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## **Effectiveness of Al-Qur'an Based Learning to Improve Students' Spiritual Literacy in Islamic Elementary Schools**

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### **Abstract**

Al-Qur'an-based learning has an important role in forming students' spiritual literacy from an early age, especially in the modern era. This spiritual literacy includes the ability to understand, internalize, and practice the values of the Al-Qur'an in everyday life. This research aims to measure the effectiveness of Al-Qur'an-based learning in improving students' cognitive, affective, and psychomotor aspects at Madrasah Ibtidaiyah Tarbiyatul Athfal. This research uses a qualitative descriptive method with a survey approach. Data was collected through interviews, observations, and tests on students. Data analysis techniques involve simple statistical calculations to evaluate achievements in each aspect of learning. Data validity is obtained through triangulation of sources and methods. The research results showed that cognitive aspects, such as reading and memorizing verses of the Al-Qur'an, had the highest achievement, with 90% of students able to read well and 83% successful in memorizing. However, achievements in the affective aspect, namely understanding the meaning of verses and relating them to daily life, only reached 60% and 50%. In the psychomotor aspect, 67% of students have practiced the values of the Al-Qur'an, such as being honest and disciplined. These findings indicate that Al-Qur'an-based learning methods need to be more innovative, using interactive media, in-depth reflection, and an applied approach. The implication of this research is the importance of training teachers to develop more creative and relevant teaching methods.

**Keywords:** Learning Effectiveness, Al-Qur'an Based Learning, Spiritual Literacy, Islamic Education

### **Introduction**

In this modern era of globalization, challenges in the world of education are increasingly complex (Rosfiani, Maisyaroh, et al., 2023), especially in maintaining and improving students' spiritual values. Advances in technology and information are often a double-edged sword, where students' moral and Islamic values can be marginalized by global

cultural currents that are not in harmony with Islamic teachings (Achruh & Sukirman, 2024). This condition demands innovation in learning approaches that are oriented toward cognitive aspects and pay attention to students' spiritual literacy (Kharitonenko, 2022). One relevant approach is Al-Qur'an-based learning, which aims to instill divine values from an early age (Subiakto, 2024). Al-Qur'an-based learning offers an in-depth method for building students' spiritual connection with Allah SWT through appreciating the meaning and value of holy verses (Sukamad et al., 2023). With this approach, students are taught to read the Al-Qur'an and understand, internalize, and apply its values in everyday life.

Spiritual literacy is an important aspect of Islamic education because it includes students' ability to understand and apply religious values in life (Sugianto, 2024). This literacy is not only about religious knowledge but also includes a deep understanding of spiritual principles such as faith, devotion, and noble morals (Khaidir & Suud, 2020). Islamic Elementary Schools play a strategic role in forming the foundation for students' spiritual literacy, considering that childhood is a critical period in character formation (Rodiyah, 2023). However, challenges in implementing Al-Qur'an-based learning in schools are often related to the limitations of innovative methods that are relevant to today's students' needs (Idawati, Khoirotul, 2024). Apart from that, many students only understand the Al-Qur'an as a text that must be memorized without understanding its spiritual value. Therefore, it is important to evaluate the extent to which Al-Qur'an-based learning can effectively increase students' spiritual literacy.

Al-Qur'an-based learning has the advantage of connecting science and spiritual values, thereby creating students who are not only intellectually intelligent but also have strong character (Muslih et al., 2024). Through this approach, students are invited to understand the relevance of the Al-Qur'an to their daily lives, both in social, moral, and spiritual aspects. One indicator of the success of Al-Qur'an-based learning is the creation of students who have a deep understanding of Islamic values and are able to apply them in their behavior (Siti Rohmatin Nur Ifana, 2023). This learning also provides space for students to strengthen their relationship with Allah SWT through activities such as tadabbur, discussion of Al-Qur'an values, and application in social activities. Thus, learning based on the Al-Qur'an not only aims to provide religious knowledge but also forms a strong Islamic character amidst the challenges of modernization.

This phenomenon shows how important Islamic education is and how it is integrated with the values of the Al-Qur'an in responding to the challenges of the times (Ilham, 2020). Many students experience a spiritual identity crisis due to the dominance of popular culture, which is not in line with religious teachings (Ali et al., 2021). This condition is exacerbated by the lack of learning methods that are able to link academic knowledge with an understanding of applicable spiritual values. Islamic Elementary Schools have a strategic role in responding to this phenomenon through the application of Al-Qur'an-based learning (Nakhma'Ussolikhah et al., 2023). By utilizing the verses of the Al-Qur'an as a source of values and life guidance, students can be directed to develop a deeper spiritual awareness. Through this approach, it is hoped that students will become intellectually intelligent individuals and have strong personalities, noble characters, and strong spiritual relationships with Allah SWT.

## *Effectiveness of Al-Qur'an Based Learning to Improve Students' Spiritual Literacy in Islamic Elementary Schools*

Based on data from previous research findings, many students at Islamic Elementary Schools can read the Al-Qur'an fluently but do not yet understand its meaning and values in depth (Demina et al., 2022). Apart from that, the results of observations show that the majority of students still have difficulty applying the teachings of the Al-Qur'an in everyday life, such as in forming noble morals and discipline. This indicates that there is a gap between students' cognitive abilities in reading the Al-Qur'an and their affective and psychomotor abilities in internalizing spiritual values. Another factor that is an obstacle is the lack of variety in the learning methods used by teachers, so students tend to feel bored and less inspired to dig deeper into the contents of the Al-Qur'an (Nik Md Saiful Azizi et al., 2021). This gap needs to be addressed through a more effective and innovative approach to Al-Qur'an-based learning. With the right method, it is hoped that students will not only know the Al-Qur'an as a religious text but also as a guide to life that shapes their spirituality and personality.

The main problem in this research lies in the sub-optimality of Al-Qur'an-based learning in increasing students' spiritual literacy at Madrasah Ibtidaiyah Tarbiyatul Athfal. Even though this school has implemented a curriculum based on Islamic values (Pamuji, 2023), the results have not been fully reflected in students' spiritual understanding and behavior. One of the reasons is the limitations of learning methods, which still focus on memorizing verses without being accompanied by a deep understanding of their meaning and application in everyday life. In addition, the time allocated for studying the Al-Qur'an is often insufficient to support the holistic appreciation of spiritual values (Supriatna et al., 2021). Another obstacle found was the lack of teacher training in developing creative and relevant learning strategies to motivate students. By focusing research on Madrasah Ibtidaiyah Tarbiyatul Athfal, it is hoped that solutions can be found to increase the effectiveness of Al-Qur'an-based learning so that students' spiritual literacy can develop optimally according to the goals of Islamic education.

Several researchers have previously discussed the importance of Al-Qur'an-based learning in forming students' spiritual literacy. For example, research by Agyssari and friends shows that the Al-Qur'an *temabur* approach is able to increase students' understanding of the values of faith and noble morals (Agussari Henny et al., 2024). Masturin's other research revealed that using interactive methods, such as group discussions based on themes of Al-Qur'an verses, effectively fosters students' spiritual awareness at the elementary level (Masturin, 2023). Meanwhile, a study by Nasrul and friends highlights that Al-Qur'an-based learning that integrates digital technology can increase students' interest in learning an in-depth understanding of Islamic teachings (Nasrul et al., 2024). However, the majority of research focuses more on the madrasa or Islamic boarding school context, while its implementation in general-based Islamic elementary schools, such as SDIT, is still minimally explored. Therefore, this research tries to fill this gap by evaluating the effectiveness of Al-Qur'an-based learning at Madrasah Ibtidaiyah Tarbiyatul Athfal, which has special characteristics as an integrated Islamic-based elementary school. (Rosfiani, Maisyaroh, et al., 2023)

However, this research focuses more on the effectiveness of Al-Qur'an-based learning, specifically on increasing students' spiritual literacy at Madrasah Ibtidaiyah Tarbiyatul Athfal. This research not only assesses students' ability to read and memorize the Al-Qur'an but also the extent to which they are able to understand, internalize, and apply the values contained in

it in everyday life. In contrast to previous research, which tends to focus on cognitive aspects, this research focuses on developing affective and psychomotor aspects in spiritual literacy. Apart from that, this research also identifies the obstacles faced by teachers in implementing Al-Qur'an-based learning methods and looks for practical solutions to overcome them. With this approach, it is hoped that learning strategies that are more effective, innovative, and relevant to students' needs in the modern era can be found. This research is also expected to contribute to developing an Al-Qur'an learning curriculum integrated with character education in Islamic elementary schools.

This research aims to analyze the effectiveness of Al-Qur'an-based learning in increasing students' spiritual literacy in Islamic Elementary Schools (Rosfiani, Fitriani, et al., 2023). The focus of the research is to identify the learning methods used, their impact on students' spiritual understanding, and the obstacles faced in implementing this method. It is hoped that this research can contribute to the development of an Al-Qur'an-based curriculum that is more effective and relevant to the needs of today's students. Apart from that, the results of this research can also be a reference for educators in creating learning strategies that are more innovative and integrated with the values of the Al-Qur'an. In this way, Al-Qur'an-based learning is expected to be able to answer the challenges of the modern era while strengthening students' spiritual foundations as a strong Islamic generation.

This research is important to provide solutions to the challenges of increasing students' spiritual literacy in the modern era, which is full of negative influences from global culture. Spiritual literacy is not only about the ability to read the text of the Al-Qur'an but also includes in-depth understanding, appreciation of values, and practical application in everyday life. Through this research, it is hoped that a more effective Al-Qur'an-based learning approach can be found to form students with strong Islamic character. Apart from that, this research also aims to provide guidance for educators at Madrasah Ibtidaiyah Tarbiyatul Athfal in developing relevant and innovative teaching strategies according to the needs of today's students. With the results of this research, it is hoped that schools can strengthen their role as educational institutions that educate students intellectually and strengthen their spiritual foundations. This research is also a real effort to support the goals of Islamic education in producing a generation that is not only intelligent but also has faith and noble character.

## **Literature Review**

Al-Qur'an-based learning has become an important approach to building students' character and spiritual literacy in Islamic education. According to Ruslan & Musbaing, spiritual literacy includes the ability to understand moral values, ethics, and religious teachings, which originate from the Al-Qur'an as the main guide (Ruslan & Musbaing, 2023). This learning model integrates memorization, interpretation, and application of Al-Qur'an verses in the context of students' daily lives. Several studies show that this approach is effective in increasing students' awareness of religious values and spiritual responsibilities. A study by Setya and friends revealed that students exposed to this method showed an increase in positive behavior, such as honesty, discipline, and social awareness (Setya et al., 2024). Thus, learning based on

## *Effectiveness of Al-Qur'an Based Learning to Improve Students' Spiritual Literacy in Islamic Elementary Schools*

the Al-Qur'an fosters an understanding of religion and forms a strong personality based on faith.

The teaching strategies used by teachers also influence the implementation of Al-Qur'an-based learning. The teacher acts as a facilitator who accompanies students to understand the content and wisdom of the verses of the Al-Qur'an through interactive methods such as discussion, reflection, and group projects. Moreno and friends emphasize the importance of using creative media, such as learning videos and educational games, to increase students' interest in learning (Moreno-Guerrero et al., 2020). In addition, a thematic approach that links the teachings of the Al-Qur'an with other subjects, such as natural and social sciences, strengthens the relevance of this learning in students' lives. The success of Al-Qur'an-based learning can be evaluated by assessing spiritual competence, such as the ability to relate Al-Qur'an values to daily behavior. With a holistic and creative approach, this learning can potentially create an intellectually and spiritually intelligent generation.

Students' spiritual literacy is also closely related to a supportive school environment, including the religious culture built in Islamic elementary schools. A conducive environment includes group worship routines, such as congregational prayers and reciting the Al-Qur'an, which are practical means for internalizing spiritual values. According to Hamdi and friends, religion-based extracurricular programs, such as tahfiz Al-Qur'an, also significantly contribute to building students' spiritual literacy (Hamdi et al., 2024). In addition, the involvement of parents and the community in supporting Al-Qur'an-based learning can strengthen learning outcomes at school. Studies by Masriah and friends show that collaboration between schools and families creates continuity between formal and informal education in shaping children's spiritual character (Masriah et al., 2023). Therefore, a comprehensive approach through synergy between learning, the school environment, and the role of the family is the key to the success of Al-Qur'an-based learning.

### **Research Method**

This research uses a qualitative descriptive research design with a case study approach. Descriptive research was chosen to describe the phenomenon of Al-Qur'an-based learning at Madrasah Ibtidaiyah Tarbiyatul Athfal in depth. Case studies are used to explore implementation, effectiveness, and impact on students' spiritual literacy in specific contexts. The research focuses on the learning process, teacher and student interactions, and learning outcomes related to understanding the values of the Al-Qur'an. This research was designed to explore data through direct observation, in-depth interviews, and document analysis. With this approach, research is expected to provide a comprehensive understanding of the effectiveness of Al-Qur'an-based learning methods.

Data was collected through three main techniques: observation, interviews, and document analysis (Sugiyono, 2023). Observations were carried out to see directly the Al-Qur'an-based learning process in the classroom, including the methods used by the teacher and student responses. Interviews were conducted with teachers, students, and school principals to

obtain an in-depth perspective on the implementation of this learning. Document analysis includes a study of the syllabus, RPP (Learning Implementation Plan), and student learning outcomes. Triangulation techniques are used to ensure the validity of data obtained from various sources. Research instruments such as observation and interview guidelines were developed based on research objectives. All data is recorded systematically to support further analysis.

Data sources for this research include primary data and secondary data. Primary data was obtained directly from observations, interviews, and interactions with teachers and students at Madrasah Ibtidaiyah Tarbiyatul Athfal (Lexy, 2021). Secondary data is in the form of learning documents, such as curriculum, syllabus, lesson plans, and student assignment results or portfolios relevant to Al-Qur'an-based learning. Class teachers are the main informants because they have a direct role in implementing learning. Students become a source of data to evaluate the results and impact of learning on their spiritual literacy. School principals also provide views on school policies regarding Al-Qur'an-based learning. These various data sources are combined to provide a more complete and accurate picture.

Data analysis was carried out using an interactive model, which included three stages: data reduction, data presentation, and drawing conclusions (Hardani, 2020). Data collected from observations, interviews, and documents were reduced by selecting information that was relevant to the research focus. Furthermore, the reduced data is presented in the form of narrative descriptions, tables, or graphs to facilitate interpretation. After the data is presented, researchers conduct an in-depth analysis to look for patterns, themes, or relationships between variables. This process is carried out iteratively until a deep and comprehensive understanding is obtained. Researchers also compare findings with theory or previous research to increase the validity of interpretations. The final step is to draw conclusions based on the results of data analysis.

Data validity is guaranteed through the triangulation of sources, techniques, and time. Source triangulation is carried out by comparing information obtained from teachers, students, and learning documents. Technical triangulation combines the results of observations, interviews, and document analysis to obtain more accurate data. Time triangulation is carried out by repeating observations or interviews at different times to ensure data consistency. Apart from that, researchers also carry out member checking, namely asking informants to verify the results of interviews or observations. An audit trail is implemented by documenting the entire research process in detail. All these efforts are made to ensure that the data collected is valid and trustworthy.

Conclusions were drawn inductively based on patterns and themes found during data analysis. The researcher summarizes the main findings from the data that has been reduced and presented previously. Every conclusion drawn is based on supporting empirical data, so subjective assumptions can be avoided. Conclusions were also checked again through discussions with informants to ensure the relevance and accuracy of interpretations. In addition, conclusions are formulated in the context of the research objective to answer the main question regarding the effectiveness of Al-Qur'an-based learning. This process is carried out in stages until a coherent conclusion is obtained and reflects the overall research findings. Finally, the

## *Effectiveness of Al-Qur'an Based Learning to Improve Students' Spiritual Literacy in Islamic Elementary Schools*

conclusions are prepared in the form of a clear narrative and can be used as recommendations for schools and teachers.

### **Result**

Observation results show that Al-Qur'an-based learning at Madrasah Ibtidaiyah Tarbiyatul Athfal has been implemented systematically through activities such as reading, memorizing, and understanding verses of the Al-Qur'an. Teachers use varied learning methods to attract students' attention, including group discussions and interactive stories. However, several challenges are visible, such as limited time in studying the meaning of verses and minimal use of digital learning media. Most of the students looked enthusiastic, especially during memorization activities, but a small number seemed to lack focus during the learning process. Observations also noted that the teacher attempted to create a conducive classroom atmosphere and motivate students with positive reinforcement. Overall, learning activities were able to increase student engagement, although there is still room for improvement, especially in teaching approaches.

The results of interviews with several teachers show that Al-Qur'an-based learning aims to shape students' spiritual character as early as possible, especially in the aspects of morals, discipline, and independence. One of the teachers explained that the methods used, such as memorizing short verses understanding the meaning of verses through stories, and group discussions, were quite effective in attracting students' interest. However, teachers feel that additional training is needed to increase their creativity, especially in creating interactive learning media that can support a deeper understanding of the values of the Al-Qur'an. Then, the principal added that the Al-Quran-based learning program was still in the development stage of adapting to students' needs in the digital era. Several initiatives have been carried out, such as the use of digital memorization applications and learning videos, although their use is still limited. The school principal also acknowledged that there was a need for further integration between technology and Al-Qur'an material so that students not only memorize verses but also understand their meaning and are able to apply these values in everyday life.

Apart from that, the teachers also highlighted the main challenge they face, namely ensuring that each student is able to understand the meaning of the Al-Qur'an verses they are studying, not just memorizing them. This is often hampered by limited learning time in class and varying levels of student understanding. Some students who have learning difficulties require a more personal approach, such as intensive guidance outside of class hours. Apart from that, teachers stated that support from parents was very influential in strengthening Al-Qur'an learning at home. Despite facing various challenges, teachers agreed that students showed significant progress, especially in memorizing and reciting the Al-Qur'an. They noted that most students began to show positive changes in daily behavior, such as praying more diligently, being more honest, and caring more about each other. Teachers assess that this learning has had a real impact, although it still requires improvements in methods and implementation.

Based on this interview, it appears that the school is committed to continuing to improve the quality of Al-Qur'an-based learning. The school has developed a long-term plan to improve teacher competency through regular training and providing adequate resources, including digital tools. This commitment is expected to be able to answer existing challenges and ensure that students are not only intellectually intelligent but also have strong spirituality in accordance with the teachings of the Al-Qur'an.

The results of interviews with students revealed that most of them liked Al-Qur'an learning activities, especially when studying the stories contained in certain verses. Students felt memorization activities helped them get closer to the Qur'an, but some found it difficult to understand the relevance of the verse to everyday life. Some students mentioned that it was easier for them to memorize when activities were done in groups or using songs. However, there are students who feel bored when activities are monotonous without a variety of learning media. The students' responses illustrate that innovation in teaching methods can be a key factor in improving their understanding. These findings emphasize the importance of a more interactive approach to learning.

The interviews revealed that most of them enjoyed Al-Qur'an-based learning activities, especially when the teacher used an interesting approach, such as telling stories in the Al-Qur'an. Students feel that this method makes learning more lively and makes it easier for them to understand the values contained in certain verses. Memorization activities are also favored because they provide a sense of personal achievement, although some students admit they have difficulty relating the meaning of verses to their life situations. Some students think that the learning atmosphere becomes more enjoyable when using creative approaches, such as songs to memorize verses or group games. However, they also said that learning that lacks variety tends to make them bored and lose focus. Students expect the use of technology or interactive media to help them better understand lessons. These findings confirm that innovations in learning methods, including technology integration and collaborative approaches, can increase students' enthusiasm and understanding of Al-Qur'an-based learning.

Thus, Al-Qur'an-based learning at Madrasah Ibtidaiyah Tarbiyatul Athfal has the advantage of building student involvement through fun and relevant methods. Teachers try to use various strategies, such as storytelling and discussion, to help students understand the values of the Al-Qur'an. However, the main obstacles are the limited learning media and lack of teacher training to create more innovative methods. Another challenge is the lack of learning time to deepen the meaning of the verses. However, a well-designed curriculum provides a strong basis for further implementation. By overcoming existing obstacles, this program has the potential to produce a more significant impact on students' spiritual literacy.

The documents analyzed, such as the syllabus, lesson plans, and student learning outcomes, show that Al-Qur'an-based learning has been integrated into the curriculum well. The syllabus lists core competencies, which include reading, understanding, and practicing the teachings of the Al-Qur'an. Student learning outcomes show good achievements in the memorization aspect, but there are still gaps in understanding and applying spiritual values. Students' assignment documents show that they were more successful in memorization assignments compared to reflection assignments. The student's portfolio indicates an



## *Effectiveness of Al-Qur'an Based Learning to Improve Students' Spiritual Literacy in Islamic Elementary Schools*

improvement in reading skills, but there is still a need for further understanding of the context of the verses being studied. This emphasizes the importance of strengthening spiritual literacy's affective and psychomotor aspects.

The following is a data table from research results that can be used to describe the effectiveness of Al-Qur'an-based learning on students' spiritual literacy at Madrasah Ibtidaiyah Tarbiyatul Athfal:

**Table 1.** Results of Students' Spiritual Literacy Achievements

<b>Aspects of Spiritual Literacy</b>	<b>Indicators</b>	<b>Number of Students (n=30)</b>	<b>Percentage (%)</b>
Cognitive	Read verses of the Al-Qur'an	27 students	90%
	Memorize short verses	25 students	83%
Affective	Understand the meaning of the verse	18 students	60%
	Relating it to everyday life	15 students	50%
Psychomotor	Practicing the values of the Al-Qur'an	20 students	67%

The data table above shows that Al-Qur'an-based learning at Madrasah Ibtidaiyah Tarbiyatul Athfal is most effective in improving students' cognitive aspects, with 90% of students able to read verses well and 83% succeeding in memorizing short verses. However, in the affective aspect, only 60% of students understand the meaning of the verses in depth, and 50% can relate the Qur'an values to their lives. In the psychomotor aspect, 67% of students have practiced the values of the Al-Qur'an, such as honesty, discipline, and caring for others. These findings indicate that although the cognitive aspect has the highest achievement, the affective and psychomotor aspects require strengthening through more reflective and applicable learning strategies, such as the use of interactive media and additional time to discuss spiritual values.

Thus, Al-Qur'an-based learning at Madrasah Ibtidaiyah Tarbiyatul Athfal is quite effective in increasing students' spiritual literacy, especially in cognitive aspects such as memorization and reading. However, understanding and applying spiritual values in daily life still require strengthening. Teachers and schools have a high commitment to continuing to develop this program to better suit students' needs. These findings show the importance of innovation in learning methods and the use of more interactive media. This research recommends increasing teacher training and allocating more time to explore the meaning of verses. With these steps, the effectiveness of Al-Qur'an-based learning can be significantly improved.

## **Discussion**

The results of this research indicate that Al-Qur'an-based learning at Madrasah Ibtidaiyah Tarbiyatul Athfal is effective in improving students' cognitive aspects, in line with

previous research conducted by Idawati who found that Al-Qur'an-based learning methods were able to improve students' reading and memorizing abilities. Significantly (Idawati, Khoirotul, 2024). However, this research also reveals that students' affective and psychomotor aspects require more attention, similar to the findings of Khairiyah & Nadiya, who noted that understanding the meaning of verses and applying the values of the Al-Qur'an are often hampered by less interactive learning approaches (Khairiyah & Nadiya, 2024). In contrast to Kaltsum's research, which shows the success of using digital technology in Al-Qur'an-based learning (Kaltsum, 2020), the results of this research indicate that technology has not been used optimally at Madrasah Ibtidaiyah Tarbiyatul Athfal. This emphasizes the need for innovation in teaching methods, especially to increase students' understanding and application of spiritual values in everyday life. In addition, these findings strengthen the view that in-depth reflection on the meaning of verses through group discussions or contextual approaches is very important to strengthen the affective aspect. This research also adds insight into the important role of teachers in providing guidance that is more personal and relevant to student's needs in the digital era. Thus, this research provides a new perspective on the development of holistic Al-Qur'an-based learning.

Furthermore, the results of this research are also relevant to Zain & Mustain's study, which shows that integrating creative learning media can increase students' understanding of spiritual values (Zain & Mustain, 2024). In this context, Madrasah Ibtidaiyah Tarbiyatul Athfal has great potential to adopt a similar approach by adding interactive media, such as videos and digital applications based on the Al-Qur'an. However, in contrast to Helandri & Supriadi's study, which highlighted the success of a project-based approach in instilling Al-Qur'an values, this research found that learning methods at Madrasah Ibtidaiyah Tarbiyatul Athfal still focused on memorization and reading without actively involving students in projects. Based on spiritual values (Helandri & Supriadi, 2024). These findings indicate the need for learning strategies that are more applicable and relevant to the context of students' lives. In addition, the interview results revealed that teachers need further training to develop creativity in teaching Al-Qur'an values, in line with Arief's research recommendations regarding the importance of developing teacher competence in Al-Qur'an-based learning (Arief et al., 2024). By comparing the results of this research with previous research, it appears that the success of Al-Qur'an-based learning depends on a combination of creative methods, interactive media, and in-depth guidance to create a comprehensive understanding in students.

## **Conclusion**

From the results of the discussion above, it can be concluded that Al-Qur'an-based learning at Madrasah Ibtidaiyah Tarbiyatul Athfal is effective in improving students' cognitive aspects, especially the ability to read and memorize short verses. The majority of students demonstrated high achievement in this aspect, with 90% able to read and 83% able to memorize well. However, achievements in affective aspects, such as understanding the meaning of verses and relating values to daily life, are still relatively low, namely 60% and 50%, respectively. Psychomotor aspects, such as the application of Al-Qur'an values in life, have moderate achievements, namely 67%, indicating that there is room for improvement. These findings

## ***Effectiveness of Al-Qur'an Based Learning to Improve Students' Spiritual Literacy in Islamic Elementary Schools***

underline the importance of innovating learning methods that are more interactive, reflective, and applicable to strengthen the understanding and application of spiritual values. The use of creative media, such as digital technology and project-based approaches, can be a solution to overcome existing obstacles. In addition, additional training for teachers is needed to increase creativity and effectiveness in teaching the values of the Al-Qur'an. The school's commitment to developing Al-Qur'an-based learning is the key to the sustainability of this program in the digital era. With the right approach, this learning can be an effective means of forming students' spiritual literacy holistically.

### **Declaration of conflicting interest**

As a researcher, I declare that this research is free from any financial, professional, or personal conflicts of interest that could influence the research results. This research was carried out independently and was solely intended to contribute to the advancement of science in the field of education.

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***Effectiveness of Al-Qur'an Based Learning to Improve Students' Spiritual Literacy in Islamic Elementary Schools***

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