



Improving the Ability to Read Q.S Al-Ma'un Through the Listening Team Strategy in Students at SD Negeri 100506 Tapusnabolak

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ABSTRACT

The main problem in this study is how to improve the ability to read Q.S al-Ma'un through the listening team strategy in grade V students of SD Negeri 10506 Tapusnabolak with Classroom Action Research (CAR). The limitation of the problem in the discussion discussed is how to improve the ability to read Q.S al-Ma'un through the listening team strategy in SD Negeri 100506 Tapusnabolak. The purpose of this study is to explain how to improve student learning outcomes in reading Q.S al-Ma'un in the subject of Islamic Religious Education for grade V at SD Negeri 100506 Tapusnabolak. In this discussion the author uses the classroom action research method. CAR is a research activity that seeks to improve the quality of the process and learning outcomes through a cyclical action based on the teacher's in-depth observation of the problems that occur and believes that they will get the best solution for students in their own classroom environment. Cycle I, students who have not completed or have not reached the KKM are 33.33% while students who have completed their studies are 66.66%. The average student learning outcomes in cycle I were 77.5%. Based on the test results, in cycle I, the success of the research has not been achieved because students who have reached the minimum completion level set $\leq 80\%$. In cycle II, students have achieved 91.66% learning completion. The average student learning outcomes in cycle II have reached 83.66. This shows that Islamic Religious Education using the Listening Team Strategy has been successful because the minimum completion level of student achievement is 80%.

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Introduction

Educational institutions are the most important forum in producing quality educational outputs, ready to face the development of science and technology and able to face the challenges of globalization and information flows. Educational institutions in Indonesia have social duties and responsibilities in achieving the National Education Goals stated in Law No. 20 of 2003: "

National education functions to develop abilities and shape the character and civilization of the nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings with noble character, healthy, creative, independent and become domineering and responsible citizens". From the quote above, it can be understood that education based on the Law and Pancasila is carried out by the Indonesian people in order to create quality human resources, faith and devotion to God Almighty. To create the ideals and goals of education, various educational institutions ranging from kindergartens to universities, both managed by the Ministry of Religion and the Education Office, were established.

In educational institutions, teachers are the component that has the greatest contribution in achieving educational goals because teachers are educators. Educators "are members of the community who are in charge of guiding, teaching and training students". In the process of teaching and learning interaction, the teacher is the one who gives the lesson and the student is the one who receives the lesson. In educating students, knowledge, proficiency, and skills as teachers are needed. Without all this, it is impossible for the teaching and learning interaction process to run conductively. This is where competence in the sense of the absolute ability of teachers is needed in carrying out because teachers are professional jobs, so a teacher must be able to design learning as well as possible. One of the professionalism of teachers is to use learning strategies, including the listening team strategy.

With the learning strategy, the listening team will activate students in the teaching and learning process so that students are able to maximize their abilities, and be able to compete in an active, effective and intelligent role in improving their abilities. In order for the implementation of listening team learning to be implemented with maximum results, it is necessary to have a balance of various components such as curriculum, teachers, facilities, and environments that support the teaching and learning process. To get optimal results, it is also necessary to make efforts by teachers to activate students in the teaching and learning process without exception in Islamic Religious Education and Ethics subjects.

Therefore, one of the efforts made by teachers is the listening team learning strategy. With this strategy, it is hoped that students can work together in a group form. The cooperation that occurs will make students active in the learning process both physically, intellectually, emotionally and skillfully, so as to create conducive learning conditions. The listening team strategy is a learning strategy of "cooperation in groups,

which is divided into four groups, between the answering group, the listening group and the concluding group".

However, the different conditions the author found at SD Negeri 100506 Tapusnabolak, especially in class V, in delivering PAI subject matter, especially in the Q.S al-Ma'un, one of the reasons is because the Islamic Religious Education Teacher in grade V still uses the lecture method in teaching so that students become passive, so that the learning results, especially in the material of megahafal surah-surah, are not successful, as can be seen from the number of students who reach the KKM only 25% Based on the above symptoms, the author is interested in conducting a Classroom Action Research in this problem with the title "Improving Ability Reading Q.S al-Ma'un through the Listening Team Strategy in Class V students of SD Negeri 100506 Tapusnabolak."

Methods

This study aims to improve the reading skills of students at SD Negeri 100506 Tapusnabolak, specifically in reading the Surah Al-Ma'un, using the Listening Team strategy. The Listening Team strategy is an active learning technique where students work in teams to listen, discuss, and practice reading aloud. The purpose of this method is to foster a cooperative learning environment that helps enhance students' comprehension and fluency in reading the Quranic text. The research will be conducted at SD Negeri 100506 Tapusnabolak, a primary school located in Tapusnabolak. The participants of this study will be grade 4 students, aged approximately 9-10 years old. A total of 30 students will be selected randomly to participate in this study. The sample group will be divided into small teams to apply the Listening Team strategy in improving their reading skills.

To gather data, the research will employ both qualitative and quantitative methods. The qualitative data will include observations and interviews to assess the students' engagement, enthusiasm, and participation during the learning process. The quantitative data will be collected through pre-test and post-test assessments, where students will be tested on their ability to read and understand Surah Al-Ma'un before and after the implementation of the strategy. In the pre-test phase, students will be asked to read Surah Al-Ma'un aloud, and their reading skills will be evaluated based on accuracy, fluency, and comprehension. The teacher will provide a rubric to assess each student's performance, which includes pronunciation, intonation, and understanding of the meaning of the verses. After the pre-test, the Listening Team strategy will be implemented over a period of six weeks, with each session lasting approximately 60 minutes.

The Listening Team strategy involves students listening carefully to the teacher or a peer reading Surah Al-Ma'un, then discussing the pronunciation and meaning of the verses as a team. Students will take turns reading the Surah, providing peer feedback, and helping each other improve their reading skills. This strategy encourages

collaboration and peer learning, which is expected to enhance students' confidence and ability to read the Quranic text. The post-test will be conducted after six weeks of implementing the strategy. Students will once again be asked to read Surah Al-Ma'un aloud, and their reading skills will be evaluated using the same rubric as the pre-test. The comparison of the pre-test and post-test results will help determine the effectiveness of the Listening Team strategy in improving students' reading skills.

Additionally, observations will be made throughout the learning process to track the students' progress and engagement. The researcher will also conduct interviews with the students to gain insights into their perceptions of the Listening Team strategy. These qualitative data will complement the quantitative findings and provide a deeper understanding of how the strategy impacts the students' learning experience. In conclusion, this research will examine the impact of the Listening Team strategy on enhancing students' reading skills of Q.S. Al-Ma'un at SD Negeri 100506 Tapusnabolak. By combining both qualitative and quantitative approaches, the study aims to provide valuable insights into the effectiveness of collaborative learning strategies in improving Quranic reading skills among primary school students.

Result

The research conducted at SD Negeri 100506 Tapusnabolak aimed to investigate the impact of the Listening Team strategy on improving students' reading skills of Q.S. Al-Ma'un. This section presents the findings of the study, which were derived from pre-tests, post-tests, classroom observations, and student interviews. The data collected were analyzed to evaluate the effectiveness of the Listening Team strategy in enhancing students' ability to read and comprehend the Quranic verses.

The pre-test results revealed that many students initially struggled with accurate pronunciation and fluency when reading Surah Al-Ma'un. Most students had difficulty pronouncing certain Arabic letters correctly, leading to inaccurate readings. Furthermore, the students showed limited understanding of the meanings of the verses, which affected their overall comprehension. These findings indicated a need for a more effective approach to teaching Quranic reading skills, especially for young learners at the elementary school level.

After implementing the Listening Team strategy over six weeks, significant improvements were observed in the students' reading abilities. The Listening Team approach, which involved listening to peers and providing constructive feedback, helped students gain confidence in their reading skills. Students who initially had difficulty with pronunciation started to pronounce the verses more accurately as they practiced with their peers. The team-based collaboration allowed students to learn from each other, strengthening their understanding of the verses and the proper pronunciation.

The post-test results showed a notable improvement in the students' reading accuracy. On average, students' scores on the post-test were higher than their pre-test

scores, particularly in terms of pronunciation and fluency. The students who initially had difficulty with reading and comprehension demonstrated a much better understanding of the Surah after participating in the Listening Team sessions. Their ability to recite the verses with proper intonation and rhythm was also significantly improved, which contributed to their overall fluency. One of the most significant findings from the study was the increase in students' comprehension of the meaning of Surah Al-Ma'un. Before the intervention, many students struggled to understand the meaning of the verses they read. However, as a result of the collaborative discussions in their teams, students began to make connections between the words and their meanings. This deeper understanding of the verses led to more meaningful recitations, as students were able to comprehend and reflect on the teachings of the Surah.

Classroom observations further supported the findings from the pre-test and post-test results. During the six weeks of implementation, the students showed increased enthusiasm and participation in the reading sessions. The Listening Team strategy encouraged students to actively engage with their peers, ask questions, and offer feedback to one another. This collaborative approach created a positive learning environment where students felt more motivated to improve their reading skills. In addition to academic improvements, students also exhibited increased self-confidence and a sense of responsibility toward their learning. As students worked in teams, they took turns being the "leader" of their group, guiding their peers through the reading process. This gave them a sense of ownership over their learning, fostering a positive attitude toward Quranic education. The cooperative nature of the Listening Team strategy helped students feel more comfortable making mistakes and learning from each other.

Furthermore, the peer feedback process proved to be highly beneficial in improving students' reading skills. Students were able to identify and correct each other's pronunciation errors, which contributed to their individual growth. The collaborative nature of the Listening Team strategy allowed students to help each other overcome challenges, leading to a more effective learning experience. The teacher also observed that students were more engaged and focused during the sessions, as they were actively participating in the learning process.

The interviews with the students revealed that they enjoyed the Listening Team strategy and felt that it helped them improve their reading skills. Many students reported that they appreciated the opportunity to work with their peers, as it made the learning process more enjoyable and less intimidating. Some students mentioned that they felt more comfortable practicing their reading skills in a team environment rather than in front of the entire class, which contributed to their increased confidence.

Several students expressed that the Listening Team strategy made the Quranic verses more accessible and easier to understand. They appreciated the opportunity to discuss the meaning of the verses with their peers and the teacher. The students felt

that this collaborative approach helped them connect with the Surah on a deeper level, which in turn improved their recitation and understanding. Despite the positive outcomes, a few challenges were encountered during the study. One of the challenges was managing the diverse learning paces of the students. While some students quickly grasped the concepts and improved their reading skills, others required more time and support to reach the same level. This variation in learning speeds highlighted the importance of providing individualized attention to students who may need additional assistance.

Another challenge was ensuring that all students actively participated in the team discussions. Some students were more hesitant to speak up and contribute to the discussions, which affected their overall learning experience. To address this issue, the teacher encouraged quieter students to share their thoughts and gave them positive reinforcement to build their confidence. Overall, the results of the study suggest that the Listening Team strategy had a positive impact on students' reading skills of Q.S. Al-Ma'un. The strategy not only improved students' pronunciation and fluency but also enhanced their understanding of the verses' meanings. The collaborative and peer-based approach fostered a positive learning environment that encouraged active participation, self-confidence, and mutual support.

The findings of this study are consistent with previous research that suggests the effectiveness of cooperative learning strategies in enhancing language skills. The Listening Team strategy provided an opportunity for students to learn from one another and receive feedback, which proved to be beneficial in improving their Quranic reading skills. Additionally, the students' increased engagement and enthusiasm indicate that this strategy can be an effective tool for teaching Quranic education in primary schools. In conclusion, the implementation of the Listening Team strategy successfully improved the reading skills of students at SD Negeri 100506 Tapusnabolak. The study highlights the importance of incorporating collaborative learning techniques in the classroom, especially in the context of teaching Quranic texts. By fostering a supportive learning environment, students can enhance their reading abilities while also developing a deeper understanding of the Quranic teachings.

The application of the Listening Team strategy in improving students' ability to read Surah Al-Ma'un at SD Negeri 100506 Tapusnabolak has shown significant progress in both comprehension and fluency. Surah Al-Ma'un, which consists of several verses with key messages on social behavior and charity, requires students to not only be able to read but also to understand the meanings and applications of the verses in daily life. The Listening Team strategy was implemented to create an interactive and collaborative environment, allowing students to learn from one another while improving their reading skills. Initially, many students had difficulty with pronunciation, fluency, and understanding the meaning of the verses in Surah Al-Ma'un. This challenge was partly due to the traditional method of reading the Quran, which often involved individual

memorization and silent reading without proper practice in fluency or comprehension. Therefore, a new approach, such as the Listening Team strategy, was introduced to enhance both the reading skills and understanding of the verses.

The Listening Team strategy involves students working in small groups, where each group member listens to a part of the text, such as a verse or a passage from Surah Al-Ma'un. Afterward, students discuss the meaning and pronunciation of the verse they've listened to and then read it aloud for the rest of the group. This method not only fosters cooperative learning but also gives students the opportunity to practice and refine their reading with guidance from their peers and teacher. In this way, students actively participate and benefit from mutual support. The strategy encourages peer-to-peer interaction, allowing students to correct each other's mistakes and practice pronunciation in a non-threatening environment. By listening to their classmates, students could internalize correct pronunciations and improve their own fluency. Additionally, when students took turns reading verses, they became more confident in their ability to pronounce the Arabic words accurately and with the proper rhythm, which is essential for reciting the Quran.

This group dynamic also created a sense of accountability among the students. Each student was responsible not only for their own learning but also for contributing to the learning of their peers. This motivated students to pay closer attention to details such as proper pronunciation, understanding of the meaning, and correct rhythm. Through repetition and collaborative practice, the students began to show marked improvements in their ability to read Surah Al-Ma'un more fluently. The role of the teacher was crucial in guiding the groups and providing support. The teacher observed each group's interaction, ensuring that the students correctly applied the reading rules and meanings of the verses. The teacher also offered individual feedback when necessary and provided additional resources for students who were struggling. This balance of independent practice and teacher intervention helped create a supportive learning environment.

The use of Listening Team not only improved reading fluency but also deepened students' understanding of the meaning behind Surah Al-Ma'un. By discussing the verses in their groups, students gained a better grasp of the lessons conveyed in the surah, such as the importance of helping the poor and being mindful of others. This understanding of the social and moral values in the surah made the learning process more meaningful, as students could connect the teachings to their own lives. The collaborative nature of the Listening Team strategy also encouraged a sense of community and teamwork among students. They learned to work together toward a common goal—improving their reading skills. This cooperative effort fostered positive relationships in the classroom, where students felt comfortable helping one another and sharing their knowledge. As a result, the classroom environment became more

inclusive and supportive, with students actively participating and engaging in the learning process.

The progress made by the students was evident in both their reading skills and their increased understanding of the Quranic message. Post-assessments revealed that many students had significantly improved in their ability to read Surah Al-Ma'un with correct pronunciation and fluency. Their comprehension of the surah also showed considerable growth, as they were able to explain the meanings and apply them in real-life contexts. In addition to academic improvements, the Listening Team strategy had a positive effect on student motivation. Students were more enthusiastic about participating in lessons and showed a greater desire to practice reading. The peer interaction aspect made the learning process more enjoyable and less stressful, as students could learn in a more relaxed, collaborative setting. This increased engagement and enthusiasm led to higher levels of student participation in class activities and discussions.

Another benefit of the Listening Team strategy was its adaptability. The strategy could be tailored to accommodate students at different levels of proficiency. For example, more advanced students could assist those who were struggling with pronunciation or comprehension, ensuring that all students had the opportunity to improve. This differentiated approach ensured that no student was left behind, and everyone could progress at their own pace while still benefiting from the group dynamics. In conclusion, the Listening Team strategy effectively improved students' ability to read Surah Al-Ma'un at SD Negeri 100506 Tapusnabolak. The interactive, peer-driven approach encouraged active participation, boosted confidence, and enhanced both pronunciation and comprehension. Through collaboration and mutual support, students not only developed their reading skills but also gained a deeper understanding of the surah's moral and social teachings. The success of this strategy highlights the value of cooperative learning in improving Quranic education, making it an excellent model for further implementation in similar educational settings. By incorporating this approach into future lessons, the school can continue to foster a positive and engaging learning environment where students are motivated to learn and grow. It also serves as a reminder that integrating innovative, student-centered strategies into traditional subjects like Quranic studies can significantly enhance learning outcomes and student engagement. The use of the Listening Team strategy offers a promising pathway for improving Quranic literacy and fostering a deeper connection to Islamic teachings among young learners.

In addition to improving reading and comprehension skills, the Listening Team strategy also helped develop essential life skills among students, such as teamwork, communication, and problem-solving. Working in groups allowed students to collaborate and share their strengths while also learning from their peers' perspectives. When students encountered difficulties in understanding a verse or pronunciation, they

learned how to support one another and seek solutions collectively. These interpersonal skills are crucial not only for academic success but also for fostering positive relationships both inside and outside the classroom. Moreover, the method encouraged students to be more independent in their learning. While the teacher played a crucial guiding role, much of the responsibility for learning shifted to the students themselves. They became more proactive in ensuring they understood the material, often taking the initiative to ask for help from their peers or the teacher when needed. This sense of ownership over their learning was empowering for many students, helping them to take pride in their progress and to develop a greater sense of self-confidence.

The Listening Team strategy also promoted a deeper connection to the material by allowing students to hear different interpretations of the verses from their peers. Through group discussions, students could share their thoughts on the meanings of Surah Al-Ma'un, which helped them develop a more nuanced understanding of the Quranic text. These discussions not only enhanced comprehension but also encouraged critical thinking, as students had the opportunity to consider various viewpoints and interpretations. Lastly, the integration of the Listening Team strategy into the learning process created a more dynamic and interactive classroom environment. The shift away from traditional lecture-based methods toward a more collaborative, hands-on approach helped students remain engaged and focused throughout the lesson. As the students became more involved in their learning, the overall classroom atmosphere became more energetic and positive, which in turn contributed to their academic success. The success of this strategy at SD Negeri 100506 Tapusnabolak suggests that similar collaborative learning approaches could be beneficial for other subjects and in different educational contexts.

Discussion

The research conducted on the impact of the Listening Team strategy in improving the reading skills of students in Surah Al-Ma'un at SD Negeri 100506 Tapusnabolak provides insightful findings into how cooperative learning methods can enhance Quranic reading proficiency. The results from the pre-test and post-test, along with classroom observations and student interviews, show that the Listening Team strategy was effective in improving students' pronunciation, fluency, and comprehension. This section will discuss the significance of these findings in relation to the educational context and highlight the broader implications for teaching Quranic literacy.

Initially, the pre-test results indicated that most students faced difficulties in correctly pronouncing the Arabic letters in Surah Al-Ma'un. This is not unusual, as learning to read the Quran, especially in Arabic, is a complex task for young learners, particularly those who may not be familiar with the language structure or pronunciation

rules. Research supports the notion that reading Arabic, a language that uses different sounds than many other languages, often requires specific pedagogical methods to help students overcome these hurdles. The Listening Team strategy, by allowing students to hear and practice with peers, provided them with opportunities to improve their pronunciation through repeated exposure and mutual assistance.

The post-test results indicated that students' pronunciation and fluency improved significantly after six weeks of using the Listening Team strategy. This suggests that peer feedback and collaborative learning can be highly beneficial for young learners, particularly in language acquisition. When students work in teams, they are exposed to different speaking styles and accents, which may help them recognize and correct pronunciation errors they might not have identified on their own. This collective learning process appears to be essential for improving pronunciation, especially in reading complex texts like the Quran.

The strategy also had a positive impact on the students' fluency. Fluency in reading is not only about the ability to pronounce words correctly but also about being able to read with smoothness and expression. The Listening Team strategy facilitated this by allowing students to practice reading aloud in a non-judgmental environment where they could freely make mistakes and learn from them. Studies have shown that repeated practice and exposure to correct readings help develop better fluency in reading, which is particularly important when learning a language as intricate as Arabic.

In addition to improving pronunciation and fluency, the Listening Team strategy helped students develop a deeper understanding of the meaning of Surah Al-Ma'un. Before the intervention, many students struggled with comprehension and could not fully grasp the message of the Surah. However, after participating in the strategy, students reported a better understanding of the meanings of the verses. This is a crucial finding, as comprehension is essential for meaningful engagement with any religious text, particularly the Quran. The opportunity to discuss the verses with their peers allowed students to reflect on their interpretations, enhancing their connection to the text.

The improvement in comprehension can be attributed to the peer discussions that were an integral part of the Listening Team strategy. Research has shown that peer discussions in a collaborative setting can enhance students' understanding of complex concepts. By articulating their thoughts and exchanging ideas, students can consolidate their learning. In this case, students not only helped each other with reading but also engaged in critical thinking about the content of Surah Al-Ma'un. This interactive learning environment likely facilitated the students' ability to understand the meanings of the verses, which had previously been a challenge for many of them.

Classroom observations revealed that the Listening Team strategy helped create a more dynamic and engaging learning environment. Students were more eager to participate and took on more responsibility for their learning. This was particularly

evident in how students who initially seemed disengaged became more active participants. This shift in student behavior aligns with research on the effectiveness of cooperative learning strategies, which suggests that collaborative work can increase students' motivation and involvement in the learning process. When students are allowed to take ownership of their learning through teamwork, they tend to feel more invested in the content and more accountable for their progress.

The positive impact of the strategy on student motivation is further supported by the interviews conducted with the students. Many students reported that they found the team-based approach enjoyable and helpful for improving their reading skills. They indicated that they appreciated being able to work with their peers, as it created a sense of community and mutual support. This finding aligns with educational theories that emphasize the importance of social interaction in the learning process. According to Vygotsky's sociocultural theory, learning is inherently social, and students learn best when they are able to collaborate and engage with others in meaningful ways.

However, while the Listening Team strategy proved beneficial overall, there were challenges related to the diverse learning speeds of the students. Some students grasped the concepts and improved their reading skills quickly, while others required additional support. This disparity highlights the need for differentiated instruction, where teachers can tailor their support to meet the individual needs of each student. The findings suggest that while collaborative learning strategies are effective, teachers should be mindful of the varying levels of proficiency within their classrooms and ensure that all students receive the support they need to succeed. Another challenge observed during the implementation was ensuring equal participation from all students in the team discussions. Some students were more vocal and took on leadership roles, while others were hesitant to contribute. This issue is common in group settings, where certain students may dominate discussions while others remain passive. To address this, the teacher could implement strategies to encourage more balanced participation, such as assigning specific roles within the team or encouraging quieter students to share their thoughts in smaller groups before presenting them to the larger team.

Despite these challenges, the Listening Team strategy had a largely positive impact on students' reading skills and overall learning experience. The strategy not only improved students' pronunciation and fluency but also fostered a deeper understanding of the Surah's meaning. The collaborative nature of the approach provided students with the opportunity to learn from each other and to build their confidence in reading the Quranic text. This reflects the importance of peer-based learning in enhancing language skills, particularly in a religious education context. The study also highlighted the importance of creating a supportive learning environment where students feel safe to make mistakes and learn from them. The Listening Team strategy helped reduce the anxiety that some students may have felt when reading in front of others, as they could practice in smaller, supportive teams. This environment of mutual respect and

encouragement is essential for young learners, especially when dealing with complex texts like the Quran. When students feel comfortable, they are more likely to take risks, make progress, and develop a genuine interest in their studies.

From a pedagogical perspective, the findings suggest that Quranic education can benefit from incorporating interactive, student-centered learning strategies such as the Listening Team. This approach not only improves technical skills such as reading accuracy and fluency but also promotes critical thinking, teamwork, and peer support. These skills are valuable not only for Quranic education but also for general language development and other areas of learning.

In conclusion, the research demonstrates that the Listening Team strategy is an effective method for enhancing students' reading skills of Q.S. Al-Ma'un. The combination of pronunciation practice, peer feedback, and group discussions helped students improve both their technical reading skills and their comprehension of the Surah's meaning. The findings also emphasize the importance of creating an engaging and supportive learning environment where students can collaborate and learn from one another. This study provides valuable insights for educators looking to implement effective strategies for teaching Quranic literacy and suggests that collaborative learning can play a pivotal role in fostering deeper engagement with religious texts.

Conclusion

In conclusion, the implementation of the Listening Team strategy proved to be effective in enhancing the reading skills of SD Negeri 100506 Tapusnabolak students in Surah Al-Ma'un. The strategy significantly improved students' pronunciation, fluency, and comprehension, highlighting the benefits of collaborative learning in Quranic education. Through peer feedback and team discussions, students gained a better understanding of the verses and developed greater confidence in their ability to read Arabic accurately. The positive changes observed in both the pre-test and post-test results demonstrate that the Listening Team approach can foster significant academic progress in young learners, particularly in the context of Quranic literacy. Additionally, the research underscores the importance of creating a supportive, interactive learning environment that encourages student engagement and active participation. The collaborative nature of the Listening Team strategy not only improved students' technical reading skills but also helped build their confidence, motivation, and critical thinking abilities. By incorporating such cooperative learning methods into the classroom, educators can provide a more dynamic and inclusive learning experience, leading to improved academic outcomes and a deeper connection with the material being studied.

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