

Artikel 6

AL-QUR'AN LITERACY PROGRAM: A SOLUTIVE EFFORT TO STRENGTHEN STUDENTS' INTEREST IN LEARNING?

 Dina Mardiana

 Publication Articles Mar - Apr 2025 Dosen UMM

 University of Muhammadiyah Malang

Document Details

Submission ID

trn:oid::1:3193916242

Submission Date

Mar 25, 2025, 2:22 PM GMT+7

Download Date

Mar 25, 2025, 4:52 PM GMT+7

File Name

Agust_23_AL-QUR_AN_LITERACY_PROGRAM.pdf

File Size

388.0 KB

8 Pages

3,613 Words

20,799 Characters

16% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Filtered from the Report

- Bibliography
- Quoted Text

Exclusions

- 5 Excluded Sources

Match Groups

- 32 Not Cited or Quoted 13%**
Matches with neither in-text citation nor quotation marks
- 10 Missing Quotations 3%**
Matches that are still very similar to source material
- 0 Missing Citation 0%**
Matches that have quotation marks, but no in-text citation
- 0 Cited and Quoted 0%**
Matches with in-text citation present, but no quotation marks

Top Sources

- 13% Internet sources
- 11% Publications
- 2% Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

Match Groups

- **32 Not Cited or Quoted 13%**
Matches with neither in-text citation nor quotation marks
- **10 Missing Quotations 3%**
Matches that are still very similar to source material
- **0 Missing Citation 0%**
Matches that have quotation marks, but no in-text citation
- **0 Cited and Quoted 0%**
Matches with in-text citation present, but no quotation marks

Top Sources

- 13% Internet sources
- 11% Publications
- 2% Submitted works (Student Papers)

Top Sources

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

1	Internet		
	ijmurhica.ppj.unp.ac.id		2%
2	Internet		
	journal.tangrasula.com		1%
3	Internet		
	repository.uin-malang.ac.id		1%
4	Student papers		
	UIN Maulana Malik Ibrahim Malang		1%
5	Internet		
	garuda.kemdikbud.go.id		1%
6	Internet		
	eprints.umpo.ac.id		<1%
7	Publication		
	Lailatul Firdaus Hasanah, Achmad Fawaid. "Implementation of Audiolingual Meth...		<1%
8	Internet		
	bio.fmipa.unm.ac.id		<1%
9	Internet		
	ejournal.uiidalwa.ac.id		<1%
10	Internet		
	ejournal.uinsaid.ac.id		<1%

11	Internet	journal.citradharma.org	<1%
12	Publication	Adi Syahputra, Mesiono Mesiono, Haidir Haidir. "Implementation of Al-Islam Kem...	<1%
13	Publication	Alhamuddin Alhamuddin, Eko Surbiyantoro, Revan Dwi Erlangga. "Learning al-Qu...	<1%
14	Publication	Nurfitri Yana, Husnita Husnita. "The Effect of Teachers' Motivation and Communi...	<1%
15	Publication	Kustini Handayani, Saiful Bahri. "Implementation of Quizwhizzer Application on S...	<1%
16	Internet	ejournal.umm.ac.id	<1%
17	Internet	jurnal.radenfatah.ac.id	<1%
18	Internet	jurnal.syntax-idea.co.id	<1%
19	Publication	Karmuji Abu Safar, Asep Masykur, Sunardi Bashri Iman, Zenal Arifin, Mastori Mas...	<1%
20	Internet	eprints.iain-surakarta.ac.id	<1%
21	Internet	repository.stainmajene.ac.id	<1%
22	Internet	www.pasca.jurnalikhac.ac.id	<1%
23	Publication	Aan Komariah, Taufani C. Kurniatun, Dedy A. Kurniady, Rita Anggorowati, Ade Ga...	<1%
24	Internet	jurnalpai.uinsby.ac.id	<1%

25

Internet

repository.upi.edu

<1%

Vol. 5 No. 2 (2023), p. 135-142

Available online at <https://serambi.org/index.php/managere>

AL-QUR'AN LITERACY PROGRAM: A SOLUTIVE EFFORT TO STRENGTHEN STUDENTS' INTEREST IN LEARNING?

Dina Mardiana*

Universitas Muhammadiyah Malang, Malang, East Java, Indonesia

DOI: <https://doi.org/10.52627/ijeam.v5i2.205>

Article History:

Received: May 2023

Accepted: June 2023

Published: August 2023

Keywords:Multiple Intelligence, Inquiry,
Islamic Education

***Correspondence Address:**syaifulлах_09@gmail.com
-----**Abstract :**

The focus of this research lies in strengthening students' interest in learning through the Al-Qur'an literacy program at MAN 1 Tapin. As a school intracurricular activity, the Al-Qur'an literacy program has contributed to strengthening students' interest in learning. Based on Hellmut W. Krapp's cognitive theory, this research relies on a qualitative approach with the type of case study research. Data collection was carried out by observation, interview and documentation techniques. The results of the study concluded that MAN 1 Tapin has a Qur'an literacy program that is capable of being an alternative solution in increasing students' interest in learning, based on two things. First, the form of Qur'an literacy activities that are easy and relevant for students, and second, the presence of consistent supporting activities for the Qur'an literacy program, namely "Jum'at Taqwa" and "Tajwid training". The two activities work together to support the Qur'an literacy program which takes place at MAN 1 Tapin.

Abstrak:

Fokus penelitian ini terletak pada penguatan minat belajar siswa melalui program literasi al-Qur'an di MAN 1 Tapin. Sebagai kegiatan intrakurikuler sekolah, program literasi al-Qur'an memiliki andil dalam menguatkan minat belajar siswa. Berbasis pada teori kognitif Hellmut W. Krapp, riset ini berpancang pada pendekatan kualitatif dengan jenis penelitian studi kasus. Pengumpulan data dilakukan dengan teknik observasi, wawancara dan dokumentasi. Hasil penelitian menyimpulkan bahwa MAN 1 Tapin memiliki program literasi Qur'an yang mampu menjadi solusi alternatif dalam meningkatkan minat belajar peserta didik, berdasarkan pada dua hal. Pertama, bentuk kegiatan literasi Qur'an yang mudah dan mengena bagi peserta didik, serta kedua, hadirnya kegiatan penunjang program literasi Qur'an yang ajeg, yakni "Jum'at Taqwa" dan "Pelatihan tajwid". Kedua kegiatan tersebut bersinergi mendukung program literasi Qur'an yang berlangsung di MAN 1 Tapin.

Available online at <https://serambi.org/index.php/managere>

INTRODUCTION

8 Qur'an literacy has become a mandatory program in formal schools, starting at the elementary school level (Chandra, 2022; Syahrani, Triputra, & Nurpratiwiningsih, 2022), middle school (Nurhidin, 2022; Suhadi & Zakariyah, 2021), to tertiary levels (Supriadi & Anwar, 2022). Through their scientific articles, academics concluded that the Qur'an literacy program has positive benefits in supporting the success of the learning process, as the results of research (Rohman, 2019) found the benefits of Qur'an literacy in increasing students' mental readiness for learning; instill and foster religious character in children (Nurisman, Suyana, Fahrudin, & Widiyanto, 2022; Syarifuddin, Munir, & Haddade, 2021); strengthening the ability to read the Qur'an and the motivation of students (Pasaribu & Afandi, 2022); as well as in improving the skills of memorizing the Qur'an (Rio Anjasmar, 2020).

23 However, behind these positive benefits, Qur'an literacy, which is designed in mandatory programs in formal educational institutions, is also not free from the accompanying problems. The primary problem underlies the urgency of the Qur'an literacy program, one of which lies in students' low reading skills in the Qur'an. It is recorded that 65% of Indonesian people are illiterate in the Qur'an (Itang & Wahyuddin, 2020). Moreover, the quality of education in Indonesia emphasizes the achievement of design-based learning objectives and independent curriculum management (Sholeh, 2022). This condition, of course, is a paradox and raises problems that should be sought for alternative solutions empirically.

8 Experts have tried to examine academic solutions to the problems behind implementing Qur'an literacy programs in schools. Fatimah, for example, concluded that learning media has an essential role in improving the quality of learning -including learning the Qur'an- in class (Fatimah, Supangat, & Sinensis, 2023); Hermawan's research indicates that the union of the heart and mind is the key to success in Qur'an literacy (Hermawan & Karawang, 2023); In fact, the theological support sourced from the Qur'an and Hadith cannot be separated from the perspectives used in maximizing the Qur'an literacy process in students, as the conclusions of research (H. Mansyur, 2021; Hizliah, 2022). These various studies found that the quality of Qur'an literacy is also related to students' learning interests. In other words, the psychological aspects of students - read: interest in learning - have influenced the quality of the learning process.

17 Uniquely, the aspect of interest in learning is the focus of many studies discussed by academics, especially those related to students' learning process. Apart from being an essential element in driving disciplined learning behavior (Lahmi, Rasyid, & Jummadillah, 2020), interest in learning also plays a role in improving the ability to read the Qur'an in students, according to research results (Icha Resita Ningtyas, Syafri, & Betti Dian Wahyuni, 2022).

6 Based on these descriptive narratives, the researcher indicated that students' interest in learning is essential in supporting the achievement of learning objectives in the Qur'an literacy program. Therefore, this research outlines efforts to strengthen students' interest in learning through the Qur'an literacy program at State Islamic Senior High School.

RESEARCH METHODS

This research is based on a qualitative approach with the type of case study research. Data was collected through interviews, observation, and documentation. Interviews were conducted with the primary data source informants, namely teachers and students at MAN 1 Tapin. In contrast, secondary data was obtained from literature on implementing the Qur'an literacy program at MAN 1 Tapin. After the data is collected, the data is then analyzed using the interactive technique of Miles, Huberman, and Saldana, which includes data condensation, data presentation, and conclusion.

FINDINGS AND DISCUSSION

Qur'an Literacy

Qur'an literacy refers to a person's ability to read, understand, interpret, and apply the contents of the Qur'an, the holy text in Islam. Qur'an literacy is very important for Muslims because the Qur'an is considered a guide to life and a source of religious teaching (Jayana & Mansur, 2021).

Within the scope of educational institutions, the Qur'an literacy program in schools is an educational program that aims to introduce, teach, and develop students' understanding of the Qur'an, the holy text in Islam, in the school environment. This program is designed to raise the level of Qur'an literacy among students and help them develop a closer relationship with the holy book of the Qur'an. This program can be implemented in Islamic schools or with Muslim student populations.

Several essential points often the focus of Qur'an literacy programs in schools include: First, recitation teaching. Students will be taught how to read the Qur'an correctly according to the rules of tajwid. Teachers will assist students in pronouncing Arabic letters and words correctly so that the messages contained in the verses are not distorted (H. Mansyur, 2021). Second, interpretation and understanding. Students will be introduced to the interpretation of the text of the Qur'an so that they understand the meaning contained in the verses. This lesson will discuss and explain the Qur'an's historical context, stories, and concepts. Third, memorize and listen. Qur'an literacy programs in schools can also include teaching memorization of verses from the Qur'an or at least several short surahs. Students will also be encouraged to listen to the recitation of the Qur'an properly and correctly. Fourth, the application of Qur'anic values. Students will be taught to apply the teachings of the Qur'an in their daily lives (Nurisman et al., 2022). The teacher will describe how values such as honesty, compassion, and justice can be realized in the life of a Muslim.

Thus, it can be said that the Qur'an literacy program in formal educational institutions aims to create a generation of Muslims who have a good understanding of Islamic teachings and can apply Qur'anic values in their daily lives. In addition, this program helps strengthen students' religious identity and provides a solid foundation for their spiritual life.

Student Learning Interest

Student learning interest refers to students' level of interest, enthusiasm, and motivation toward learning and gaining knowledge. This condition includes students' interest and enjoyment in understanding and following the subject matter, active participation in learning, and a desire to continue learning and improving their abilities. This concept is crucial in creating an effective learning environment that benefits students' academic and personal development.

These definitive aspects converge on essential aspects that can affect student learning interests. In this context, several elements that can be sorted and become the focus of the discourse are: First, material relevance. Interest in learning increases when students see the relationship between the material being taught and their daily lives or personal goals. Material that is considered relevant and valuable tends to attract students' interest.

The second is learning style. Every student has a different learning style, such as visual, auditory, or kinesthetic. When learning is adapted to students' learning styles, they tend to be more interested and eager to learn; moreover, if these learning styles are supported by appropriate learning media (Magdalena, Fatakhatus Shodikoh, Pebrianti, Jannah, & Susilawati, 2021).

Third is previous positive experiences. Students with positive learning experiences or achievements in specific fields are more interested in continuing to learn and develop themselves.

Fourth is the learning environment. A learning environment that is fun, safe, and encourages active participation will help increase students' interest in learning. Inspirational and enthusiastic teachers can influence student learning interests (Sari, Murtono, & Ismaya, 2021).

Fifth is choice and autonomy. This aspect is closely related to giving opportunities to students to choose topics or projects that interest them or giving them autonomy in some aspects of learning, which can increase interest in learning and a sense of ownership of the learning process.

Sixth is goals and expectations. It means that setting clear and realistic goals and providing positive expectations for students' abilities can help increase their interest in learning, especially goals and expectations that tend to be related to the student's learning habits (Simamora & Saragih, 2021).

Through this description, students' interest in learning is essential to their academic achievement. Students with a high interest in learning tend to be more enthusiastic, focused, and easier to digest new information. Therefore, educators need to understand and encourage students' interest in learning so that the learning process becomes more effective and beneficial for the overall development of students.

Qur'an Literacy and Efforts to Strengthen Students' Learning Interests at MAN 1 Tapin

Madrasah Aliyah Negeri (MAN) 1 Tapin is an educational institution that pays more attention to developing Qur'an reading skills for its students. It can be pointed out from the Qur'an literacy program organized by the school. The main goal of the Qur'an literacy program at MAN 1 Tapin is to increase the students' Qur'an literacy skills, especially in terms of reading the Qur'an tartil correctly.

11 Efforts made by school leaders to encourage the achievement of Qur'an literacy goals can be studied by researchers in two ways – first, support in the form of formal policies. MAN 1 Tapin issues an academic policy requiring all students to participate in mandatory Qur'an literacy program activities. It was revealed in an interview with one of the teachers at MAN 1 Tapin. The teacher said that implementing the Qur'an literacy program at the MAN 1 Tapin educational institution was based on the Minister of Education and Culture Regulation Number 23 of 2015 concerning the Movement for the Growth of Moral Character in Schools through Habits.

18 The concrete form of implementing the central policy is framed in the vision and mission of MAN 1 Tapin. Based on the results of documentation at the school, researchers analyzed the implementation of the Qur'an literacy program at MAN 1 Tapin based on the school's vision. Textually, the vision of MAN 1 Tapin is to develop faith and piety (IMTAQ) through awareness and habituation of implementing religious worship according to their beliefs. Thus, it is clear that formal policy support is one of the main pillars of implementing the Qur'an literacy program at MAN 1 Tapin.

12 Second, the implementation of an effective Qur'an literacy program. The school's efforts to encourage the achievement of Qur'an literacy goals at MAN 1 Tapin are illustrated through learning activities directly related to improving students' reading skills of the Qur'an. This condition follows the results of research (Rohman, 2019) which emphasizes that the indicator of achievement of Al-Qur'an literacy lies in a person's ability to read the Qur'an properly and correctly.

13 Furthermore, the formal policy and implementation of the Qur'an literacy program, which is an effort to achieve the goals of Qur'an literacy at MAN 1 Tapin, focuses on strengthening students' interest in learning at the school. The pattern of habituation carried out continuously and repeatedly is the reason researchers reveal as a trigger factor for strengthening students' interest in learning.

10 The researcher examined this based on the results of observations made during the Qur'an literacy activities at MAN 1 Tapin. The students required to participate in the program indirectly discover the habituation process of learning in a conducive situation. Moreover, the Qur'an literacy program organized by MAN 1 Tapin is a series of extracurricular learning. Implementing Qur'an literacy activities goes hand in hand with implementing subject learning during active school hours. These conditions place students in an environment that supports the learning process, as research (Sari et al., 2021) reveals that learning environmental factors contribute to determining a person's learning interest.

6 The Qur'an literacy program at MAN 1 Tapin has become a suitable medium to increase students' interest in learning there. The critical analysis that the author can reveal regarding the linkage of these conclusions can be described by the researcher in two main points.

3 First is the form of Qur'an literacy activities that are easy and relevant for students. The researchers concluded from observations and interviews with students during the Qur'an literacy program. Through these two data collection

techniques, the researcher cross-checked the documentation of student learning outcomes after participating in the Qur'an literacy program.

Qur'an Literacy in MAN 1 Tapin, which is easy to follow and right on target, is an alternative solution to increasing student interest in learning. The school profile document also clearly describes the existence of the Qur'an literacy program so that the Qur'an literacy program becomes the flagship program at the school.

Second, supporting activities for the Qur'an literacy program are constant. This reality the researchers found in the existing curriculum provisions at MAN 1 Tapin. In this context, the supporting activities referred to are "Jum'at Taqwa" and "Training of Tajwid." The two activities work together to support the Qur'an literacy program, which takes place at MAN 1 Tapin.

"Jum'at Taqwa" is an activity that invites all academicians of MAN 1 Tapin to perform *hajat* and *dhuha* prayers in the congregation every two weeks. In this "Jum'at Taqwa" activity, students are trained in reading the Qur'an and reciting it over the years. Indirectly, learning patterns with repetitive mechanisms and carried out with confidence are the reasons behind achieving learning objectives, as are the conclusions of research results (Susanto, 2009).

CONCLUSION

Within the scope of educational institutions, the Qur'an literacy program in schools is an educational program that aims to introduce, teach, and develop students' understanding of the Qur'an, the holy text in Islam, in the school environment. This program is designed to raise the level of Qur'an literacy among students and help them develop a closer relationship with the holy book of the Qur'an. Efforts made by school leaders to encourage the achievement of Qur'an literacy goals can be studied by researchers in two ways – first, support in the form of formal policies. MAN 1 Tapin issues an academic policy requiring all students to participate in mandatory Qur'an literacy program activities. Second, the implementation of an effective Qur'an literacy program. The school's efforts to encourage the achievement of Qur'an literacy goals at MAN 1 Tapin are illustrated through learning activities that are directly related to improving students' reading skills of the Qur'an.

MAN 1 Tapin has a Qur'an literacy program that can be an alternative solution to increasing students' interest in learning based on two things. First, forms of Qur'an literacy activities that are easy and relevant for students and supporting activities for the Qur'an literacy program are constant, namely "Jum'at Taqwa" and "Training of Tajwid." The two activities work together to support the Qur'an literacy program, which takes place at MAN 1 Tapin.

REFERENCES

Chandra, R. (2022). Literasi Al- Qur'an Melalui Kegiatan NGAOS (Ngaji On The School) Untuk Meningkatkan Keterampilan Baca Tulis Al- Qur'an pada Siswa SD N 1 Panca Marga. *Jurnal Pendidikan Profesi Guru Agama Islam*, 2(2), 229–238.

- Fatimah, S., Supangat, S., & Sinensis, A. R. (2023). Pengembangan Media Belajar Pop Up Book Berbasis Literasi Qur'an Pada Materi Tata Surya Kelas VI. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 5(2), 98–107. <https://doi.org/10.54069/attadrib.v5i2.278>
- H. Mansyur, M. (2021). Iqra' Sebagai Bentuk Literasi Dalam Islam. *HAWARI: Jurnal Pendidikan Agama Dan Keagamaan Islam*, 2(1), 1–7. <https://doi.org/10.35706/hw.v2i1.5304>
- Hermawan, I., & Karawang, U. S. (2023). Tadabbur al- Qur'an sebagai Upaya Literasi Beragama di Era Digital. *Jurnal Wahana Karya Ilmiah Pendidikan*, 7(1), 1–11. <https://doi.org/10.35706/wkip.v7i01.8998>
- Hizliah, S. (2022). Menumbuhkan Minat Literasi Generasi Menghadapi Tantangan Zaman Dalam Perspektif Al-Qur'an. *Syntax Idea*, 4(12), 1767–1777. <https://doi.org/10.36418/syntax-idea.v4i12.2065>
- Icha Resita Ningtyas, Syafri, F. S., & Betti Dian Wahyuni. (2022). Hubungan Kemampuan Membaca Al-Quran dan Minat Belajar dengan Kemampuan Pemecahan Masalah Matematis Bagi Siswa Kelas X Madrasah Aliyah di Pondok Pesantren Darunnaja Urai Bengkulu Utara. *Jurnal Pendidikan MIPA*, 12(3), 672–681. <https://doi.org/10.37630/jpm.v12i3.640>
- Itang, & Wahyuddin, W. (2020). *Pengabdian Masyarakat melalui LPTQ dalam Memberantas Buta Huruf al Qur'an di Kabupaten Lebak* (1st ed.; A. Humaeni, Ed.). Banten: LP2M UIN SMH Banten.
- Jayana, T. A., & Mansur, M. (2021). Konsep Pendidikan Literasi dalam al-Qur'an: Telaah atas Penafsiran M. Quraish Shihab dan Hamka terhadap Surat al-'Alaq: 1-5. *Ar-Raniry, International Journal of Islamic Studies*, 8(2), 187–206. Retrieved from <https://jurnal.ar-raniry.ac.id/index.php/jar/article/view/11430>
- Lahmi, A., Rasyid, A., & Jummadillah, J. (2020). Analisis Upaya, Faktor Pendukung dan Penghambat Pembelajaran Alquran dan Hadis di Madrasah Tsanawiyah Kota Padang, Sumatra Barat, Indonesia. *DAYAH: Journal of Islamic Education*, 3(2), 213–229. <https://doi.org/10.22373/jie.v3i2.7086>
- Magdalena, I., Fatakhatus Shodikoh, A., Pebrianti, A. R., Jannah, A. W., & Susilawati, I. (2021). Pentingnya Media Pembelajaran untuk Meningkatkan Minat Belajar Siswa SDN Meruya Selatan 06 Pagi. *Jurnal Edukasi Dan Sains*, 3(2), 312–325.
- Nurhidin, E. (2022). Peran Guru Pendidikan Agama Islam dalam Meningkatkan Kualitas Literasi Membaca Qur'an Siswa Sekolah Menengah Atas. *Edudeena: Journal of Islamic Religious Education*, 6(1), 1–11. <https://doi.org/10.30762/ed.v6i1.136>
- Nurisman, H., Suyana, N., Fahrudin, A., & Widiyanto, S. (2022). Penguatan Literasi Baca Qur'an : Penanaman Karakter Pada Anak-Anak Pedagang Pasar. *Community Development Journal : Jurnal Pengabdian Masyarakat*, 3(1), 214–219. <https://doi.org/10.31004/cdj.v3i1.3689>
- Pasaribu, A., & Afandi, A. (2022). Penerapan Literasi Al-Qur'an Dan Public Speaking Terhadap Siswa/i Yayasan Pendidikan Kesuma Elkaemde. *Edumaniora: Jurnal Pendidikan Dan Humaniora*, 01(02), 217–219.

- Rio Anjasmara. (2020). *Fungsi Al-Qur'an di Sekolah (Studi Kasus SMA Nusantara Plus Legoso Ciputat)*. UIN Jakarta.
- Rohman, M. H. (2019). *Pengaruh Pembiasaan Membaca Al-Qur'an Setiap Pagi Terhadap Kesiapan Mental Belajar Siswa di SMP Kyai Hasyim Tenggilis Surabaya*. UIN Sunan Ampel Surabaya.
- Sari, W. N., Murtono, & Ismaya, E. A. (2021). Peran Guru dalam Meningkatkan Motivasi dan Minat Belajar Siswa Kelas V SDN Tambahmulyo 1. *Jurnal Inovasi Penelitian*, 1(11), 2255–2262.
- Sholeh, L. (2022). Implementation of the Concept and Design of Independent Curriculum Management in Improving the Quality of Education. *Managere: Indonesian Journal of Education Management*, 4(3), 236–247.
- Simamora, R., & Saragih, E. M. (2021). Pengaruh Kebiasaan Belajar dan Minat Belajar Siswa Terhadap Hasil Belajar Siswa. *Jurnal Mathematic Paedagogic*, 6(1), 45–52. <https://doi.org/10.36294/jmp.v6i1.2344>
- Suhadi, & Zakariyah. (2021). Implementasi Budaya Literasi Pada Pembelajaran Al Qur'an Hadis di Madrasah Aliyah. *Chalim Journal of Teaching and Learning*, 1(2), 121–128.
- Supriadi, U., & Anwar, S. (2022). Tingkat Literasi Membaca Al-Qur'an Mahasiswa di Perguruan Tinggi Umum (Studi Terhadap Mahasiswa Mata Kuliah PAI Semester Ganjil Tahun 2019-2020 di Universitas Pendidikan Indonesia). *Proceeding The Annual Conference on Islamic Religious Education*, 2(1), 73–89.
- Susanto, A. B. (2009). Pendidikan Penyadaran Paulo Freire. *At-Ta'dib*, 4(1), 81–100. <https://doi.org/http://dx.doi.org/10.21111/at-tadib.v4i1.574>
- Syahrani, A., Triputra, D. R., & Nurpratiwiningsih, L. (2022). Implementasi Gerakan Literasi Al-Qur'an di Madrasah Ibtidaiyah Negeri 6 Brebes. *Jurnal Ilmiah Wahana Pendidikan*, 8(20), 51–60.
- Syarifuddin, U. H., Munir, & Haddade, H. (2021). Implementasi Literasi Al-Qur'an dalam Pembinaan Karakter Religiusitas Peserta Didik pada SMA/SMK di Kabupaten Sidenreng Rappang. *TARBAWI: Jurnal Pendidikan Agama Islam*, 6(1), 30–43.