The Qur'anic Learning Methods for Primary School Pupil in Indonesia: A Systematic Literature Review

Sopian Kamil Muttaqin[1*], Ahmad Fajri Asshdiqi[2], Aulia Rizki[3]
Universiti Utara Malaysia, Malaysia[1]
Universiti Utara Malaysia, Malaysia[2]
Universiti Utara Malaysia, Malaysia[3]
Corresponding Email: milalkamil@gmail.com*

Abstract

This study aims to elucidate the various methods employed in learning the Qur'an in Indonesian primary schools. Previous studies predominantly focused on Qur'anic memorization methods among secondary school students in Indonesia. This research adopts the Systematic Literature Review (SLR) methodology, which analyzes journal articles published between 2019 and 2024. Following a rigorous screening process by PRISMA, eleven relevant articles were identified. The findings reveal that the most frequently utilized methods in Qur'anic instruction are the *Ummi* and *Qiro'ati*, while other approaches, such as *Wafa, Tajdied, Wahdah, FLASH, Demonstrasi*, and *Klasikal*, are employed to a lesser extent. Data collection techniques predominantly include observations, questionnaires, and documentation. Furthermore, *Juz 'Amma* is the most commonly used section of the Qur'an in elementary school instruction. This study enhances Islamic education, particularly in Qur'anic studies at the primary school level, by fostering a generation that internalizes and upholds Qur'anic values in both contemporary and future contexts.

Keywords: *Qur'anic learning, primary education, SLR, PRISMA, Islamic education*

Introduction

Teaching youngsters in reciting and memorizing the Qur'an from infancy has significant ramifications in several domains (Wahyuni & Aisyah, 2020). Instructing individuals to read and understand the Qur'an might foster positive biases alongside discipline, resilience, and self-regulation (Fauzi, H.N., & Waharjani, 2019). The capacity to read and comprehend the Qur'an provides practical advantages in daily life, aiding persons in interpreting both religious and secular literature while enhancing their proficiency in Arabic. Thus, instructing children to read and memorize the Qur'an from birth is unrelated to their reading

comprehension deficits; instead, it also influences their character, spirituality, and grasp of Islam and its tenets (Afni, S.R.N., & Handayani, D., 2022).

An infant's character is greatly shaped in the early years since small children are more involved in learning and reacting to their environment. Children nowadays are increasingly conscious of the consequences of their surroundings, whether they originate from friends, neighbors, or even the real surroundings (Al Faruqi et al., 2021). Starting pupils to read the Qur'an has been crucial from the early days of primary education. This is so because pupils today can rapidly grasp and access knowledge (Rijkiyani et al., 2022). Learning the Qur'an in a public school, for instance, addresses a broad spectrum of issues including religious education that helps pupils develop their spirituality, and understand their own identities as Muslims, and moral education about issues like justice and morality (Hidayah, S., & Zamrotun, 2023). Children must thus be grown in favorable surroundings if they are to flourish and grow in the years to come.

In light of the significance of learning and memorizing the Qur'an, the principal objective of Islamic educational institutions is to formulate an effective learning strategy to facilitate pupils' acquisition of the Qur'an (Basir, A., 2021). Learning the Qur'an enables pupils to comprehend and implement its teachings through education (Mamkua et al., 2022).

Primary school pupils have the opportunity to study or memorize a plethora of verses in the Qur'an. The school has emerged as a strategic location for addressing the high rate of Qur'an learning in the classroom. There is a greater need to enhance Qur'an literacy in the school environment, which can impact both formal and informal learning (Mayangsari et al., 2024). In order to enhance pupil success in the study of the Qur'an, the majority of Qur'anic educational institutions implement novel methodologies (Suhaeti, 2019). Consequently, this subject necessitates further investigation to ascertain the extent to which Indonesian primary school pupils can expand their Qur'anic learning, the methods that are most frequently and frequently employed in its implementation, and the efficacy of these methods compared to the learning outcomes.

Several Indonesian elementary educational institutes facilitate Qur'an instruction. Each institution employs a distinct methodology for Qur'anic instruction. Establishing a high-quality Qur'an education system necessitates careful examination of methods and approaches to attain the intended learning results. The methodologies employed for Qur'anic instruction in Indonesia are quite varied and continuously developing. Every approach possesses distinct limitations and discrepancies; therefore, educators must select a way that aligns with their pupils' specific conditions and comprehension levels (Fathur Rozi, M.A., & Fakhrunnisa, I., 2022).

The research by Sartika et al. (2019) on applying SLR for teaching Qur'an in primary schools was carried out from 2015 to 2020, concentrating solely on pupils' memorization performance. The study conducted by Rohimah et al. (2023) examines the Qur'anic curriculum in Indonesia, utilizing pupil learning objectives from adjacent private schools. This article aims to explore innovations in the approach to Qur'anic education, particularly within primary schools from 2019 to 2024. This article poses three research questions: What is the name of

the method employed to teach the Qur'an to primary school pupils? What methodology is employed to gather data regarding the techniques utilized in Qur'anic education for primary school pupils? and Which *Juz* is usually taught to Indonesian elementary school pupils?

Literature Review

Khas are the methods and approaches the teacher employs to instruct the Qur'an. The teacher employs a methodical and adaptable approach to the Qur'anic material. This is done to guarantee that the optimal objective of learning is achieved (Sutikno, M.S., 2019). The *eight methods the Muslim community typically employs to study the Qur'an are the Qiro'ati, Iqro', Tartila, and Yanbu'a methods* (Nurfaizah, 2020). The term "Tartila method" also denotes an *Ummi* method that entails the recitation of the Qur'an in a plain and concise manner, guided by *Tajweed* knowledge and a human-centered system (Zahro & Yusuf, 2024). In addition, Indonesia continues to employ numerous methodologies for Qur'an education.

Primary school is the initial formal educational institution aimed at cultivating pupils' potential in advanced subject areas, enhancing their academic skills, and facilitating their engagement in community social life (Suparlan, 2020). Participants in elementary school include youngsters aged 6 to 12 years, exhibiting diverse emotional development throughout their educational years (Mudli'ah, V.K., & Manik, Y.M., 2023). The educator must adapt the learning process to the pupil's developmental pace while pursuing educational objectives in the primary classroom (Yuhana, A.N., & Aminy, F.H., 2019).

Most of the elementary schools teaching Qur'an to its pupils have them memorize the chapter (surah) from *Juz* 30—also known as *Juz 'Amma*. This form of behavior is displayed by both extracurricular and intra-curricular activities (Sartika, Hedayat, & Suryana, 2019). Research by Nisrina (2019) indicates that the technique utilized in the remembering activities is one of the main determinants of the success of memorizing the Qur'an, especially for primary school kids. Teachers thus have to be able to select a teaching approach suitable for the main schoolchildren. Nevertheless, in their studies, the teacher and the institution did not follow a particular approach in Qur'anic interpretation.

Research Method

The method used in this research is the Systematic Literature Review (SLR). SLR is a method designed to identify, analyze, evaluate, and systematically organize data in journals according to predetermined guidelines (Triandini et al., 2019). A few steps are used, including planning, conducting, and reporting. Planning is defined as the first step in performing a systematic literature review, conducting is then used to carry out a SLR and the final step is reporting, which is the SLR's written form (Apriliani et al., 2020). The author searched for journal articles related to the subject matter during the planning process using the Google Schoolar and Scopus databases. After that, the data collection process involves gathering relevant data and analyzing it in an easily comprehensible way.

Research Criteria

The inclusion criteria include the study methodology being relevant to the Qur'an learning method for Indonesian primary school pupils, the study must address the research questions, utilize both English and Indonesian and have a period of at least 2019 to 2024. Even still, the exclusion criteria list the following: the data sources cannot be an Indonesian child enrolled in a primary school, research cannot be conducted in Indonesia, and research cannot also be accessed in full article.

Quality Assessment

When it comes to identifying the journal articles related to methods of Qur'an learning obtained from several databases, the author additionally offers a quality assessment consisting of; (QA1) Are the journal articles published from 2019 to2024? (QA2) Does the journal article discuss the Qur'an learning methodology? (QA3) Does the journal article provide a data augmentation technique? (QA4) Does the journal article cover the curriculum that learned by primary school pupil?

Database and Strategy

Table 1. Database and Keyword

No.	Database	Keyword	Articles found
1.	Google Scholar	Metode Pembelajaran Qur'an untuk Sekolah Dasar	349
2.	Scopus	Learning Qur'an Method for Primary School	7
Total			**356**

In this process, there are 356 articles from various journals were obtained from the two databases above. The authors then carried out inclusion and exclusion criteria based on the number of articles that had nothing related with the subject matter or study object that had nothing to undertake with a high school pupil (34 articles) and the number of articles that could not be fully accessed (27 articles). After this screening process, the author received 11 journal articles that were extremely relevant to the study topic. Here is the PRISMA-based filtering process:

Table 2. Screening process utilizing *PRISMA*
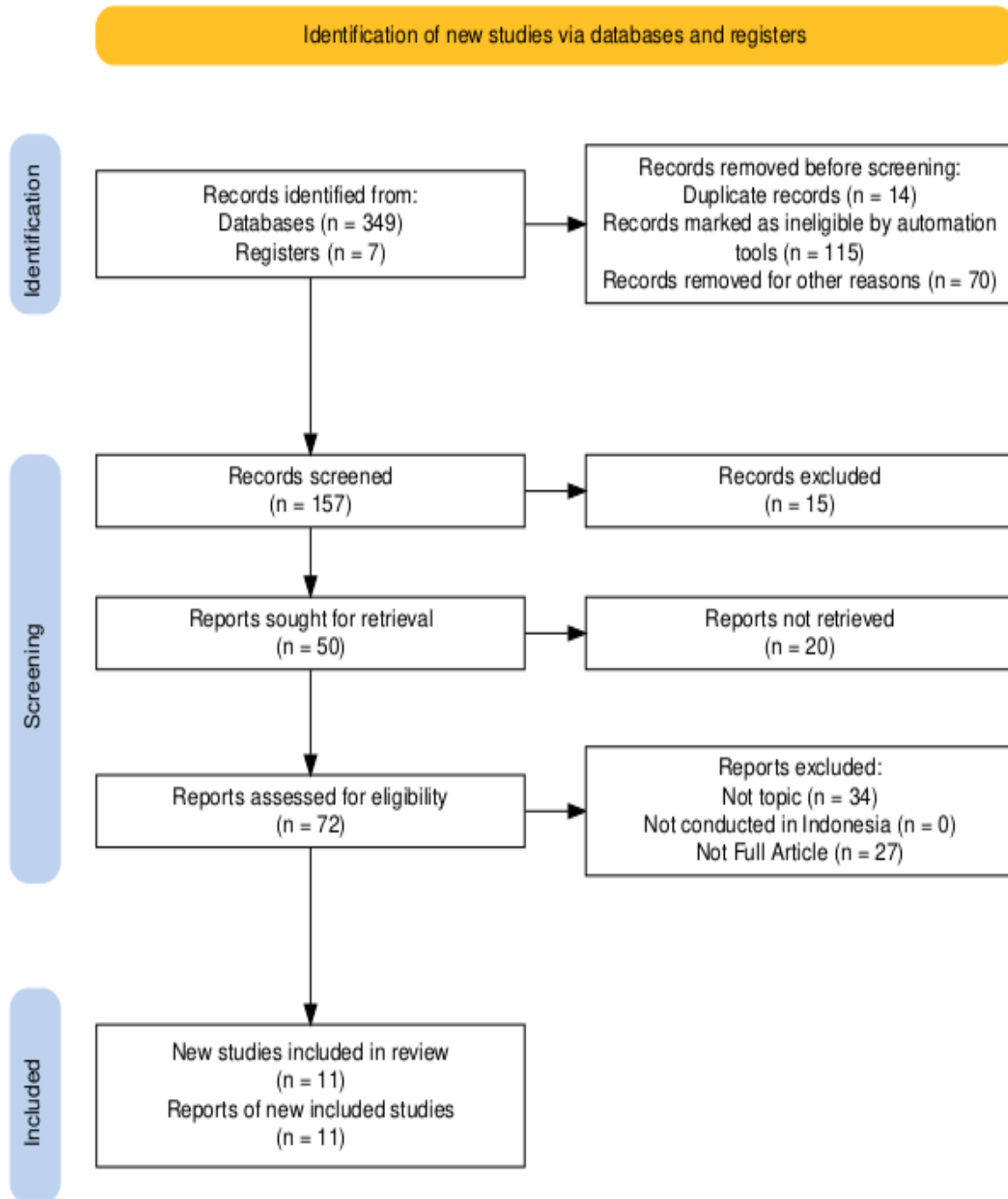
Result and Discussion

Search Process and Inclusion and Exclusion Criteria Process

There are 11 journal articles available that are relevant to the Qur'an learning for Indonesian primary school pupils. They are as follows:

Table 3. Journal Classification

No	Authors	Years	Title of Article
1.	Umi Musaropah, Muhamad Mahali, Mustolikh Khabibul Umam, Jannati, & SH Rahayu	2021	Implementasi Metode Pembelajaran *Klasikal* Pada Pelajaran *Tahfiz* Qur'an di Madrasah Ibtidaiyah Darul Qur'an Kabupaten Gunungkidul.
2.	Eneng Farida, Hana Lestari, & Zulfikar Ismail	2021	Metode Qiroati dalam Pembelajaran Qur'an: Studi Kasus di SDIT Insantama Leuwiliang.
3.	Arindo Cahyo Kuncoro	2022	Implementasi Metode *Ummi* Dalam Pembelajaran Membaca dan Hafalan Al-Qur'an Siswa Di SD Muhammadiyah Wirobrajan II
4.	Deri Santiago & Ahmad Kosasih	2022	Penggunaan Metode *Wafa* Dalam Pembelajaran Al-Qur'an di Sekolah Dasar Islam Khaira Ummah.
5.	Siti Zulaiha	2022	Program Pembelajaran *Tahfiz* Qur'an di Sekolah Dasar 04 XIV Koto Kabupaten Mukomuko.
6.	Samrotul Hidayah & Erna Zumrotun	2023	Penggunaan Metode *Qiro'ati* Dalam Pembelajaran Membaca Qur'an Di Sekolah Dasar.
7.	Siti Shofiyah	2023	Pembelajaran Menghafal *Juz 'Amma* Melalui Metode *FLASH* di Sekolah Dasar Islam Terpadu Ar-Rahmah Yosowilangun.
8.	Nurhasan1, Yayat Hidayat, Hadiat, Ahmad Dini, & Rinda Fauzian	2023	Keefektifan Pembelajaran Qur'an di Sekolah Dasar.
9.	Adiba Maulidiyah	2023	Upaya Meningkatkan Kemampuan Baca Tulis Qur'an dengan Metode *Demonstrasi* Pada Siswa Kelas III Di SDN Lambangkuning Probolinggo.
10.	Ragil Mayangsari & Nur Maslikhatun Nisak	2024	Penerapan Metode *Tajdied* Pada Pembelajaran Membaca Qur'an dalam Membentuk Siswa Berprestasi di Sekolah Dasar.
11.	Iskandar Tsani1, Sufirmansyah,	2024	Evaluating The Integration of Islamic Values in Primary Education: A Logic Model Approach.

	Makmur, & Akhsanul In'am		

Quality Assessment

The articles are then analyzed based on the Quality Assessment that has been completed and is as follows:

Table 4. Quality assessment results

No	Journal	QA1	QA2	QA3	QA4	Result
1.	ElementerIs: Jurnal Ilmiah Pendidikan Dasar Islam	Yes	Yes	Yes	Yes	√
2.	Reslaj: Religion Education Social Laa Roiba Journal	Yes	Yes	Yes	Yes	√
3.	MIDA: Jurnal Pendidikan Dasar Islam	Yes	Yes	Yes	Yes	√
4.	As-Sabiqun: Jurnal Pendidikan Islam Anak Usia Dini	Yes	Yes	Yes	Yes	√
5.	Guaw: Jurnal Pendidikan Profesi Guru Agama Islam	Yes	Yes	Yes	Yes	√
6.	Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah	Yes	Yes	Yes	Yes	√
7.	Joedu: Journal of Basic Education	Yes	Yes	Yes	Yes	√
8.	Jurnal Basicedu	Yes	Yes	Yes	Yes	√
9.	Competitive: Journal of Education	Yes	Yes	Yes	Yes	√
10.	Al-Madrasah: Jurnal Ilmiah Pendidikan Madrasah Ibtidaiyah	Yes	Yes	Yes	Yes	√
11.	Jurnal Pendidikan Islam (JPI)	Yes	Yes	Yes	Yes	√

Qur'anic Learning Methods Used

Following Research Question 1 (RQ1) concerning the name of the Qur'an learning method for primary school pupils, an article in a journal based on the method's name is produced. The results are shown in Table 5, which shows that more researchers will use the *Ummi* method as an alternative to other methods for learning the Qur'an from 2019 to 2024.

Table 5. Qur'anic learning methods

No	Name of Method	Article Number	Total
1.	*Ummi*	3, 8, 11	3
2.	*Qiroati*	2, 6	2
3.	*Wafa*	4	1
4.	*Tajdied*	10	1
5.	*Wahdah*	5	1
6.	*FLASH*	7	1
7.	*Demostrasi*	9	1
8.	*Klasikal*	1	1

The Qur'anic Learning Methods for Primary School Pupil in Indonesia: A Systematic Literature Review

The success and efficacy of Qur'anic education are intrinsically linked to the support of numerous stakeholders, namely the school and parents. The primary component in learning the Qur'an at school is the presence of discipline and support from those closest to the individual. Support from one's nearest associates will provide strength and drive to accomplish the objective of learning the Qur'an (Nurhasan et al., 2023). The technique serves as an abstract framework facilitating optimal Qur'an learning tailored to the objectives of individual educators within any institution that implements it. Table 5 presents eight methodologies for Qur'anic education implemented for primary school-aged children in Indonesia. The author categorizes the various techniques of Qur'an learning based on their demand, from the most sought-after to the least.

The *Ummi* method employs a pedagogical framework known as the mother tongue approach, which fundamentally comprises three components: *the Direct Method, Repetition,* and *Genuine Affection*. The *Ummi* method has six volumes for children and three volumes for adults, in addition to books on *Tajweed* and *Gharib* Qur'an. The *Ummi* method employs a traditional reading and listening pedagogical style, conducted in groups to enhance fluency and provide a comprehensive assessment of pupils' reading and memorization skills. This educational strategy does not perplex pupils during activities aimed at reading and memorizing the Qur'an (Kuncoro, A.C., & Febrianto, A., 2022).

Historically, the Qiro'ati method was developed by KH. Ahmad Dachlan Salim Zarkasyi in 1963. He was born on 28 August in Semarang and passed away on 20 January 2001. The *Qiro'ati* method is a technique for accurately reciting the Qur'an through tartil, adhering to the principles of gharib and *Tajweed*. The *Qiro'ati* technique comprises three steps. Planning is a process executed by an educator to organize all aspects pertaining to the requirements of Qur'an instruction. Implementation occurs when planning is deemed complete, essentially perceived as execution. Subsequently, evaluation is essential for enhancing completed work (Hidayah, S., & Zumrotun, E., 2023).

The *Wafa* technique mirrors the *Qiro'ati* approach, comprising three distinct phases: *Introductory, Core,* and *Closing activities*. Introductory exercises commence with the repetition of remembering brief surahs from *Juz* 30, chosen hadiths, and offering motivational support from the teacher to instill enthusiasm prior to engaging in Qur'an learning activities. The core activities begin with the teacher outlining the material to be covered, followed by pupils opening their *Wafa* books. The teacher then demonstrates the reading according to the *makhraj* and its rules, after which the pupils repeat the teacher's reading. They are instructed to read it both in groups and individually. The *Wafa* book comprises five volumes categorized into three classes: class 1 (*Wafa* 1 and 2), class 2 (*Wafa* 3 and 4), and class 3 (*Wafa* 5). Each book must be finalized within a semester of study (Santiago, D., & Kosasih, A., 2022).

The *Tajdied* method is a technique for Qur'an recitation that integrates the SAS (Structural Analytic Synthetic) method with the Mnemonic method. This approach seeks to elucidate Qur'anic *Tajweed* through analytical and synthetic learning, while also presenting the letters of the Qur'an through memorable key terms. This strategy entails enhancements in pedagogical techniques, integrating contemporary technology, and revising learning processes

to be more participatory. (Abror, 2022). The *Tajdied* approach has three primary texts: *Tilawah*, *Tajweed*, and Tahfiz, and incorporates Educational Aids (APE) utilized by instructors, alongside textbooks (Yusron, M., & Tamyiz, M., 2022). Before introducing keywords, pupils are encouraged to engage in a question-and-answer session, narrate stories, and examine the images on the APE. The instructor employs gestures corresponding to the images to engage the pupils, facilitating the retention of information. The kids are subsequently invited to sing collectively in accordance with the designated beat. This method's distinctiveness resides in its pedagogical approach, which encompasses questioning and answering, singing, storytelling, socio-drama, and reciting letters with clapping (Mayangsari, R., & Nisak, M.N., 2024).

FLASH is an acronym for *Fokus, Lihat, Ayo baca, Simbol visual*, and *Hubungkan*. The initial phase highlights the *Fokus* (focus) stage, wherein the teacher reads aloud a passage five times. Subsequently, the *Lihat* (see) stage involves writing from the *Mushaf* Qur'an, beginning with one verse to be read and memorized aloud five times. The Ayo baca follows this (let's recite) stage, which requires reciting one verse aloud five times from memory, without referencing the *Mushaf* Qur'an. Additionally, the *Simbol visual* (visual symbol) stage involves visualizing the image and its placement while interpreting its significance. The final is the *Hubungkan* (connect) stage, characterized by hand and head movements that convey the significance of the memorized words. The objective is to memorize *Juz 'Amma* at a rate of 2-5 verses daily (Shofiyah, S., 2023).

The *Demonstrate* method is a pedagogical approach that showcases the utilization of learning resources in connection with the offered topic. This methodological approach is better appropriate for educational resources instructing sports, procedures, or routines (Muhammad, D.H., 2022). Initially, the instructor prepares the instructional material and the necessary instruments. Secondly, the teacher begins with a prayer and concurrently proceeds to demonstrate the recitations that the teacher has elucidated and exhibited. Thirdly, the pupils participate in the practice immediately following the teacher's sufficient chanting instruction. Fourth, following the collective chanting, the teacher randomly selects each community in succession to exhibit the recitation of qiro'ah that has been instructed. Finally, the recitation of qiro'ah that has been learnt is reiterated between the teacher and the pupils (Ikhwan, A., et al., 2022).

The *Klasikal* method is customary since it is used in primary schools affiliated with traditional Islamic Boarding Institutions. The formation of *halaqoh* (groups) in which a teacher only instructs a few pupils, allows for better control over the learning of the Qur'an, whether by reading or memorizing. The *Klasikal* method can be used to learn *Tahfizul* Qur'an in a variety of ways, including the teacher reading each verse to be memorized and pupils imitating each verse, which is repeated at least 6-7 times or until the pupil completely memorizes the memorized verse (Musaropah et al., 2021).

Data Collection Techniques

According to Research Question 2 (RQ2) on data collection techniques for evaluating the use of Qur'an learning methods on pupils in primary school, an article will be written based on data collection techniques. The results are shown in Table 6, which shows that most renters

from 2019 to 2024 use observation, interview, and documentation in comparison to other techniques.

Table 6. Data collection techniques

No	Data Collection Techniques	Article Number	Total
1.	Observation, interview, and documentation	1, 2, 3, 4, 5, 6, 7, 10, 11	9
2.	Observation, test	9	1
3.	Questionare, interview (*mixed method*)	8	1

Types of Juz

Following Research Question 3 (RQ3) regarding what type of *Juz* in the Qur'an is applied by schools to primary school-age pupils, the grouping of articles based on the type of *Juz* studied was obtained. The results are shown in table 7 which explains that most researchers from 2019 to 2020 stated that *Juz* 30 is more studied than others.

Table 7. Types of *Juz*

No	Types of *Juz*	Article Number	Total
1.	30	2, 3, 4, 5, 7, 8, 9, 10, 11	9
2.	1-10	6	1
3.	15-30	1	1

The table above shows that the types of *Juz* used by different schools in their Qur'anic learning activities vary. Some schools use *Juz* 1–10 and 15–30. However, *Juz* 30 or *Juz 'Amma* is more commonly used due to the ease with which verses may be found in each surah. As a result, most primary schools use *Juz 'Amma* as a more effective learning tool for primary school pupils.

Conclusion

Based on the research findings, it could be justified to conclude that the most commonly used method for assessing pupils in primary schools of the Systematic Literature Review from 2019 to 2024 is the *Ummi* and *Qiro'ati* method. The most often used data collection techniques include testing and observation, interviews, and documenting. One of the most often taught *Juz* to primary school pupils in Indonesia is *Juz* 30, recognized as *Juz 'Amma*. This is conducted to prepare future generations of Qur'anic scholars to deal with the ever-increasing demands of the modern world. Aside from that, this article may be used as a resource for parents looking for methods to implement and fit in their children.

Declaration of conflicting interest

The authors declare that there is no conflict of interest in this work.

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