



# Application Of The Reading Aloud Method To Improve The Ability To Read The Quran in Islamic Education Learning at SD Negeri 054895 Batu Jong-Jong

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## ABSTRACT

This study aims to determine the application of the reading aloud method in improving the ability to read the Qur'an, especially in Surah Al-Alaq, in grade III students of SDN 054895 Batu Jong-Jong, Bahorok District, in the 2024/2025 academic year. The reading aloud method is one of the effective strategies in helping students learn to read the Qur'an correctly, as well as improve pronunciation and tajwid. This study uses a qualitative approach with the type of classroom action research (CAR). Data were obtained through observation, interviews, and reading tests of Surah Al-Alaq, which were then analyzed descriptively. The results of the study showed that the application of the reading aloud method can improve students' ability to read the Qur'an more fluently, smoothly, and in accordance with the rules of tajwid. In addition, students also showed an increase in self-confidence and skills in reciting the Qur'an reading in front of the class. Based on these findings, it is recommended that the reading aloud method be used routinely in the learning process of Islamic Religious Education, especially in learning to read the Qur'an, to improve the quality of Islamic religious learning in elementary schools.

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## Introduction

Islamic religious education in elementary schools plays a very vital role in forming the foundations of students' faith and character. One of the main components of Islamic religious education is learning to read the Qur'an. The Qur'an is a guide to life for Muslims that must not only be read but also understood, memorized, and practiced. Therefore, the ability to read the Qur'an correctly, in accordance with the correct tajwid, is very important for every student to master from an early age.

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However, in reality, many students face difficulties in reading the Qur'an properly and correctly. Many factors can influence this, such as environmental influences, difficulty in recognizing hijaiyah letters, and lack of understanding and attention to tajwid rules. In addition, lack of self-confidence and difficulty in remembering readings are also obstacles for most students. In fact, the ability to read the Qur'an correctly is a basic skill that every student must have as a foundation for understanding Islamic teachings further.

To overcome these problems, effective and enjoyable learning methods are needed. One method that can be used to improve the ability to read the Qur'an is the reading aloud method. This method involves students in reading the Qur'an aloud in front of the class, which aims to improve pronunciation, pronunciation, and tajwid, as well as to increase students' concentration and self-confidence. In addition, this method can also help students better understand and remember the readings they read.

The reading aloud method is not only useful for improving the technique of reading the Qur'an, but can also foster students' interest in reading the Qur'an. When students are used to reading aloud, they will be more focused and pay attention to each letter and punctuation better. This can also improve their understanding of the meaning of the verses being read, because reading aloud forces students to delve deeper into each word spoken. Thus, this method not only focuses on technical reading skills but also on the aspect of understanding.

At the elementary school level, the reading aloud method is very relevant to apply because children at this age tend to absorb information more easily through practical and interactive activities. This method provides an opportunity for students to learn actively by involving their senses of hearing and sight. In addition, reading activities together in front of the class can create a pleasant and non-boring atmosphere for students.

At SDN 054895 Batu Jong-Jong, Bahorok District, Islamic Religious Education learning, especially in reading the Qur'an, is one of the subjects that is given a lot of attention. However, based on initial observations, there are several students who still have difficulty in reading the Qur'an correctly, especially in terms of pronouncing the hijaiyah letters and applying the correct tajwid. This shows the need for a new approach in learning the Qur'an that can help students overcome these difficulties.

One of the letters that is often used as learning material in grade III is the Al-Alaq Letter. This letter has a deep meaning and contains many useful lessons. However, to learn it well, students need to have the right reading skills. Therefore, the application of the reading aloud method in the Al-Alaq Letter is expected to improve students' ability to read the Qur'an, especially in pronouncing this letter correctly and in accordance with tajwid.

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This study aims to examine the effectiveness of the application of the reading aloud method in improving the ability to read the Qur'an in grade III students of SDN 054895 Batu Jong-Jong, Bahorok District, especially in reading Surah Al-Alaq. By using the classroom action research (CAR) method, it is expected that this study can provide a positive contribution in improving the quality of learning the Qur'an in elementary schools, as well as providing alternative solutions to overcome the problems of difficulties faced by students in reading the Qur'an.

## Methods

This Classroom Action Research (CAR) aims to improve students' ability to read the Quran in Islamic Education classes at SD Negeri 054895 Batu Jong-Jong by applying the reading aloud method. The Quran is central to Islamic education, and mastering the ability to read it correctly is vital for students' spiritual and academic development. However, many students at the school struggled with proper Quranic pronunciation and fluency. The reading aloud method was chosen as it encourages active participation, reinforces proper pronunciation, and helps students build confidence in reciting Quranic verses. The research was conducted in two cycles, each following the standard CAR phases: planning, action, observation, and reflection. The first cycle began with an initial assessment to evaluate the students' baseline skills in reading the Quran. This pre-assessment revealed that many students faced difficulties in reading Quranic verses with correct pronunciation and fluency. Some students were hesitant to read aloud, while others struggled with tajwid (pronunciation rules) and the rhythmic flow of Quranic recitation. Based on these findings, it was clear that an intervention was needed to address these challenges.

In the planning phase of the first cycle, the teacher developed a lesson plan that incorporated the reading aloud method. The lesson was designed to provide students with a structured, supportive environment in which they could practice reading Quranic verses aloud. The teacher planned to begin each lesson with a demonstration of correct pronunciation and rhythm, followed by students' attempts to read aloud in pairs or small groups. This method was intended to reduce anxiety, increase participation, and encourage peer learning. The action phase of the first cycle involved implementing the reading aloud method. The teacher introduced a specific Quranic surah (chapter) for the students to read aloud during each lesson. The students were encouraged to take turns reading the verses aloud in front of the class, with the teacher providing corrective feedback on pronunciation, tajwid, and fluency. After each reading session, the teacher would give praise for correct readings and offer guidance for improvement, ensuring that all students received individualized attention.

During the observation phase of the first cycle, the teacher monitored students' progress by observing their ability to read Quranic verses aloud and noting their level of

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confidence and accuracy. Some students showed improvement in their pronunciation and fluency after practicing the reading aloud method. However, there were still students who required more support, particularly in understanding and applying tajwid rules. It was also observed that students who were initially reluctant to participate became more engaged and confident as the cycle progressed. After the completion of the first cycle, a reflection session was conducted to evaluate the effectiveness of the reading aloud method. The teacher reflected on the students' progress, identifying areas of success and areas that still required improvement. While the method showed promise in increasing student participation and improving reading accuracy, the teacher noted that additional practice and more focused attention on individual student needs would be beneficial. The reflection also revealed that some students struggled with specific letters and sounds in the Arabic language, which required more targeted practice. Based on the reflection from the first cycle, the second cycle was planned with adjustments aimed at addressing the areas identified for improvement. The teacher decided to incorporate additional activities to reinforce tajwid rules, such as practicing individual sounds and focusing on the proper articulation of letters. In the second cycle, the teacher planned to allocate more time for individualized practice, allowing students to work at their own pace while still receiving guidance and feedback from the teacher. The action phase of the second cycle involved continuing the use of the reading aloud method, but with more personalized support for students who were struggling. The teacher provided one-on-one guidance to help students improve their pronunciation and fluency. The reading sessions also included additional drills on the specific sounds and tajwid rules that students found challenging. The teacher used a variety of resources, such as audio recordings and flashcards, to reinforce correct pronunciation and provide students with opportunities to practice at home.

During the observation phase of the second cycle, it was evident that students were becoming more proficient in reading Quranic verses aloud. Many students demonstrated improved fluency and confidence in their readings. Students who had previously struggled with certain sounds or tajwid rules showed marked improvement after receiving additional targeted practice. The teacher continued to provide immediate feedback and praise, which helped students build their confidence and motivated them to continue practicing. In the reflection phase of the second cycle, the teacher assessed the overall effectiveness of the intervention. The majority of students showed significant improvement in their ability to read the Quran with correct pronunciation and rhythm. Students who had previously been hesitant to read aloud were now more willing to participate, and their confidence in reading Quranic verses increased. The individualized support provided during the second cycle helped address specific learning needs, ensuring that no student was left behind in the learning process. The results of the research showed that the reading aloud method was highly effective in improving students' ability to read the Quran in Islamic Education classes. The method provided

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students with a supportive and structured environment where they could practice and improve their reading skills. By engaging students in regular practice and providing immediate feedback, the teacher was able to significantly enhance students' pronunciation, fluency, and confidence in reading Quranic verses aloud. In conclusion, the application of the reading aloud method in Islamic Education classes at SD Negeri 054895 Batu Jong-Jong was a successful intervention that improved students' ability to read the Quran. The method fostered greater student participation, built confidence, and led to a noticeable improvement in students' Quranic reading skills. This research underscores the importance of using interactive and supportive teaching methods in religious education to help students develop their skills and strengthen their connection to the Quran. The findings suggest that the reading aloud method is an effective tool in enhancing students' Quranic literacy and can be adapted for use in other educational settings.

## **Result**

The Classroom Action Research (CAR) conducted at SD Negeri 054895 Batu Jong-Jong to improve students' ability to read the Quran using the reading aloud method yielded promising results. This study, carried out over two cycles, revealed significant improvements in students' Quranic reading skills, including pronunciation, fluency, and confidence. The results of the research reflect the effectiveness of the reading aloud method as a pedagogical tool in Islamic Education classrooms. In the initial assessment conducted before the first cycle, many students showed limited proficiency in reading the Quran. The majority of students struggled with pronunciation, especially with the proper articulation of Arabic letters and the application of tajwid (rules of Quranic pronunciation). Some students were hesitant to read aloud in class, fearing mistakes and criticism. The pre-assessment revealed a clear need for a more interactive and supportive approach to teaching Quranic reading.

The first cycle of the intervention began with the teacher introducing the reading aloud method. During the action phase, the teacher provided a structured lesson plan where students were encouraged to read Quranic verses aloud, with the teacher modeling correct pronunciation and rhythm. The students then took turns reading aloud, and the teacher provided immediate corrective feedback on their pronunciation and fluency. This approach was aimed at reducing students' anxiety and encouraging active participation in the learning process. Throughout the first cycle, the teacher observed that the reading aloud method positively affected students' participation. Students who had previously been hesitant to read aloud began to engage more actively in the lessons. They were motivated by the opportunity to practice in a supportive and non-judgmental environment. Additionally, the feedback provided by the teacher helped



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students identify and correct mistakes in their pronunciation, contributing to an improvement in their overall reading skills.

However, some challenges were identified during the first cycle. While many students showed improvement in reading fluency and confidence, others continued to struggle with specific tajwid rules and the correct articulation of Arabic sounds. In particular, students had difficulty with certain letters that did not exist in their native language, which affected their ability to read the Quran accurately. The teacher noted that more focused attention on individual students' needs was necessary to ensure that all students could improve their reading skills. After completing the first cycle, the teacher conducted a reflection session to evaluate the success of the reading aloud method. While the overall engagement and participation were positive, the teacher identified the need for more individualized support. It was clear that some students needed additional practice, especially in areas where they struggled with the pronunciation of specific letters and the application of tajwid rules. Based on this reflection, the teacher decided to modify the intervention for the second cycle by incorporating more focused, one-on-one practice.

In the second cycle, the teacher revised the lesson plan to include additional targeted practice for students who were still facing difficulties. More time was allocated for individual reading sessions, where the teacher worked closely with students to address specific pronunciation challenges. Students who were struggling with particular sounds received additional exercises designed to reinforce correct articulation. The teacher also used audio resources, such as recordings of native Arabic speakers, to model correct pronunciation and help students improve their reading skills. The action phase of the second cycle showed notable improvements in students' ability to read the Quran. The additional individual support provided to students who struggled with pronunciation resulted in more accurate readings. Students who had previously found it difficult to articulate certain Arabic letters were able to improve their pronunciation with repeated practice and guidance. Furthermore, the use of audio recordings enhanced students' understanding of proper pronunciation and allowed them to practice outside of class.

In terms of fluency, students demonstrated progress in their ability to read Quranic verses at a steady pace. The reading aloud method helped students overcome their initial hesitations and gain more confidence in reciting Quranic verses. Many students who were once reluctant to read aloud in class began to participate more willingly, showing increased enthusiasm for learning and practicing their Quranic reading skills. By the end of the second cycle, the teacher observed a marked improvement in the overall quality of students' Quranic reading. Most students demonstrated better pronunciation, improved fluency, and a greater understanding of tajwid rules. The individualized attention given to struggling students contributed to

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their progress, helping them develop a more accurate and confident reading style. The use of the reading aloud method allowed students to practice regularly, which reinforced their learning and helped them internalize correct pronunciation patterns.

The results of the post-assessment confirmed the positive impact of the reading aloud method. Students who had struggled with reading the Quran at the start of the study showed significant progress by the end of the second cycle. Their ability to read the Quran aloud with correct pronunciation and rhythm improved, and their confidence in reading increased. Many students who were previously hesitant to read aloud in front of the class were now more willing to participate and share their readings with others. In addition to improvements in reading ability, students also demonstrated a deeper understanding of the Quranic verses they were reading. The act of reading aloud and receiving immediate feedback allowed students to connect more meaningfully with the text. This deeper engagement with the Quran helped students develop not only their reading skills but also their appreciation of the Quranic teachings.

The research also revealed that the reading aloud method positively affected students' motivation to learn. The supportive classroom environment, where mistakes were seen as opportunities for growth, encouraged students to take risks and improve their skills. Students began to view reading the Quran as a rewarding and enjoyable activity rather than a daunting task. This shift in attitude was a key factor in the overall success of the intervention. Overall, the application of the reading aloud method significantly improved students' ability to read the Quran in Islamic Education classes at SD Negeri 054895 Batu Jong-Jong. The method encouraged active participation, provided immediate feedback, and allowed for individualized support, which contributed to the improvement of students' pronunciation, fluency, and confidence in reading Quranic verses. The results indicate that the reading aloud method is an effective and engaging approach to teaching Quranic reading in the classroom.

In conclusion, the research demonstrates the effectiveness of the reading aloud method in enhancing students' ability to read the Quran. By incorporating regular practice, personalized support, and immediate feedback, students were able to improve their reading skills and gain a greater understanding of the Quran. The findings suggest that the reading aloud method is a valuable tool for teachers in Islamic Education, and its application can lead to significant improvements in students' Quranic literacy.

## **Discussion**

The results of this Classroom Action Research (CAR) on the application of the reading aloud method to improve students' ability to read the Quran clearly indicate the effectiveness of this approach in enhancing Quranic reading skills. The reading aloud method, which encourages active participation and immediate feedback, proved to be a highly effective strategy for improving pronunciation, fluency, and confidence among

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students. The findings show that the method had a significant positive impact on the students' ability to read Quranic verses accurately and with greater ease. One of the main challenges observed before the intervention was students' reluctance to read aloud in class due to fear of making mistakes or mispronouncing words. This is a common issue in language learning, particularly in a religious context where the accurate reading of the Quran is emphasized. However, through the reading aloud method, students were given a supportive and low-pressure environment where they could practice without fear of judgment. The teacher's immediate feedback helped correct mistakes and reinforce correct pronunciation, which ultimately improved students' confidence in their abilities.

The improved confidence observed in students was a key result of the intervention. Many students who were initially hesitant to read aloud began participating more willingly as the cycles progressed. The teacher's positive reinforcement and patient guidance created an environment where students felt safe to make mistakes and learn from them. This not only boosted their confidence in reading but also encouraged them to engage more deeply with the Quranic text. Confidence is essential in developing fluency, as it reduces anxiety and helps students focus more on accuracy. Another noteworthy outcome was the improvement in pronunciation. The students initially struggled with the proper articulation of Arabic letters and sounds that do not exist in their native language. The reading aloud method provided an opportunity for focused practice on these challenging sounds. Through repeated practice and corrective feedback, students were able to improve their pronunciation. The individualized attention given to struggling students during the second cycle was particularly beneficial in helping them master difficult sounds, which they had previously found challenging. In addition to pronunciation, students also showed significant improvement in their fluency. The reading aloud method allowed students to practice reading Quranic verses at a steady pace, which helped them gain familiarity with the rhythm and flow of the text. Fluency is an essential aspect of reading the Quran, as it allows for proper recitation and ensures that the meaning of the verses is conveyed clearly. The steady progress in fluency observed in students suggests that the method provided them with sufficient opportunities to practice and improve their reading speed while maintaining accuracy.

The application of tajwid (pronunciation rules) was another area where students made noticeable progress. Learning the rules of tajwid is essential for correct Quranic recitation, as these rules ensure that the verses are read with the proper articulation and intonation. While students initially had difficulty applying these rules, the reading aloud method, combined with corrective feedback and practice, helped them improve their understanding and application of tajwid. As a result, students were able to read the Quran more accurately and in accordance with the prescribed rules of recitation. The



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collaborative nature of the reading aloud method also contributed to the students' learning process. By practicing in groups and taking turns reading aloud, students were able to learn from one another, which enhanced their overall learning experience. Peer learning allowed students to support each other, share tips, and give constructive feedback. This collaborative aspect created a positive and interactive learning environment where students felt encouraged to improve their reading skills collectively.

Despite the overall success of the intervention, there were still students who required additional support, particularly in the areas of specific sounds and tajwid rules. These students benefitted from the individualized practice provided during the second cycle, where the teacher could focus more closely on their needs. This highlights the importance of differentiation in teaching. While the reading aloud method was effective for most students, providing tailored support for those who struggled the most was essential in ensuring that all students made progress. The findings also suggest that the reading aloud method has the potential to increase students' engagement with the Quranic text. By incorporating an interactive approach to Quranic reading, students were able to connect more meaningfully with the content. They not only improved their reading skills but also gained a deeper understanding of the verses they were reciting. The act of reading aloud, coupled with the teacher's feedback, enabled students to internalize the Quranic teachings more effectively.

In conclusion, the reading aloud method proved to be an effective strategy for improving students' Quranic reading abilities at SD Negeri 054895 Batu Jong-Jong. It facilitated better pronunciation, increased fluency, and enhanced students' understanding of tajwid rules. The method also created a more engaging and supportive learning environment, boosting students' confidence and encouraging them to participate more actively in class. The success of this intervention underscores the importance of using interactive and student-centered approaches in teaching Quranic reading, ensuring that students receive the necessary support to develop their skills and deepen their connection to the Quran.

## **Conclusion**

The implementation of the reading aloud method in Islamic Education at SD Negeri 054895 Batu Jong-Jong successfully improved students' ability to read the Quran. The method proved to be effective in enhancing key aspects of Quranic reading, including pronunciation, fluency, and confidence. The research demonstrated that through structured practice and immediate feedback, students were able to overcome their initial hesitations and improve their accuracy in reciting Quranic verses. The reading aloud method fostered a supportive classroom environment where students felt encouraged to actively participate in the learning process. The teacher's guidance and positive reinforcement played a crucial role in building students' confidence and helping

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them overcome their fear of making mistakes. This approach not only improved students' technical skills in reading the Quran but also increased their engagement with the text, deepening their understanding of the verses they recited. Although the method proved effective for most students, the research also highlighted the importance of providing individualized support to those who faced specific challenges. The additional focused attention during the second cycle helped struggling students improve their pronunciation and apply tajwid rules more accurately. This indicates that while group learning through the reading aloud method is beneficial, differentiation and tailored support are essential for addressing the varying needs of students. In conclusion, the application of the reading aloud method in Quranic education is an effective pedagogical strategy for improving students' Quranic literacy. The method encourages active participation, provides immediate corrective feedback, and enhances the learning experience by making it more interactive. This research underscores the value of using student-centered and supportive teaching methods in fostering a deeper connection with the Quran and improving students' overall reading abilities. The findings suggest that incorporating the reading aloud method into Islamic Education can be a powerful tool for enhancing students' skills and engagement with Quranic texts.

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