

Strengthening Al-Qur'an Literacy Competencies In Madrasas Through The Application Of The Fahim Qur'an Method

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Abstract

Madrasas are educational institutions that have an important role in maintaining and developing Qur'an literacy competencies among students. Having strong Qur'an literacy competencies is a valuable asset for generations of Muslims. In this effort, the main aim of the research is to explore the effectiveness of applying the Fahim Qur'an Method in improving Al-Qur'an literacy competence in the Madrasah Ibtidaiyah Negeri (MIN) 2 Enrekang environment. The research approach used is qualitative, involving interviews, observation, and document analysis to understand the impact of the Fahim Qur'an Method on students' ability to read, memorize, and understand the Qur'an. The research results show that the application of the Fahim Qur'an Method has succeeded in increasing Al-Qur'an literacy competency in Madrasas, with a significant increase in students' understanding of the contents of the Al-Qur'an. The implication of these findings is that the Fahim Qur'an Method can be an effective approach to improving Al-Qur'an literacy competence in the Islamic education environment, and can be a basis for improving and developing a more effective and relevant Al-Qur'an literacy curriculum.

Keywords: Al-Quran literacy; Qur'an Fahim Method; Strengthening Literacy Competencies; Madrasah.

1. Introduction

Education is the main foundation in the formation of individuals who are knowledgeable and able to contribute to the development of society. One important aspect of education is literacy competency, which includes the ability to read, write, and understand texts [1], [2]. Literacy competency is the key to deep understanding, critical thinking, and effective communication. Therefore, strengthening literacy competencies is the main focus in efforts to improve the quality of education, especially in the madrasa environment.

Islamic religious education is one of the main pillars in forming the character of a generation of Muslims who are strong and have high morals [3], [4], [5]. The Koran, as the main source of Islamic teachings, plays an important role in Islamic religious education. Madrasas, as Islamic educational institutions, have a big responsibility to ensure that their students have good Al-Qur'an literacy competencies so that they can understand and practice Islamic teachings correctly [6].

However, the challenges in efforts to increase Al-Qur'an literacy competency in Madrasas cannot be ignored. Many students face difficulties in reading the Koran correctly and understanding the meaning contained in it. Factors such as the lack of effective learning methods, where some teachers still use traditional methods that are less interactive without teaching reading the Koran with a deep understanding of the meaning of the verses of the Koran. Methods like this do not stimulate students to think critically, analyze, or reflect properly on the messages of the Koran. Another factor is that technological developments can cause distraction or addiction to electronic devices which can hinder students' interest in

reading the Koran. However, on the other hand, some people may feel helped by technological developments in understanding the Koran. Therefore, it is important for each individual to use technology wisely and ensure that the use of technology supports their goals in understanding and reading the Koran.

In recent years, there has been increasing attention to the competency of Al-Qur'an literacy at Madrasah Ibtidaiyah Negeri (MIN) 2 Enrekang. Although Madrasahs have a special role in educating generations of students about the Islamic religion and Al-Qur'an literacy, there are still several challenges that need to be overcome. Many MIN 2 Enrekang students have difficulty understanding the meaning and context of the Al-Qur'an. Apart from that, many students still experience difficulties in reading the Al-Qur'an due to their low level of understanding and willingness to improve their ability to read the Al-Qur'an. This can be seen from the quality of reading and students' understanding of the science of recitation for students whose reading is not fluent.

Based on the results of an interview with MIN 2 teacher Kambiolangi, as a class 5 teacher, he stated that "there are still many students whose quality and understanding in learning to read the Al-Qur'an find it difficult to pronounce the letters of the Al-Qur'an. Likewise, their understanding of Tajwid is still limited, which influences their reading of the Koran less fluently.

The inability to read and understand the Koran properly can hinder a deep understanding of Islamic teachings [7]. Therefore, there needs to be a significant effort to strengthen Al-Qur'an literacy competency in Madrasahs. One approach that needs to be explored is the application of the Fahim Qur'an Method. Several previous studies have made important contributions to understanding the approaches and methods that can be used to increase Al-Qur'an literacy. Research by Elmi Bin Baharuddin and Zainab shows that the application of the Fahim Qur'an method can improve the quality of memorizing the Qur'an in Al-Qur'an *Tahfizh* subjects for students [8]. Likewise, Ulfa [9] found that the implementation of integrated literacy reading the Koran can improve students' reading and writing abilities at the elementary school level. However, there is a lack of literature regarding the application of the Fahim Qur'an Method in the Madrasah context. Previous research tends to focus more on learning the Koran in public schools.

In the context of Madrasah education, it is hoped that this method can be a solution in overcoming difficulties in reading and understanding the Koran faced by students. Fahim Qur'an is an abbreviation for Fast Active Happy Integrate in Memorizing the Qur'an (Fast, Active, Happy, Integration in Memorizing the Qur'an). In Arabic, Fahim Qur'an means "One who understands the Koran" [10]. The specialty of this Fahim Qur'an method is that the Al-Qur'an learning process involves students actively through various games and the use of media [11], [12], so the application of the Fahim Qur'an method for Madrasah class students can produce graduate students who memorize short surahs and understand their meaning well and correctly.

In this approach, students are not only taught how to read but are also invited to understand the meaning and context of the verses of the Koran. They are encouraged to think critically, reflect on the messages contained in the holy verses of the Koran, and relate them to their daily lives. The Fahim Qur'an method gives students a powerful tool to approach the

Qur'an with a deeper understanding, so they can better practice Islamic teachings in their daily lives.

Strengthening Al-Qur'an literacy competency in Madrasas is an important issue in Islamic religious education. In this context, it is necessary to examine what factors influence the level of Al-Qur'an literacy competency in Madrasas and how the application of the Fahim Qur'an Method can contribute to overcoming these obstacles. Therefore, the formulation of the research problem is (1) How is the planning for Al-Qur'an literacy learning using the Fahim Qur'an method at Madrasah Ibtidaiyah Negeri (MIN) 2 Enrekang? (2) How is Qur'an Literacy learning implemented using the Fahim Qur'an method at Madrasah Ibtidaiyah Negeri (MIN) 2 Enrekang? (3) How is the evaluation of Tahfidzul Qur'an learning using the Fahim Qur'an method at Madrasah Ibtidaiyah Negeri (MIN) 2 Enrekang?

Strengthening Al-Quran literacy in *Madrasah Ibtidayah* from an early age requires appropriate methods and innovation. To overcome this problem, this research will focus on the application of the Fahim Qur'an Method as a learning approach which is expected to improve Al-Qur'an literacy competency in Madrasas. Mastering the Koran well is the key to bringing Islamic principles to life in everyday life. Therefore, this research will make a significant contribution to strengthening Islamic religious education in Madrasas and preparing students to become better people.

2. Methodology

Strengthening Al-Quran literacy competencies in students is carried out at MIN 2 Enrekang using the Fahim Quran method. This activity is carried out four times a week, namely Monday to Thursday. This research uses descriptive analytical methods with a qualitative approach. The main data sources in qualitative research according to Lofland (1984) are words and actions [13]. Thus, data is obtained from data sources that can provide information (informants). Apart from words and actions as the main data source, there are also other data sources, namely written data sources, such as books and daily evaluations. After students can pronounce the *hijaiyah* letters well, they are given an introduction to some Arabic vocabulary in the Al-Quran. Next, determine students' memorization targets, especially short surahs and memorizing prayer readings and daily prayers.

In implementing the Qur'an Fahim Method, it consists of opening, muraja'ah the material that has been studied, adding new memorization and games. The assessment of children's abilities in playing activities is adjusted to the games being played, namely: the child's ability to participate in the game, the child's ability to put together puzzles, the child's ability to write letters correctly, and the child's ability to reread the work he has created.

In this study, the data sources were MIN 5th-grade students, Madrasah principals, class teachers, and student-parent representatives, and written data (books and documents). Meanwhile, the types of data needed in this research are primary and secondary data. Primary data was obtained from observations and interviews regarding the planning, implementation, and evaluation of strengthening Al-Qur'an literacy competencies in Madrasas through the application of the Fahim Qur'an method. Meanwhile, secondary data is in the form of student work, and documents assessing the development of students' Al-Quran literacy skills.

This research was conducted in compliance with the principles of research ethics, including: Do No Harm: This research does not harm research subjects or other parties.

Researchers strive to provide benefits and avoid unnecessary risks. Openness: Researchers provide clear and accurate information to research subjects about research objectives and procedures. They are also willing to answer questions and provide clarification. Fair Use of Data: The data obtained is used fairly and is not misused. The use of this data is limited to research purposes.

The data presentation is based on research activities carried out in the field. In this effort, researchers attempt to describe the data that has been obtained in the form of a scientific report. Included in this report are the results of observations, interviews, and documentation carried out by researchers or adjustments to scientific data contained in other academic works. The data was then analyzed descriptively. to describe the process of implementing Qur'an Literacy learning using the Fahim Qur'an method at MIN 2 Enrekang during the 2022/2023 academic year.

3. Result and Discussion

3.1. Planning for Al-Quran Literacy Learning in Madrasas

The planning for Al-Qur'an Literacy learning at MIN 2 Enrekang using the Fahim Qur'an Method has been well organized. A structured and comprehensive learning plan has been prepared by Islamic teachers at this school. The learning plan covers various aspects, including the ability to pronounce hijaiyah letters, vocabulary in the Koran, memorization targets, learning duration, class determination, syllabus preparation.

a. Teaching Hijaiyah Letters and Tajweed

The teachers at MIN 2 Enrekang have planned lessons that include the introduction and pronunciation of hijaiyah and Tajwid letters well. This is as stated by Drs. H Suriadi, M.Ag as Head of Madrasah MIN 2 Enrekang. He stated that:

“Our teachers use various interactive and interesting methods to introduce hijaiyah letters to students. They make sure students understand each letter, including its shape, pronunciation, and writing. We also utilize visual and audio materials to make learning more interesting. Apart from that, teachers carry out regular evaluations to ensure student understanding.”

The teaching of hijaiyah letters and recitation at MIN 2 Enrekang seems to be well organized and focuses on strong understanding and practical application. They ensure that students have a strong understanding of these hijaiyah letters as a first step in Qur'anic literacy. Apart from hijaiyah letters, teachers also teach students about the principles of recitation. They explain the rules of recitation and give practical examples to students. This helps students read the Koran with the right intonation.

b. Vocabulary in the Koran

The lesson plan also includes teaching vocabulary in the Koran. Students are taught the meaning and use of important words in reading the Koran, enabling them to better understand the contents of the Koran, especially the short suras they will memorize. Mrs. Sitti Maryam, S.Pd.I MIN 2 Enrekang as a class 5 teacher said that teaching vocabulary in the Al-Qur'an has been well integrated into the learning plan. We make understanding this vocabulary an

integral part of learning the Koran. They drew up a plan that included short surahs that would be memorized by students and ensured that the meaning and use of important words in the verses were taught comprehensively.

c. Memorization Target

The teachers have set realistic memorization targets for students. This helps students plan the time and effort required to achieve the desired level of memorization. At MIN 2 Enrekang, determining targets for memorizing the Qur'an is an integral part of learning Qur'anic literacy. The Head of Madrasah MIN 2 Enrekang said that our school tries to set memorization targets that are realistic and appropriate to the abilities of students in each class. For example, we have set a target to memorize juz 30, then juz 30 is divided according to the details of each class level. Next, the Madrasah Head communicates this memorization target openly to students through meetings with teachers and parents. This statement was reinforced by the MIN 2 Enrekang school teacher that memorizing 1 juz of the Koran (juz 30) is a plus point and an opportunity to increase students' closeness to the Koran.

Based on data from observations and documentation related to determining targets for memorizing the Qur'an using the Fahim Qur'an method at Madrasah Ibtidaiyah Negeri (MIN) 2 Enrekang, especially class 5, it is noted that each of them has a daily memorization book according to the memorization they have memorized. with the guidance of a Quran al-hadith teacher.

d. Learning Duration

The implementation of Qur'an Literacy using the Fahim Qur'an method at Madrasah Ibtidaiyah Negeri (MIN) 2 Enrekang was carried out before the learning took place and after the last lesson was carried out. The Madrasah MIN 2 Enrekang Class Teacher said that strengthening Qur'an literacy using the Fahim Qur'an method was carried out 20 minutes before the lesson took place and 15 minutes of repetition and games before going home or the end of the class hour. The class teacher also said that strengthening Qur'anic literacy had been scheduled so that there was no overlap between other lesson hours and all subject material could be carried out and delivered according to the schedule properly.

Based on the explanation above, it seems that the duration of Qur'an literacy learning at MIN 2 Enrekang has been carefully considered, and this effort is important to ensure that other learning materials can be delivered effectively. This proves that creating a balance between strengthening Qur'anic literacy through the Fahim Quran method and other subjects has been arranged based on the learning schedule.

e. Determination of the number of students

Based on the results of observations, students are grouped based on their respective classes. The determination of classes or learning groups has also been well thought out. Students are placed in groups appropriate to their ability level, so learning can be tailored to individual needs.

f. Syllabus preparation

The MIN 2 Enrekang teacher has prepared a syllabus which includes the material that will be taught over a certain period of time. This helps in maintaining regularity and progress in student learning. This is as stated by the class 5 teacher that all teachers in teaching are based on the approved syllabus. This syllabus is the steps in implementing Quranic literacy learning and makes it easier to implement Quranic literacy learning.

3.2. Implementation of Strengthening Al-Quran Literacy Competencies in Madrasas

a. Implementation of Qur'an Literacy learning using the Fahim Qur'an method at MIN 2 Enrekang

The implementation of Qur'an literacy learning using the Fahim Qur'an method at MIN 2 Enrekang, as a result of interviews with the head of the madrasa (Mr. Drs. H. Suriadi, M.Ag.) and school teachers at MIN 2 Enrekang, revealed various information that highlighted strengthening Qur'an literacy using the Fahim Qur'an method in MIN 2 Enrekang: The introduction of the Fahim Qur'an method at the beginning of its implementation did not achieve the desired results. This is also in line with research results [8], [12] where initially this learning method was very less than optimal and did not produce the desired results. However, MIN 2 Enrekang school teachers diligently and with strong determination continue to try to understand and implement this method. The Madrasah Head also said that continuous evaluation and improvement of the implementation of Qur'anic Literacy learning continues to be carried out. They do not hesitate to make small improvements in the learning and evaluation process. This reflects their commitment to providing the best for students.

In its development, the result of these efforts is that there has been good development over the last year or so. The learning and evaluation process has shown significant improvement, which illustrates the school's commitment to increasing students' Qur'an literacy. Meanwhile, the time for implementing Qur'an Literacy Learning using the Fahim Qur'an method according to the head of the MIN 2 Enrekang madrasah is carried out before the first hour starts and in the last hour of learning every day in each class.

Coordination of the implementation of Qur'an Literacy Learning using the Fahim Qur'an method is completely given to the respective class teachers. This shows the school's trust in teachers in carrying out this learning method well.

Based on the results of this interview, the Madrasah Principal and school teachers were satisfied with the implementation of Qur'an Literacy using the Fahim Qur'an method. They see that the learning process has gone well and produced positive results. The results of this interview reflect the positive journey of MIN 2 Enrekang in providing strengthening Qur'an literacy using the Fahim Qur'an method. Through seriousness, evaluation, and continuous efforts, this program can achieve good progress in learning Quran literacy. The implementation of the Al-Qur'an literacy program using the Fahim Qur'an method at MIN 2 Enrekang has run smoothly by the plans and targets set by the Madrasah Head. Apart from that, this literacy program is an advantage for this Madrasah, because it is still rare for schools in Enrekang Regency to adopt it.

b. The Qur'an Literacy learning method uses the Fahim Qur'an method at MIN 2 Enrekang

In the results of interviews with the Head of the Madrasah and school teachers at MIN 2 Enrekang, the Qur'an Literacy learning method uses the Fahim Qur'an method according to the Head of the madrasah, Mr. Drs. H. Suriadi, M.Ag., explained that the choice of the Fahim Qur'an method in learning Qur'an Literacy at MIN 2 Enrekang was based on the consideration that this method was more appropriate to the age characteristics of students at the elementary level. This method gives teachers the freedom to use creativity and innovation in learning. He also emphasized the importance of teachers in understanding the diverse conditions and needs of students and in choosing learning media that suits the students' situations and conditions.

In line with the class 5 MIN 2 Enrekang teacher and also the coordinator of the Qur'an literacy program in that class, he emphasized that in this literacy program, he does not only use one method. Apart from the murojaah method (rote repetition), he also uses the group game method. According to him, the group gaming method not only makes learning more interesting but also helps students to stay focused. He also uses various games that are known to students to facilitate the memorization process, so that students feel enjoy, happy and intelligent in learning.

The results of this interview reflect that MIN 2 Enrekang in applying the Fahim Qur'an method in learning Qur'anic literacy is integrated with teacher innovations. This method was chosen because it suits the characteristics of elementary level students, and teachers have the freedom to choose the method that is most suitable for the students' conditions and needs. In addition, the use of group gaming and game methods helps make learning more interesting and effective for students.

c. Challenge of Strengthening Qur'an Literacy using the Fahim Qur'an method at MIN 2 Enrekang

The challenges in strengthening Qur'an literacy using the Fahim Qur'an method at MIN 2 Enrekang based on the results of observations and interviews are also varied and involve various aspects. One of the challenges faced is accommodating various levels of student understanding. Teachers must ensure that the learning schedule provides enough time for all students to understand the material well.

Mr Drs. H. Suriadi, M.Ag., head of the MIN 2 Enrekang madrasah, admitted that in the process of implementing Al-Qur'an Literacy through the Qur'an understanding method, of course no one is free from various problems, both originating from the students themselves and their environment. . This is part of the process of strengthening and stabilizing the Qur'an literacy program at MIN 2 Enrekang. In addition, the enthusiasm and support of parents at home greatly influences student success in this program.

Mr Latif, S.Pd as teacher and coordinator of the Qur'an Literacy program at MIN 2 Enrekang, emphasized that each student has different problems. Some of the problems experienced by students include lack of parental support, parents' inattentiveness and impatience in accompanying the memorization process, the background of the place where they recite the Koran, the surrounding environment, and even the student's own IQ background. Therefore, teachers must wisely understand the conditions and problems faced by each student.

Besides that, elementary school age students tend to have a strong desire to play. They may find it difficult to focus their attention on the serious process of studying the Qur'an. Furthermore, the integration of technology in Al-Quran learning needs attention. The use of this technology allows students to access the Koran more easily and understand its meaning through multimedia.

The challenges in the Qur'an Literacy program using the Fahim Qur'an method at MIN 2 Enrekang are very diverse. Each student has different challenges and problems, including forgetting to memorize, lack of parental support, and unsupportive environmental situations. However, the school and teachers are trying to overcome these problems wisely and diligently to ensure a smooth process in strengthening students' Qur'an literacy.

3. Evaluation of the Al-Quran Literacy Program at MIN 2 Enrekang

Valuation of the Al-Qur'an literacy program using the Fahim Qur'an method at MIN 2 Enrekang is an important stage in ensuring the success and effectiveness of the program. This evaluation aims to identify strengths, weaknesses, and potential improvements in program implementation. Several aspects that need to be evaluated in the Al-Qur'an literacy program at MIN 2 Enrekang based on documentation, interview results, and observations are:

Memorization Achievement. Based on observations, the majority of students have achieved significant progress in memorizing short surahs according to the targets set. However, it should be noted that some students can memorize quickly and consistently, while others need more time to achieve the memorization target. This finding is in line with the findings of [9], [14], [15] that the implementation of integrated literacy reading the Koran with the learning process has not been implemented optimally because several criteria have not been achieved, such as gaps in understanding between educators. in reading the verses of the Koran.

Based on these findings, several relevant results related to the implementation of the Al-Qur'an literacy program using the Fahim Qur'an method at MIN 2 Enrekang, namely the results of interviews and observations show that this program has provided positive progress in achieving memorization of the Al-Qur'an by students. Teachers are actively involved in guiding students, motivating them, and explaining the concepts of the Koran well. This creates a positive learning environment and helps students understand the contents of the Qur'an. However, several challenges need to be considered, namely, support from parents also has a big impact, and their involvement in accompanying students at home is very important. A limitation of this research is that it focuses on MIN 2 Enrekang, so the results may not be directly applicable to different contexts. Additionally, this study did not include an in-depth evaluation of students' overall academic outcomes.

For follow-up, we recommend that MIN 2 Enrekang continue to monitor and evaluate this Al-Qur'an literacy program periodically. Corrective steps can be taken based on the evaluation results to increase program effectiveness. Apart from that, it is important to involve more parties, including parents, in supporting students' success in memorizing and understanding the Koran. This can strengthen the Al-Qur'an literacy program and provide greater benefits for MIN 2 Enrekang students.

4. Conclusion

Strengthening Al-Qur'an literacy competency in Madrasas is an important issue in Islamic religious education. Through the application of the Fahim Qur'an method, MIN 2 Enrekang has attempted to improve students' Qur'an literacy competence. Learning planning, implementation of learning methods, and evaluation have been properly arranged according to student characteristics and school conditions.

Despite facing various challenges, MIN 2 Enrekang has shown positive developments in strengthening Qur'an literacy. With the commitment of teachers and support from parents, this program has the potential to continue to improve students' ability to read, understand and practice the Koran.

This research has also highlighted several factors that need to be considered in strengthening Qur'an literacy in Madrasas, such as accommodating students' level of understanding, student motivation, parental support, and quality evaluation. All of these factors are important in creating an effective learning environment and supporting the development of students' Al-Qur'an literacy competencies.

With seriousness, hard work and continuous commitment, MIN 2 Enrekang can continue to improve the quality of Islamic religious education and prepare students to become better people who live Islamic principles in everyday life. Strengthening Al-Qur'an literacy competence is an important first step in achieving this goal. It is hoped that strengthening Al-Qur'an literacy competencies in Madrasas will make a positive contribution in strengthening Al-Qur'an literacy competencies in Madrasas. The impacts include increasing students' understanding of the Koran, their ability to read well, and the application of Islamic teachings in everyday life. Hopefully this research can become a basis for developing effective learning methods in Islamic education environments.

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