

The Libat Method to Improve Qur'anic Learning Ability

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Abstract: The background of this research begins with students' low learning ability, which has an impact on learning outcomes to be low. This study is related to Islamic Education subjects in the scope of reading and writing the Qur'an. Therefore, this study aims to improve students' ability to read and write the Qur'an through Libat method. The research method used in this research is the Classroom Action Research method. The results were quite satisfactory; about 83% of students had an increased ability to read and write the Qur'an from two cycles. So it can be said that the entangling method can improve students' ability to read and write the Qur'an.

Keywords: Libat; Method and Learning; The Qur'an

Abstract: Latar belakang penelitian ini diawali oleh rendahnya kemampuan belajar siswa yang berdampak hasil belajar menjadi rendah, dalam penelitian ini berkaitan dengan mata pelajaran Islamic Education dalam lingkup materi membaca dan menulis Al-qur`an. Oleh karena itu penelitian ini bertujuan untuk upaya meningkatkan kemampuan membaca dan menulis Al-qur`an pada peserta didik melalui metode Libat. Metode penelitian yang digunakan dalam penelitian ini adalah metode Classroom Action Research atau yang dikenal dengan penelitian tindakan kelas. Adapun hasil temuannya setelah diterapkan metode Libat, memiliki hasil yang cukup memuaskan sekitar 83% peserta didik memiliki peningkatan di dalam kemampuan membaca dan menulis Al-qur`an, hal itu dapat dilihat dari setiap dan antar siklus. Sehingga dapat dikatakan bahwa metode Libat mampu meningkatkan kemampuan membaca dan menulis Al-qur`an pada peserta didik.

Kata kunci: Al-Qur`an; Libat; Metode dan Pembelajaran

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INTRODUCTION

Challenges in education must provide the best solution to improve student learning quality (Meilia & Murdiana, 2019). This challenge makes teachers always able to improve teaching skills which has implications for student learning activities in schools (Susilo & Sarkowi, 2018). Teachers have a vital role in making student learning activities more effective and efficient so that the role of the teacher can influence student learning progress (Ibda & RahMadi, 2018) (Nurulhaq et al., 2019). Teachers always understand the obstacles and challenges of students' learning, so teachers always find solutions and directions so that learning activities can give significant meaning to student learning progress (Sawitri et al., 2019).

The distance learning system requires the existence of media to be a way that can bridge communication between educators and students (Sitopu et al., 2022). Educators can use many media in the distance learning process, such as Edmodo, Ruang Guru, Edubox online, moodle, Rumah Belajar, youtube, Zenius, google form, google classroom, google meet, Webex, zoom meeting, and others (Adima et al., 2022). Nevertheless, many parties still feel its polemics. For educators, online learning is only cognitive and more effective only for assignments because, in online learning, the students understand the material presented very difficult (Adima et al., 2022). Students will feel the ineffectiveness of online learners seeing that each student's technological and economic capabilities are different. Not all students have facilities that support this distance learning activity; slow internet connections, students who stutter with technology, and expensive internet quotas (Sjam et al., 2022)(Rakasiwi, 2021).

Islamic Education is one of the subjects taught in schools that seeks to foster and direct students always to be able to understand the content of Islamic teachings comprehensively, able to live the meaning of purpose, which in the end can practice and make Islam a guide to life (Putra, 2016)(Ramdan, 2021). In other words, Islamic education seeks to integrate students' physical and spiritual aspects and hearts to become human beings who obey their God, have broad scientific treasures, and have noble ethics.

Whether or not the success of instilling the values of Islamic Education in students depends significantly on the learning process as a basis for realizing the primary goal of Islamic education, namely practicing Islamic teachings and making Islam a guide for life(Hidayati, 2020). Among the Islamic Education materials that students must master are materials that fall within the scope of reading and writing the Qur'an. Because, after all, Muslims' existence is shown by their ability to read and write the Qur'an (Ahmad, 2020).

The previous research in this study is relevant as follows: the Libat (*Lihat Baca Tulis*) method can improve the results of learning Arabic in *Madrasah* (Ningsih, 2022), the Libat method can improve students' literacy in literacy in

schools (Kusripinah & Subrata, 2022), the Libat method can make learning activities more enjoyable so that students are motivated in the implementation of learning activities (Rahayu, 2022). The Libat method can improve learning outcomes in the literacy aspect of the Qur'an (Hidayah et al., 2022), and Libat method can improve student learning outcomes more effectively and efficiently (Ramadhan & Diani Syahfitri, 2022). Based on the explanation of previous research, the Libat method has high implications in improving the quality of education, so this Libat method is recognized as an effective method in increasing the knowledge, activeness, and skills of students who are forgiving in the implementation of student learning activities. The novelty of this research is that the Libat method is very suitable for implementing Quranic literacy material because this method improves the ability to read, write and memorize the Qur'an.

Based on the results of the researchers's preliminary study, the distance learning process in Islamic Education subjects, the scope of the material for reading and writing the Qur'an has many obstacles. It ranges from students who have difficulty understanding the material to material that is not delivered comprehensively. It causes the students to feel challenged to achieve predetermined competencies. It is due to several factors. The main factor is that the media and methods were not used optimally in distance learning during the Covid-19 pandemic.

So, in this case, based on the problems described, this research will focus on efforts to improve the ability to read and write the Qur'an through the implementation of the Libat method during the Covid-19 pandemic by using zoom meeting media, WA video calls, and Quizizz.

RESEARCH METHOD

The research method used in this study is the Classroom Action Research method or known as classroom action research. Classroom Action Research is a form of reflective classroom action research by taking certain actions to improve learning practices professionally (Soesatyo et al., 2017). Some forms of Classroom Action Research research include teachers as researchers; collaborative action research; simultaneous integration; and experimental social administration. The form of classroom action research used here is the first form: the teacher as a researcher (Supian, 2021).

While the Classroom Action Research design used in this study is a design from Kemmis and Taggart (Widiani et al., 2018). This design is a development of Krut Lewin's design. Where this design uses a model known as a reflection spiral system consisting of four components, namely:

- a. Planning
- b. Action

- c. Observations
- d. Reflection

The study was conducted in two cycles. The teacher ended the cycle when the classroom condition was stable. In this case, the teacher had been able to master new learning skills, and students were accustomed to the Libat learning method. This research was carried out at SMK Medina Bandung City, class XII OTKP in the odd semester of the 2020/2021 school year for one month from July 13 to August 4, 2020. The implementation adjusted to the schedule of Islamic Education learning activities in class XII OTKP totaling 24 students who are the subject of research.

The researchers used four data collection techniques: questionnaires, tests, observations, and documentation. In this study, the questionnaire was distributed and filled by class XII OTKP students whose function was to find out students' responses to the implementation of learning to read and write the Qur'an by applying the Libat method. The statements made in this questionnaire are adjusted to the existing indicators to represent each existing variable. The orientation of the questionnaire will be positive and negative, while the alternative answers will scale into five options. In the selection of answers, the author uses an attitude scale, which is the Likert scale. Its scale aims to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena (Sugiyono, 2011).

A test is a series of questions or exercises used to measure an individual or group's skills, intelligence, knowledge, abilities, or aptitudes (Yumarlin, 2013). In this study, reading and writing the Qur'an tests aim to determine students' ability to read and write the Qur'an after applying the Libat learning method.

Observation is the activity of paying attention to something that is the object of study. Observation is the activity of paying attention using the eyes and can also be carried out through hearing and observation (Syukri et al., 2019). In this study, observation guidelines consist of observation of student activity and observation of learning implementation using the Libat method. Documentation aims to find data on records, transcripts, books, newspapers, agendas, and so on that support the researchers' objectivity. The purpose of this study's documentation technique is to obtain objective data on the state of SMK Medina Bandung City as the object of research. Among them are to get a clear picture of facilities, infrastructure, teaching staff, and the number of students.

RESEARCH RESULT AND DISCUSSION

Research Result

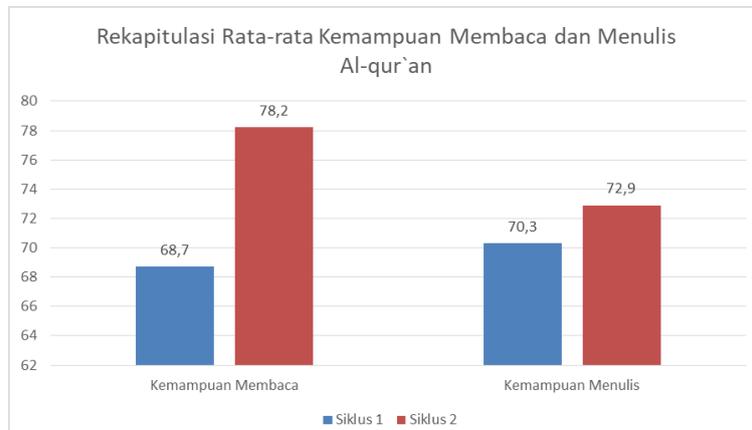


Figure 1. Average Students' Reading and Writing Ability

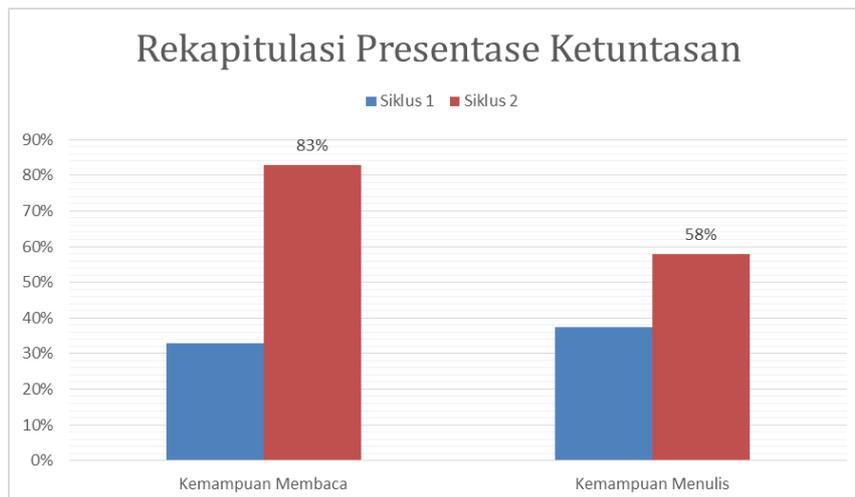


Figure 2. Recapitulation of Completeness Percentage

Based on these two figures, there is an increase in the ability to read and write the Qur'an for class XII OTKP students before and after the Libat method is applied both in percentage completion and the average score obtained by students. The average ability to read the Quran before applying the Libat method was 68.7; after applying it, it rose to 78.2. The average ability to write the Quran before applying the Libat method was 70.3; after it was applied, it rose to 72.9, although not very significant. Likewise, the percentage between 33% rose to 83% reading ability, and between 37.5% rose to 58% writing ability. So, the Libat method can improve students' ability to read and write the Qur'an during the Covid-19 pandemic.

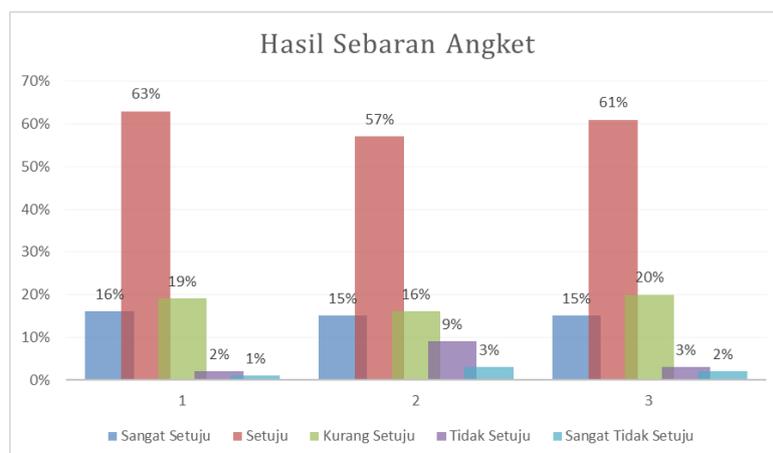


Figure 3. Learners' Responses

Based on Figure 3 above, learners' responses to Islamic Education learning with the Libat method stated that they agreed with 16%, strongly agreed with 63%, less agreed with 19%, disagreed with 2%, and 1% strongly disagreed. For the second indicator, teachers gave responses, discussions, and assignments in the learning application expressed strongly agree 15%, agree 57%, less agree 16%, disagree 9%, and strongly disagree 3%. The third indicator of learning with the *waqaf* model provides information, material, and task collection more easily obtained responses strongly agree 15%, agree 61%, less agree 20%, disagree 3%, and strongly disagree 2%.

Discussion

A. Description of Each Cycle Research

The actions in this study were carried out in two cycles consisting of two actions in the first cycle (July 14 and 21, 2020) and two in the second cycle (July 28 and August 4, 2020). Before taking action, researchers prepare the necessary documents. It includes a Lesson Plan, which refers to Core Competencies, Basic Competencies, Competency Achievement Indicators, sources, media, and Libat methods used. The material presented refers to the syllabus following the 2013 curriculum and Qur'an learning modules using the Libat method.

The first meeting coincided with the second day after students enjoyed the end of the semester break. In the first cycle at the first class meeting, the researchers instructed class XII OTKP as the object of research to create a WhatsApp Group, which serves as a means of communication and information about what students should prepare related to learning. In the WhatsApp Group (WAG), the researchers informed the zoom meeting code as a learning medium to be used. The researchers carried out Placement tests to measure the prior ability and placement of learning classes, in this case, the

ability to read and write the Qur'an. The researchers gave the motivation to be patient in learning even during difficult and limited times caused by this pandemic. The results of this placement test educators will divide into two classes: the basic class (*mu'allam*) for students who are still stammering in reading and mentioning the letters of the Qur'an and advanced classes (*murrattal*) for students who fluently read the Qur'an but still error on the *tajwid* rule. This class mapping aims to make it easy for students to get follow-up and the material that will be delivered later follows students' abilities. The placement test in this stage is an oral test, where participants are directly asked to read the Quran.

In comparison, the indicators assessed from the question include letter recognition (fluency in reading), letter pronunciation (*makhori al-huruf*), long-short reading, *waqof*, and song. It can be seen in the results of the placement test reading the Qur'an class XII OTKP from a total of 24 students who entered the elementary class totaling 16 people, and those who entered the advanced class totaling eight people. This result shows that around 67% of students are not fluent in reading the Qur'an, and 33% of students are already fluent in reading the Qur'an.

In the first cycle of the second action, researchers using zoom meeting media began to present material using the Libate method, according to their respective class mapping. In the *mu'allam* class, the syllabus or material taught is in Table 1 below:

Table 1. Mu'alim Class Syllabus

Basic Material
Recognize Easy Letters and Practice Pronunciation.
Recognize Unfamiliar Letters and Exercise Pronunciation
Recognize Consonant Sounds (sukun Sign) and Tanwin and Exercising Pronunciation.
Practice Pronouncing Long Vowels, Diphthongs, and Unique Letters.
Practice Recognizing the Symbols of the Letters of the Qur'an.
Practice Reading Letters: Read Long
Practice <i>Isti'adzah</i> and <i>Waqof</i>
Practice Pronouncing <i>Hijaiyyah</i> According to <i>Makhraj</i> .
Practice Reciting <i>Idzhar</i> , <i>Idgham</i> , <i>Iqlab</i> and <i>Ikhfa</i>
Practice Basic Reading of The Qur'an
Practice Writing The Qur'an or Basic <i>Khat Imla</i>

While in the *murattal* class, the syllabus or material is in Table 2 below:

Table 2. Murattal Class Syllabus
Basic Material
Characteristics of Letters
<i>Nun Mati</i> and <i>Tanwin</i> rules 1
<i>Idgham</i> rule
<i>Nun Mati</i> and <i>Tanwin</i> Reading rules 2
<i>Mim Sukun</i> , <i>Mim</i> and <i>Nun</i> with <i>Syiddah</i>
Reading <i>Mad</i> (long) and <i>qashar</i> (Short) 1
Reading <i>Mad</i> (long) and <i>qashar</i> (Short) 2
Reading the rules of <i>Raa</i> and <i>Lam</i>
<i>Qalqalah</i> and <i>Saktah</i>
Exercising Advanced Reading Qur'an
Exercising Writing Al-Qur'an or <i>khat Imla</i>
Writing intermediate

Of all the syllabuses or materials presented, both *muallam* and *murattal* levels, it is divided into two meetings which then continue on the cycle of the first two actions.

In the second cycle of the first action, the researchers used zoom meeting media to continue the material from each class, both *mu'allam* and *murattal*. The researchers also reinforces the material from the two classes at the end of the meeting in this cycle using Quizizz media. This media is not only a medium for strengthening the material but also a tool to see the development of students' understanding of the material provided.

In the second cycle of the last action, the researchers used video call media and *Made* a list of student evaluations to evaluate learning outcomes using the Libate method. The evaluation form is to evaluate the results of students' Qur'anic reading ability using oral tests and the evaluation form of writing ability with a direct written test. It can be seen in the results of the evaluation of reading the Qur'an class XII OTKP from a total of 24 students who are still in the elementary class totaling four people, and those who enter the advanced class 20 people. It shows that around 17% of students are not fluent in reading the Qur'an, and 83% of students are already fluent in reading the Qur'an. The evaluation results of writing the Qur'an class XII OTKP are insignificant. Of the 24 students who are still in the elementary class, there are ten people, and who are already in

the advanced class are 14 people. It shows that around 42% of students are not fluent in the Qur'an, and 58% are already fluent in writing the Qur'an.

B. Data Analysis

The results of students' reading and writing abilities in the first and second cycles are obtained from the evaluation of each cycle. So that the results of students' reading and writing abilities can be seen as follows:

Table 3 Students' Reading and Writing Skills Score of Cycle 1

No	Initial	Results of Cycle 1 or Placement test			
		Reading Skill	Description	Writing Skill	Description
1	A	85	Complete	82	Complete
2	B	65	Incomplete	65	Incomplete
3	C	80	Complete	80	Complete
4	D	58	Incomplete	64	Incomplete
5	E	69	Incomplete	70	Incomplete
6	F	70	Incomplete	70	Incomplete
7	G	90	Complete	87	Complete
8	H	60	Incomplete	65	Incomplete
9	I	56	Incomplete	60	Incomplete
10	J	55	Incomplete	50	Incomplete
11	K	50	Incomplete	54	Incomplete
12	L	68	Incomplete	67	Incomplete
13	M	82	Complete	85	Complete
14	N	66	Incomplete	70	Incomplete
15	O	80	Complete	80	Complete
16	P	50	Incomplete	69	Incomplete
17	Q	62	Incomplete	60	Incomplete
18	R	83	Complete	79	Complete

19	S	65	Incomplete	62	Incomplete
20	T	66	Incomplete	63	Incomplete
21	U	60	Incomplete	66	Incomplete
22	P	78	Complete	80	Complete
23	W	70	Incomplete	79	Complete
24	Q	80	Complete	80	Complete

Table 4 Students' Reading and Writing Skills Results of Cycle 1

No	Criteria	Results of Reading Skill	Results of Writing Skill
1	The lowest score of students	50	50
2	The highest score of students	90	87
3	Number of students who did not complete Minimal Competency Criteria 75	16 (67%)	15 (62,5%)
4	Number of students who completed Minimal Competency Criteria 75	8 (33%)	9 (37,5%)
5	Average	68,7	70,3

Based on the analysis of data on the score of reading and writing the Qur'an class XII OTKP in the first cycle, it can be seen that the results of the reading ability score are the lowest score of 50, the highest score of 90 with an average score of all students of 68.7. The number of incomplete students is 16, and the number of completed students is eight. It means 67% of incomplete students fall into the *mu'allam* category, and as many as 33% of complete students fall into the *murattal* category. As for writing ability, the lowest score is 50, and the highest is 87, with an average score of all students of 70.3. The number of incompleting students is 15, and the complete ones are 9. This result means that as many as 62.5% of students are incomplete, and as many as 37.5% are complete.

Table 5 Students' Reading and Writing Skills Score of Cycle 2

No	Initial	Results of Cycle 1 or Placement test			
		Reading Skill	Description	Writing Skill	Description
1	A	85	Complete	82	Complete

2	B	89	Complete	77	Complete
3	C	80	Complete	80	Complete
4	D	80	Complete	64	Incomplete
5	E	79	Complete	75	Complete
6	F	75	Complete	70	Incomplete
7	G	90	Complete	87	Complete
8	H	76	Complete	77	Complete
9	I	84	Complete	80	Complete
10	J	87	Complete	54	Incomplete
11	K	55	Incomplete	54	Incomplete
12	L	85	Complete	76	Complete
13	M	82	Complete	85	Complete
14	N	66	Incomplete	70	Incomplete
15	O	80	Complete	80	Complete
16	P	78	Complete	69	Incomplete
17	Q	82	Complete	60	Incomplete
18	R	83	Complete	79	Complete
19	S	65	Incomplete	62	Incomplete
20	T	78	Complete	63	Incomplete
21	U	60	Incomplete	66	Incomplete
22	P	78	Complete	80	Complete
23	W	80	Complete	79	Complete
24	Q	80	Complete	80	Complete

Table 6 Students' Reading and Writing Ability Results of Cycle 2

No	Criteria	Results of Reading Skill	Results of Writing Skill
1	The lowest score of students	55	54

2	The highest score of students	90	87
3	Number of students who did not complete Minimal Competency Criteria 75	4 (17%)	10 (42%)
4	Number of students who completed Minimal Competency Criteria 75	20 (83%)	14 (58%)
5	Average	78,2	72,9

Based on the analysis of data on the ability to read and write the Qur'an class XII OTKP in the second cycle, it can be seen that the results of reading ability have the lowest score of 55, the highest score of 90 with an average score of all students of 78.2. The number of incomplete students is four, and the number of completed students is 20. It means that 17% of students are incomplete and still fall into the *mu'allam* category, and as many as 83% of complete students enter the *murattal* category. As for writing ability, the lowest score is 54, and the highest score is 87, with an average score of all students of 72.9. The number of students who did not complete was ten, and the complete ones were 14. It means that as many as 42% of students are incomplete, and as many as 58% are complete.

So that the recapitulation of the ability to read and write the Qur'an class XII OTKP between cycles can be seen in the following table and diagram:

Table 7 Recapitulation of Reading and Writing Skills of Two Cycles

N = 24	Reading Skill		Writing Skill	
	Cycle 1	Cycle 2	Cycle 1	Cycle 2
Average	68,7	78,2	70,3	72,9
Completeness of Minimal Competency Criteria (75)	33%	83%	37,5%	58%

Based on the table, there is an improvement in students' percentage completion and the average score for reading and writing the Qur'an for class XII OTKP students before and after the Libat method is used. The average ability to read the Quran before applying the Libat method was 68.7; after it was applied, it rose to 78.2. The average ability to write the Quran before applying the Libat method was 70.3; after it was applied, it rose to 72.9, although not very significant. Likewise, the percentage between 33% rose to 83% in reading ability, and between 37.5% rose to 58% in writing ability. So,

the Libat method can improve students' ability to read and write the Qur'an during the Covid-19 pandemic.

Furthermore, the researchers explained the results of students' responses to Islamic Education learning with the Libate method, although not from the primary purpose of Class Action Research. To find out the responses or responses of students about learning with the Libat method, the researchers spread questionnaires in the form of Google Forms in the WhatsApp Group. The questionnaire consisted of three questions: strongly agree, agree, less agree, disagree, and strongly disagree. Here are the response indicators with statement items: 1) learning Islamic Education using learning method during the pandemic is easier for students to understand; 2) teachers actively provide responses, discussions, or assignments in learning applications; 3) learning by the Libat method obtaining information, materials, and collecting tasks become more accessible and more flexible.

The results of students' responses to learning using the Libat method can be seen as follows:

Table 8 Results of Questionnaire Distribution

Response/ Indicators	Strongly Agree	Agree	Less Agree	Disagree	Strongly Disagree
1	16%	63%	19%	2%	1%
2	15%	57%	16%	9%	3%
3	15%	61%	20%	3%	2%

Based on table 6 above, learners' responses to Islamic Education learning with the Libat method stated that they agreed with 16%, strongly agreed with 63%, less agreed with 19%, disagreed with 2%, and 1%. For the second indicator, teachers gave responses, discussions, and assignments in the learning implementation expressed strongly agree 15%, agree 57%, less agree 16%, disagree 9%, and strongly disagree 3%. The third indicator of learning with the *waqaf* model provides information, material, and task collection more easily obtained responses strongly agree 15%, agree 61%, less agree 20%, disagree 3%, and strongly disagree 2%.

CONCLUSION AND IMPLICATION

Conclusion

The improvement in the average and percentage of scores of the ability to read and write the Qur'an over two cycles shows that implementing the Libat method can improve the ability to read and write the Qur'an for students in Islamic Education subjects. Third, it must provide learning materials for the writing category that aligns with the Libat method's curriculum. Based on the analysis's results, although there is a rise in the average and percentage of writing from

cycles, it is not very significant. One of the factors that caused it was the absence of relevant media for applying the syllabus of the method of writing the Qur'an.

Implication

The results of this research can be an option for Islamic education educators in developing learning methods. Theoretically, the Libat method can provide an overview of the implementation of Quranic learning so that students can improve their cognitive and psychomotor abilities in reading and writing the Quran. This method can be applied to all Islamic education sub-materials that focus on the Quranic field in achieving the skills to read and write the Quran properly and correctly.

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