narratives, tables, or diagrams to facilitate understanding the relationships between data. The final stage is conclusion drawing and verification, where the interpretation of the findings is made and verified through triangulation of sources and methodologies to ensure the validity of the data(Miles et al., 2014).

To improve the readability and understanding of the research methodology, the following is shown in Table 1.

Table 1. Research Methodology Flow

Research Stages	Description
Location & Informant Determination	Choosing SDN 5 Karangjati based on its unique characteristics. Selection of informants using purposive sampling technique (teachers and students of grade IV).
Data Collection	Classroom observations, interviews with teachers and students (8 questions for teachers, 5 for students), as well as documentation analysis (lesson plans, student evaluation notes).
Data Analysis	Data reduction, presentation of data in the form of narratives and tables, and data verification through triangulation.
Conclusion & Implications	Compile the main findings and analyze the implications for Qur'an learning in public primary schools.

This analysis process is carried out iteratively until data saturation is achieved, ensuring a comprehensive understanding of how the Iqra' method supports Qur'an learning in the context of public elementary schools. The findings provide insight into the implementation challenges, success factors, and impact on students' ability to read the Qur'an.

The research framework and methodology are designed to capture the technical aspects of the implementation of the Iqra' method and its broader educational implications, particularly in an environment where time for religious lessons is limited. This approach allows for an in-depth exploration of how public primary schools can effectively integrate Qur'an learning despite structural constraints.

RESULTS AND DISCUSSION

Based on the results of research conducted at SDN 5 Karangjati Blora regarding the implementation of Qur'an learning using the Iqra' method, several important findings were found that provide a comprehensive overview of the process, challenges, and impacts of the implementation of this method. Data collection through learning observations, in-depth interviews with PAI teachers and students, and documentation analysis resulted in findings that complement and reinforce each other. The following is presented the results of the research which are organized into several main themes to provide a systematic understanding of the implementation of the Iqra' method in the context of public elementary schools.

Implementation of Qur'an Learning with the Iqra' Method

Based on the results of observations, the implementation of learning the Qur'an using the Iqra' method has been running for 5 years with a systematic pattern that includes opening, implementation of congregational dhuha prayers, memorization of short letters and daily prayers, introduction to the basics of tajweed, learning to read the Qur'an privately (face-to-face), as well as closing and evaluation. A PAI teacher stated in an interview:

> *"Karena dengan kondisi sekolah kita yang tidak berbasis sekolah agama dengan kemampuan peserta didik yang berbeda-beda, maka metode Iqra' yang paling pas untuk diterapkan di SDN 5 Karangjati ini."* (PAI Teacher Interview, 2024)

This shows that the Iqra' method was chosen as the most effective strategy for public elementary schools that do not have a pesantren background, but still want to improve students' ability to read the Qur'an systematically. The teaching method applied uses the principle of Active Student Learning (CBSA), where students are given the opportunity to recite the readings themselves after receiving an explanation of the subject matter from the teacher. This is in line with research (Abdallaoui Maan, 2021; Asrori, 2020) which shows that a participatory approach in learning the Qur'an can increase the effectiveness of achieving learning objectives. A student conveys:

"Kami biasanya membaca sendiri dulu, lalu nanti Pak Guru perbaiki kalau salah. Kadang ada juga teman yang bantu kasih tahu kalau ada yang kurang tepat." (Student Interviews, 2024)

This kind of interaction reinforces the cooperative learning model in the Iqra' method, which not only relies on the teacher's instruction but also encourages the active involvement of students in helping peers. The learning materials are divided into two main categories: (1) Main Material: Learning to read the Qur'an using Iqra' volumes 5-6, the introduction of punctuation marks and harakat, and the practice of reading the Qur'an. (2) Supporting Materials: Habituation of dhuha prayers, memorization of short letters, memorization of daily prayers, and introduction to the basics of tajweed science. The research also found learning innovations through the use of interactive media in the form of word cards containing tajweed materials. One of the students stated:

"Belajar pakai kartu tajwid itu lebih seru, jadi lebih gampang menghafal." (Student Interview, 2024)

The use of this media not only improves students' memory, but also helps them better understand the concept of tajweed contextually. This finding strengthens research from Naj'ma (2021) on the importance of collaboration of various methods in optimizing Qur'an learning. The successful implementation of this method is supported by several factors such as school policy support, adequate PAI teacher competence, availability of learning media, and high student learning motivation. However, there are obstacles such as limited learning time, differences in students' basic abilities, and the lack of parental involvement in the habit of reading the Qur'an at home.

Evaluation of Al-Quran Learning Iqra Method

Evaluation of Qur'an learning using the Iqra' method at SDN 5 Karangjati Blora, found several interesting findings that provide an overview of the assessment system applied. Learning evaluation is designed systematically using a combination of scorecards and oral tests to measure the level of success of students in achieving the learning goals that have been set.

The evaluation process is carried out through two main stages that complement each other. The first stage is in the form of an initial evaluation which has a strategic role in mapping students' basic abilities. At this stage, teachers conduct a series of tests that focus on the recognition and understanding of hijaiyah letters. The results of this evaluation are an important basis for placing students at the level of Iqra' learning in accordance with their individual ability level. This approach is in line with the findings of the study Hanafi, Murtadho, Hassan, Saefi, et al., (2021); Ibrahim et al., (2013); Nik Mohd et al., (2010) which emphasizes the

importance of adjusting the learning level with the basic abilities of students in learning the Qur'an.

The second stage is a daily evaluation that is carried out continuously in each learning meeting. This process uses a grade card that is specifically designed to record the development of students' ability to understand and master Iqra' material. Teachers conduct assessments through direct observation as students read, using three clear assessment categories: less fluent, moderately fluent, and fluent. This categorization system allows teachers to monitor student progress objectively and measurably. This continuous evaluation approach strengthens the findings (Liew et al., 2021; Lubis & et al., 2009) on the effectiveness of formative assessment in learning the Qur'an.

> *"Kami menilai siswa dengan tiga kategori: kurang lancar, cukup lancar, dan lancar."* (PAI Teacher Interview, 2024)

In its implementation, schools develop learning innovations that show alignment with the theory of cognitivism as proposed by (Nurlina & et al., 2021). Learning is designed to optimize students' rational abilities and comprehension processes through the use of various interactive media. One of the innovations that stands out is the use of word cards that contain tajweed material. This media has proven to be effective in helping students understand and remember the rules of tajweed more easily and fun. The effectiveness of the use of interactive media is strengthened by research (Putri & et al., 2022) which underscores the importance of interactive learning media in improving student response and understanding.

The evaluation system implemented includes three main aspects that are integrated with each other. First, evaluate basic materials that focus on worship practices such as prayer. Second, the assessment of the subject matter which includes memorization of daily prayers and short letters. Third, the evaluation of daily achievements in reading the Qur'an using the Iqra' method. This comprehensive approach allows for thorough monitoring of students' development, not only in the aspect of reading the Qur'an but also in the practical application of religious values in daily life.

The results of observation for three months showed a significant improvement in students' ability to read the Qur'an. The majority of students have progressed from the category of "less fluent" to "moderately fluent" or "fluent". One of the students revealed:

> *"Dulu waktu pertama kali ikut BTA, saya masih susah baca panjang pendeknya. Tapi setelah diajari terus tiap minggu, sekarang lebih gampang karena sudah terbiasa."* (Student Interview, 2024)".

The results can be seen in the following documentation:

Daftar Nilai Ekstrakulikuker BTA

SDN 5 Karangjati Blora

No	Nama	Materi Dasar (sholat)	Materi Pokok (do'a harian dan surat pendek)	Harian Membaca Al-Qur'an	Kemampuan
1.	Indina	Do'a antara 2 sujud	• Do'a keluar rumah • Surat Al-Maun	Jilid 5 (hal. 6)	Lancar
2.	Nayla	Tasyahud akhir	• Do'a masuk WC • Surat Al-'ashr	Jilid 5 (hal. 6)	Lancar
3.	Rasya	Iqamah	• Do'a mau makan • Surat Al-Maun	Jilid 5 (hal. 4)	Cukup
4.	Ezar	Tasyahud akhir	• Do'a masuk masjid • Al-Fiil	Jilid 6 (hal. 15)	Lancar
5.	Azilla	Do'a antara 2 sujud	• Do'a setelah makan • Al-humazah	Jilid 6 (hal. 20)	Cukup
6.	Vania	Do'a rukuk	• Do'a kedua orangtua • Surat at-takasur	Al-Qur'an surat an-nisa ayat 33	Lancar
7.	Najwa	Do'a antara 2 sujud	• Do'a masuk masjid	Al-Qur'an surat Al-	Cukup
			• Al-Qari'ah	Baqarah ayat 145	
8.	Abyan	Do'a antara 2 sujud	• Do'a masuk masjid • Al-Qari'ah	Al-Qur'an surat Al-Baqarah ayat 205	Lancar

Figure 1. Documentation of Iqra Method Improvement Values

This improvement is inseparable from the consistency of daily evaluation and the provision of constructive feedback from teachers. These results confirm the findings (Ibrahim et al., 2013; Liu et al., 2019) about the importance of continuous evaluation in learning the Qur'an. The successful implementation of this evaluation system is supported by several key factors. First, there is neat documentation through individual grade cards that allow detailed monitoring of student progress. Second, the active involvement of teachers in the daily evaluation process that provides direct feedback to students. Third, the use of interactive learning media that makes it easier for students to understand and remember the material. Fourth, there is an integration between learning the Qur'an and daily worship practices that provide a real context for learning.

This study has research limitations, namely only focusing on one public elementary school with relatively homogeneous student characteristics, so the results of the study may not be fully generalized to the context of schools with different characteristics. In addition, the research has not fully explored in depth

external factors such as family support and social environment that can affect the effectiveness of learning the Qur'an.

Future research should be able to involve more elementary schools with different characteristics to gain a more effective understanding of the implementation of the Iqra' method and then be able to explore the integration of digital technology in learning the Qur'an, such as the development of interactive learning applications or online evaluation platforms that can complement conventional learning methods. This research has the implication that all stakeholders must continue to improve and carry out continuous evaluations.

CONCLUSIONS AND SUGGESTIONS

This study shows that the Iqra' method can be applied effectively in public elementary schools with the support of a consistent evaluation system and the use of interactive learning media. The implementation of this method at SDN 5 Karangjati Blora has been running with a systematic approach that includes face-to-face learning, formative evaluation, and integration of religious activities. Unlike previous studies that focused more on non-formal education, this study highlights how the Iqra' method can be adapted into a formal education system that has limited learning time.

PAI teachers and schools are expected to develop technology-based evaluation models and utilize interactive media to increase the effectiveness of Iqra'-based learning. In addition, training for teachers in applying this method innovatively needs to be carried out so that learning is more adaptive to the needs of students. Future research is suggested to explore the integration of digital technology in Qur'an learning and analyze the role of families in supporting learning success in public elementary schools.

REFERENCES

Abdallaoui Maan, N. (2021). Improving Arabic reading ability and acquiring ICTs skills of a newly-literate adult learner. *Studies in the Education of Adults*, *53*(1), 23–41. https://doi.org/10.1080/02660830.2020.1791521

Asrori, M. (2020). Pengembangan teknik pembelajaran Al-Qur'an melalui metode Iqra' di sekolah dasar. *Jurnal Pendidikan Islam*, *4*(2), 112–125.

Athiyah, F. (2022). *Implementasi Metode Iqro' untuk Meningkatkan Kemampuan Membaca Al-Qur'an di SD Internasional Budi Mulia Dua Panjen Yogyakarta* [Tesis]. Institut Agama Islam Negeri (IAIN) Surakarta.

Berglund, J., & Gent, B. (2019). Qur'anic education and non-confessional RE: An intercultural perspective. *Intercultural Education*, *30*(3), 323–334. https://doi.org/10.1080/14675986.2018.1539305

Farida, L. & Purwidianto. (2023). Teacher in Quran Discourse: Formation of Quranic Mind at SMA 33 Negeri Jakarta. *Jurnal Pendidikan Islam*, *14*(02), 60–65. https://doi.org/10.22236/jpi.v14i02.13333

Faridi, A., & Rahman, T. (2021). Problematika pembelajaran Al-Qur'an di sekolah dasar: Studi kasus di wilayah perkotaan. *Edukatif: Jurnal Ilmu Pendidikan*, *3*(4), 1245–1258.

Fatkiyah. (2019). Implementasi Metode Iqra' dalam Peningkatan Kemampuan Membaca dan Aktivitas Pembelajaran Al-Qur'an: Studi Kasus di Kelas II SD Negeri 2 Wates Kulon Progo Semester I Tahun Pelajaran 2018/2019. *El-Tarbawi*, *12*(1), 85–95.

Fatmawati, E. (2020). Kerjasama Orang Tua dan Guru Dalam Meningkatkan Motivasi Belajar Peserta Didik. *Ibtida'*, 1(2), 135-150.

Hanafi, Y., Murtadho, N., Hassan, A., Ikhsan, M., Diyana, T. N., & Saefi, M. (2021). Self-Regulation Learning Al-Quran. *Malaysian Journal of Learning and Instruction*. https://doi.org/10.32890/mjli2021.18.2.4

Hanafi, Y., Murtadho, N., Hassan, A. R., Saefi, M., Ikhsan, M. A., & Diyana, T. N. (2021). SELF-REGULATION IN QUR'AN LEARNING. *Malaysian Journal of Learning and Instruction*, *18*. https://doi.org/10.32890/mjli2021.18.2.4

Hoechner, H. (2015). Mobility as a contradictory resource: Peripatetic Qur'anic students in Kano, Nigeria. *Children's Geographies*, *13*, 59–72. https://doi.org/10.1080/14733285.2013.827876

Ibrahim, N. J., Yusoff, Z. M., & Idris, M. Y. I. (2013). *Quranic Verse Recitation Recognition: Engine for Self Learning of Method: A Review*. 317–331. https://doi.org/10.1163/22321969-12340078

Kurniasih, S. R., Haryanti, E., & Hermawan, A. H. (2023). Integrasi Ilmu dan Iman dalam Kurikulum: Studi Kasus pada Sekolah Dasar Islam Terpadu. *Al-Thariqah: Jurnal Pendidikan Islam*, *4*(2), 87–98.

Liew, C. P., Puteh, M., Lim, L. L., Yu, L. J., Tan, J., Chor, W. T., & Tan, K. G. (2021). Evaluation of Engineering Students' Learning Outcomes: Creating a Culture of Continuous Quality Improvement. *International Journal of Emerging Technologies in Learning (iJET)*, *16*(15), 62. https://doi.org/10.3991/ijet.v16i15.23763

Liu, Y., Visone, J., Mongillo, M. B., & Lisi, P. (2019). What matters to teachers if evaluation is meant to help them improve? *Studies in Educational Evaluation*, *61*, 41–54. https://doi.org/10.1016/j.stueduc.2019.01.006

Lubis, M. A. & et al. (2009). *The Effectiveness of Strategies and Techniques in Teaching and Learning Islamic Education*. 218–223. https://doi.org/10.1109/ICET.2009.5351484

Marlina, L. & et al. (2018). *Makhraj Recognition of Hijaiyah Letter for Children Based on Mel-frequency Cepstrum Coefficients (MFCC) and Support Vector Machines (SVM) Method*. 935–940.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd, Ed.). Sage Publications.

Naj'ma, D. B. A. (2021). Collaboration of the Method of Iqro' and Tsaqifa for Al-Qur'an Learning in the Group of Hajj and Umrah Worship Guidance at Karanganyar. *SHAHIH: Journal of Islamicate Multidisciplinary*, *6*(1), 23–27. https://doi.org/10.22515/shahih.v6i1.3539

Nik Mohd, R., Baharuddin, H., & Mahamod, Z. (2010). The Level of Arabic Consonants Pronunciation among Preschool Children. *GEMA Online Journal of Language Studies*, *10*(3), 1–14. https://doi.org/10.17576/gema-2010-1003-01

Nisa, Aniswatun; Amirudin, N. M. A. (2022). Implementasi Metode Qiro'ati Dalam Pembelajaran Baca Tulis Al-Qur'an Di Taman Pendidikan Al-Qur'an Baitul Mu'minn Benem Duduksampeyan. *Implementasi Metode Qiro'ati Dalam Pembelajaran Baca Tulis Al-Qur'an Di TPQ Baitul Mu'minn Benem Duduksampyan Gersik*.

Nurlina, N. & et al. (2021). Implementation of Cognitive Learning Theory in Arabic Learning. *Journal of Arabic Learning and Teaching*, *10*(2), 86–95. https://doi.org/10.15294/lisanul.v10i2.44672

Pratama, R. A. (2018). Learning Media Based on Articulate Storyline 2 on Drawing Function Graphs Lesson in Smp Patra Dharma 2 Balikpapan. *Best Journal (Biology Education, Sains and Technology)*, *1*(1).

Putri, R. M. & et al. (2022). Development of Interactive Learning Media in Islamic Religious Education Learning. *Journal of Education Technology*, *6*(1), 92–102. https://doi.org/10.23887/jet.v6i1.41635

Rahman, M., & Rachmah, I. E. (2018). Penerapan Metode Iqra' pada Pendidikan Al-Qur'an di Sekolah Dasar Alam Muhammadiyah Banjarbaru. *Darris: Jurnal Studi Ilmu Pendidikan Islam Dan Keislaman*, *1*(2), 85–98.

Rifky, S., Putra, J. M., Ahmad, A. T., Widayanthi, D. G. C., Abdullah, G., Sunardi, S., & Syathroh, I. L. (2024). *Pendidikan Yang Menginspirasi: Mengasah Potensi Individu.* Yayasan Literasi Sains Indonesia

Rohmawati, D., Nisa, R., & Hasyim, H. (2023). Gaya Mengajar Guru dalam Meningkatkan Hasil Belajar Kognitif pada Mata Pelajaran Fiqih Kelas II Madrasah Ibtidaiyah. I*btida'*, 4(01), 78-89. https://doi.org/10.37850/ibtida'.v4i01.478

Siwiyanti, L. & et al. (2020). The Effectiveness of Learning Hijaiyah Letters of Iqro' Method. *Journal of Al-Islam and Muhammadiyah Studies*, *1*(1), 34–44. https://doi.org/10.32506/jaims.v1i1.544

Strijbos, J., & Fischer, F. (2007). Methodological challenges for collaborative learning research. *Learning and Instruction*, *17*, 389–393. https://doi.org/10.1016/J.LEARNINSTRUC.2007.03.004

Windarsih, C. A. (2019). An Implementation of Participative Iqro Method in the Oriented of Al-Quran Education Center on the Purpose of Learning Goal and Objectives for Early Children. *Empowerment*, *8*(1), 25–29. https://doi.org/10.22460/empowerment.v8i1p25-29.1146