

**EVALUATION OF THE QUR'AN EDUCATION PROGRAM (PAQ)
AT MASJID SYUHADA ELEMENTARY SCHOOL YOGYAKARTA**

**EVALUASI PROGRAM PENDIDIKAN AI-QUR'AN (PAQ)
DI SD MASJID SYUHADA YOGYAKARTA**

Tiarani Mirela

*Universitas Islam Negeri Sunan Kalijaga Yogyakarta
Yogyakarta, Indonesia*

Email: 20204092006@student.uin-suka.ic.id

Abstract

Evaluation in Islamic education is carried out to collect, analyze, and also present information about the object being evaluated, and make comparisons with program evaluation indicators so that decisions can be made about the continuation of the program. This research is qualitative, and data collection is done by means of observation, interviews and also documentation. The evaluation of the Al-Qur'an Learning (PAQ) program carried out at the Masjid Syuhada Elementary School is an important element that is carried out as a form of assessment and also self-improvement for the Syuhada Mosque Elementary School especially Al-Qur'an Learning (PAQ) using the discrepancy model by using several stages as a process of evaluating the program that is being implemented with the following stages: Preparation of the Design of the Al-Qur'an Education Learning Program (PAQ) at Masjid Syuhada Elementary School, Installation of the Al-Qur'an Education Learning Program (PAQ) at Masjid Syuhada Elementary School, Process of Al-Qur'an Education Learning Program (PAQ) at Masjid Syuhada Elementary School, Measurement of Objectives (product) Al-Qur'an Education Learning Program (PAQ) at Masjid Syuhada Elementary School, Comparison (program comparison) Al-Qur'an Education Learning Program (PAQ) Martyrs Mosque Elementary School. The gaps that occur at Masjid Syuhada Elementary School: lack of time for implementation, busy pursuits as students, the need for support from parents, and the enthusiasm of children. And with advantages: Planting Al-Qur'an learning from an early age, Implementation to realize the vision and mission of the Martyrs Mosque Elementary School, and Process to meet graduation standards. So that it can be seen that if the evaluation carried out can be carried out properly it will also have a good impact on the progress of the PAQ program at the Martyrs Mosque Elementary School. So that it can be seen that the evaluation carried out on a program will describe a quality program.

Keywords: Education, Al-Qur'an Education Learning Program, education Evaluation.

Abstrak

Evaluasi dalam pendidikan Islam dilakukan untuk mengumpulkan, menganalisis, dan juga menyajikan informasi tentang objek yang dievaluasi, dan melakukan perbandingan dengan indikator evaluasi program sehingga dapat diambil keputusan tentang kelanjutan program tersebut. Penelitian ini berjenis kualitatif, dan pengumpulan data dilakukan dengan cara observasi, wawancara dan juga dokumentasi. Evaluasi program Pembelajaran Al-Qur'an (PAQ) yang dilaksanakan di SD Mesjid Syuhada adalah satu element penting yang dilakukan sebagai wujud penilaian dan juga perbaikan diri bagi SD Masjid Syuhada terlebih Pembelajaran Al-Qur'an (PAQ) dengan menggunakan model discrepancy dengan menggunakan beberapa tahapan sebagai proses dari evaluasi program yang sedang dilaksanakan dengan tahapan :Penyusunan Desain Program Pembelajaran Pendidikan Al-Qur'an (PAQ) SD Masjid Syuhada, Pemasangan Instalasi (installation) Program Pembelajaran Pendidikan Al-Qur'an (PAQ) SD Masjid Syuhada, Proses Program Pembelajaran Pendidikan Al-Qur'an (PAQ) SD Masjid Syuhada, Pengukuran Tujuan (product) Program Pembelajaran Pendidikan Al-Qur'an (PAQ) SD Masjid Syuhada,Perbandingan (programme comparison) Program Pembelajaran Pendidikan Al-Qur'an (PAQ) SD Masjid Syuhada. kesenjangan yang terjadi di SD Masjid Syuhada:

kurangnya waktu pelaksanaan, kesibukan pengejar sebagai mahasiswa, perlunya dukungan dari orang tua, dan semangat anak. Dan dengan keunggulan : Penanaman pembelajaran Al-Qur'an sejak dini, Implementasi untuk mewujudkan visi misi SD Masjid Syuhada, dan Proses untuk memenuhi standar kelulusan. Sehingga dengan demikian dapat diketahui bahwasannya jika evaluasi yang dilaksanakan dapat dilaksanakan dengan baik maka akan memberikan dampak yang baik pula bagi kemajuan program PAQ di SD Masjid syuhada tersebut. Sehingga dapat diketahui bahwa evaluasi yang dilakukan pada suatu program akan menggambarkan program yang berkualitas.

Kata kunci: Pendidikan, Pembelajaran Al-Qur'an, Ewaluasi Pendidikan

Introduction

In Article 1 paragraph 1 of the National Education System Law Number 20 of 2003 of the Republic of Indonesia, education is a conscious and planned effort aimed at creating a learning atmosphere and learning process that allows students to actively develop their potential in order to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed for society, nation and state (*Dalam Pasal 1 Ayat 1 Undang – Undang Sistem Pendidikan Nasional Nomor 20 Tahun 2003 Republik Indonesia.*). In the world of education, it cannot be separated from the learning and learning process. As for learning according to Article 1 of Law Number 20 of the National Education System of the Republic of Indonesia Chapter 1 of 2003, namely the process of interaction between educators and students and learning resources in the learning environment.

Children and adolescents in Indonesia experience a moral decline with various phenomena that are rife in the midst of society (Ningrum, 2015). The occurrence of this is certainly a dilator behind various factors and also the transition of times in the current era of globalization, so this causes anxiety for many parties such as parents, teachers and also the community (Yanti et al., n.d.). Of course, to realize this, a strong and solid foundation is needed that is implanted as early as possible. The Qur'an has a very large role in children's basic learning which will be the foundation for character building in students which is the highest ideal of an Islamic educational institution (Colina & Listiana, 2021). A child who has good morals will be better able to control himself and also easier to learn other sciences (Sadida & Trimman, 2019).

However, the phenomenon in the field of children has not had a high enough focus period. This is because childhood is a time of play so with a variety of unique characters and also students who have the nature of getting bored quickly and do not like monotonous things, and are very active (Sunanih, n.d.). Of course, this will be a challenge for Al-Qur'an teachers at an elementary school to be able to find ways of learning that can increase students' enthusiasm for learning.

Based on previous research, Asnan Purba and Maturidi stated that love for the Qur'an must first be cultivated before inviting children to memorize verse by verse in the Qur'an (Purba, 2019). It was further stated that there were various factors that became factors in the implementation of the learning of the Qur'an that could not be carried out optimally including: students were less enthusiastic and also did not have great motivation to study, read, write and memorize the Qur'an and sometimes feel boredom. Other obstacles arise from the lack of parental support and great support for children in studying the Qur'an, and also arise from teachers who are not yet competent in teaching the procedures for reading, writing and memorizing the Qur'an (Supiani, 2016).

Masjid Syuhada Elementary School is a private school located in a new city which is a formal school level that integrates PAQ learning (Al-Qur'an education) which is integrated with the subjects in the school and also gets hours at Masjid Syuhada Elementary School so it is very important. It is important to evaluate as an effort towards a better direction. The purpose of this research was to find out how the PAQ program was implemented at Masjid Syuhada Elementary School, to review how to deliver Al-Qur'an material to elementary school children at Masjid Syuhada Elementary School, and to find out how effective it was in achieving the standards and criteria of the PAQ program.

Method

This research uses the type of qualitative research. According to Cresswell, the existence of qualitative research methods is influenced by the naturalistic-interpretative paradigm (Somantri, 2005). This type of qualitative research is defined as research that does not involve statistics and numbers, the purpose of which is to explore an object of the research (Gunawan, n.d.). The data collection used in this study used observation techniques which were carried out in pre-study and formulated in the form of a program evaluation proposal. And then conducted interviews with the principal, coordinator of the Al-Qur'an education program and also PAQ teachers at Masjid Syuhada Elementary School. Then in this study the researchers collected data with documentation derived from school data taken from schools that support the implementation of this program evaluation.

Data collection techniques in a study by conducting open interviews, observation and also documentation that collects data sourced from documents in the school (Sidiq et al., n.d.) Analysis of the data that researchers use in this study using data analysis model Miles and Huberman. For the first step, the researcher conducted data reduction by collecting as much data as possible about the implementation of learning the Qur'an, then the researcher displayed the data by sorting and selecting the data that had been collected, and the last stage the researcher concluded which was the stage of drawing conclusions and from the data. which researchers have group researchers and select researchers. Data analysis using Miles and Huberman in qualitative research was carried out at the time of data collection and after completing the required data collection using three stages, namely reduction, display, and conclusion (Sugiono, 2018).

Result and Discussion

The essence of the Qur'an contains the meaning that it contains several meanings including (Fatonah, 2014):

- a) Al-Qur'an is used as a reference in every side of life to become a perfect human being.
- b) The Qur'an becomes an explanation of every problem faced not only to be read, but also used as a reference in every case.
- c) The Qur'an is the benchmark in distinguishing various things, such as the true and the false.

With some of these essences, of course, the Qur'an should have been taught as early as possible to children, because essentially everything that is lived must go through various processes to arrive at the kamil. According to Bannet et al., the learning program is a series of activities carried out to increase the learning experience of students through various activities that can broaden the knowledge of students (Aryani & Widayati, n.d.). In this learning

process, it is expected that there will be changes in the behavior of students towards adults and towards the better (Sunhaji, 1970). The learning process is a process that has an important role in implementing the curriculum in a school, so it cannot be ignored (Wawan Danasasmita, 2019).

This shows how important the role of program evaluation is in a learning program. According to Wirawan, evaluation is defined as a research conducted to collect, analyze, and also present information about the object being evaluated, and make comparisons with program evaluation indicators so that decisions can be made about the continuation of the program so that it can go in a better direction (Munthe, 2015). Learning evaluation is defined as an assessment carried out to determine the effectiveness of the implementation of teaching and learning activities (Idrus L, 2019). There are many program evaluation models that can be used as a tool to carry out the program evaluation process in an educational program. One of them is evaluation with discrepancy model. The Provos explained that the evaluation with the discrepancy model has the aim of knowing the level of conformity that the program has with the objectives that should be achieved (Saputra, 2019).

The discrepancy model or the gap model was initiated by Malcolm Provus, namely an evaluation carried out with the aim of knowing the level of conformity between the standards that have been determined in the program and the actual appearance of the program. Standards are criteria that have been developed and defined with effective results, while performance is the source, procedures, management, and tangible results that appear when the program is implemented, the steps in this gap model are (Rusydi Ananda & Tien Rafida, 2017):

- a) Design preparation
- b) Installation
- c) Process
- d) Measurement goal (product)
- e) Comparison (program comparison)

Al-Qur'an Learning At Masjid Syuhada Elementary School

This PAQ learning has been implemented for almost 10 years at Masjid Syuhadda Elementary School, but only in the past few years has it been integrated with subjects at school. PAQ learning is one of the lessons that is indeed in line with the vision and mission of Masjid Syuhada Elementary School and is also considered very important so that it is used as a subject that is integrated with the school curriculum. Because at first PAQ learning was only an extracurricular that got full support from the parents, because of this enthusiasm, PAQ learning itself was made a subject in general.

Evaluation of The Qur'an Education Learning Program (PAQ) With The Discrepancy Model

1. Penyusunan Desain Program Pembelajaran Pendidikan Al-Qur'an (PAQ) SD Masjid Syuhada

at Masjid Syuhada Elementary School the team in charge of carrying out PAQ learning is called "Asatidz/Asatizah", whose task is to foster the learning of the Qur'an and also the memorization of students so that the goal is set that in grade 5 elementary school has completed juz 30 and in grade 6. elementary school focuses on muroja'ah so that what has

been memorized from grades 1-5 elementary school is not lost. And the purpose of this PAQ is set by the principal to become a graduation standard for students at Masjid Syuhada Elementary School, thus the implementation will be carried out seriously by the PAQ teaching council and also students because it has clear goals from the learning process carried out. This is in line with the explanation of the objectives of a learning must be clearly defined so that it can be determined effectively and efficiently, all parties related to the implementation of learning are required to be active in carrying out tasks that are in accordance with their respective functions and duties so that the desired results can be maximized obtained with efficiency and effectiveness (Asrori, 2016).

2. Installation of the Al-Qur'an Education Learning Program (PAQ) at Masjid Syuhada Elementary School

The gaps and problems faced in the PAQ learning process are very limited time even though this learning has been determined as one of the graduation standards and is placed on the remaining hours / ba'da dzuhur. The next obstacle is that when placed at that hour, students feel tired and also lose their focus point in PAQ learning, although it is not certain that all students experience this situation. The next obstacle is the pandemic that hinders the PAQ learning process because the children are no longer under the supervision of the teacher, and many children cannot get full control from their parents as well because parents also have to work even though they are online, so this pandemic greatly hampers the process PAQ learning at Masjid Syuhada Elementary School.

3. Process of Al-Qur'an Education Learning Program (PAQ) at Masjid Syuhada Elementary School

In the implementation of PAQ, all parties have tried to the maximum, both from the principal. PAQ supervisors and also the teacher council to provide the best for students. However, PAQ learning cannot only be carried out in schools or during PAQ lessons.



PAQ Learning Process Documentation

4. Measurement of the Objectives (product) of the Al-Qur'an Education Learning Program (PAQ) at Masjid Syuhada Elementary School

MATERI HAFALAN SURAT PENDEK TH. 2013-2014
SD MASJID SYUHADA OTABARU YOGYAKARTA

NO.	KLS.	SMT I	SMT 2	KETERANGAN
1	I	1. An Naas 2. Al Falaq 3. Al Ikhlas 4. Al Lahab 5. An Nashr	6. Al Kafirun 7. Al Kautsar 8. Al Ma'un 9. Al Quraisy 10. Al Fihl	PAQ: 4 HARI x 2 jam pelj (7.00-8.10) KLASIKAL: Doa Pembuka + Hafalan (Bacaan Shalat, S.Pendek, Doa Harian) + Menulis PRIVAT : Membaca Iqra' / Al Qur'an
2	II	1. Al Humazah 2. Al 'Ashr 3. At Takatsur 4. Al Qari'ah 5. Al 'Adiyat	6. Az Zalzalah 7. Al Bayyinah 8. Al Qadr.	PAQ: 3 HARI x 2 jam pelj (10.40- 11.50) KLASIKAL: Doa Pembuka + Hafalan (Bacaan Shalat, S.Pendek, Doa Harian) + Menulis PRIVAT : Membaca Iqra' / Al Qur'an
3	III	1. Al 'Alaq 2. At Tiin 3. Al Insyirah	4. Adh Dhuha 5. Al Lail	PAQ 3 HARI x 1 jam pelj (35 menit) KLASIKAL + PRIVAT
4	IV	1. Asy Syams 2. Al Balad.	3. Al Fajr 4. Al Ghasiyah.	PAQ 3 HARI x 1 jam pelj (35 menit) KLASIKAL (Hafalan + agama)
5	V	1. Al A'la 2. Ath Thariq	3. Al Buruj 4. Al Insyiqaq.	PAQ 3 HARI x 1 jam pelj (35 menit) KLASIKAL (Hafalan + agama)
6	VI	1. Al Muthaffifin	2. Al Infithar.	KLASIKAL (Hafalan + agama)

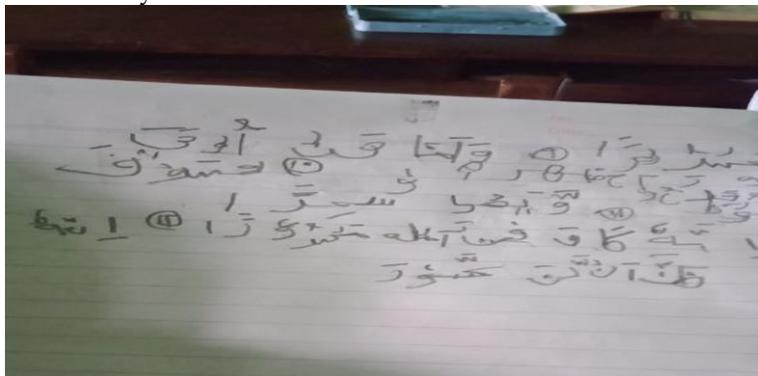
Memory Guidelines at Masjid Syuhada Elementary School

STANDAR KOMPETENSI (SK) PEMBELAJARAN PAQ SEMESTER I
SD MSJID SYUHADA KOTABARU YOGYAKARTA

SK	Smt	Kls. I	Kls. II	Kls. III	Kls. IV	Kls. V	Kls. VI
Bacaan Shalat	I	1. Doa Ruku' dan Tidal + Arti.	1. Doa Iftitah + Arti	1. Tasyahud + Doa sebelum salam.	1. Iftitah s/d Tasyahud	Sama dengan kls IV	Sama dengan kls V + Shalat Jenazah.
	II	2. Doa Sujud dan Iftitah + Arti.	2. Tasyahud	2. Mengulang Iftitah s/d Tasyahud.			
Surat Pendek	I	1. An Naas 2. Al Falaq 3. Al Ikhlas 4. Al Lahab 5. An Nashr	1. Al Humazah 2. Al 'Ashr 3. At Takatsur 4. Al Qari'ah 5. Al 'Adiyat	1. Al 'Alaq 2. At Tiin 3. Al Insyirah	1. Asy Syams 2. Al Balad.	1. Al A'la 2. Ath Thariq	1. Al Muthaffifin.
	II	6. Al Kafirun 7. Al Kautsar 8. Al Ma'un 9. Al Quraisy 10. Al Fihl	6. Az Zalzalah 7. Al Bayyinah 8. Al Qadr.	4. Adh Dhuha 5. Al Lail	3. Al Fajr 4. Al Ghasiyah.	3. Al Buruj 4. Al Insyiqaq.	2. Al Infithar.
Doa Sehari-hari	I	1. Doa Pembuka Majlis. 2. Doa sebelum & sesudah makan + Arti.	1. Doa masuk & keluar kamar mandi + arti. 2. Doa selesai wudhu.	1. Dzikir ba'da shalat.	1. Doa ba'da shalat. 2. Doa berpakaian.	1. Dzikir selesai Adzan.	1. Dzikir Pagi hari + arti. 2. Dzikir Sore hari + arti.
	II	3. Doa sebelum & bangun tidur. 4. Doa masuk & keluar masjid	3. Doa Bercermin + arti. 4. Doa Syukur nikmat +arti.	2. Doa sesudah shalat Dhuha.	3. Doa melepas pakaian. 4. Doa ketika turun Hujan.	2. Doa ketika lupa membaca Basmallah ketika mau makan. 3. Doa ketika bermimpi baik & buruk.	3. Doa ketika masuk pasar.

Hadits Pendek	I	1. Kasih sayang. 2. Kebersihan.	1. Muslim bersaudara. 2. Senyurn.	1. Berkata Baik. 2. Larangan Mencela.	1. Larangan Berbiara dalam shalat. 2. Shalat tepat waktu.	1. Adab bersin. 2. Keutamaan mencari ilmu.	1. Menjaga ucapan dan tangan. 2. Meluruskan barisan shalat.
	II	3. Hadits Larangan marah. 4. Hadits Sebarkan salam.	3. Hadits menuntut Ilmu 4. Hadits Keutamaan belajar Al Qur'an.	3. Hadits bekerja harus rapi. 4. Hadits tentang syurga.	3. Hadits Menutup Aurat. 4. Larangan memutus shilatullahim	3. Hadits Shodaqah 4. Hadits ketika melihat kemungkaran.	3. Hadits Adab berkawin. 4. Kedudukan orang Tua Dalam Islam.
5 Asmaul Husna	I	1. Asmaul Husna 1-10 (10 nama)	1. Asmaul Husna 21-30 (10 nama)	1. Asmaul Husna 41-50 (10 nama)	1. Asmaul Husna 61-65 (5 nama)	1. Asmaul Husna 71-75 (5 nama)	Asmaul Husna 81-90 (10 nama)
	II	2. Asmaul Husna 11-20 (10 nama)	2. Asmaul Husna 31-40 (10nama)	2. Asmaul Husna 51-60 (10 nama)	2. Asmaul Husna 66-70 (5 nama)	2. Asmaul Husna 76-80 (5 nama)	Asmaul Husna 91-99 (9 nama)
6 Tajwid	I	-	-	1. Al Halq 2. Al Lisan.	1. Mad Ashli / mad Thabi'i	1. Ikhfa.	Saktah Tashil
	II	-	-	3. Al Jauf 4. Al Khoisyun 5. Asy Syafatain	2. Mad Far'i	2. Idzhar Halqi 3. Iqlab 4. Idgham bighunnah 5. Idgham bila ghunnah.	Imalah Isyamm
7 Praktek	I	-	Wudhu & Shalat	Wudhu & Shalat	Wudhu & Shalat	Wudhu & Shalat	Wudhu & Shalat
	II	Wudhu & Shalat	Wudhu & Shalat	Wudhu & Shalat	Wudhu & Shalat	Tayamun	Wudhu & Shalat Tayamun

Competency Standards (SK) of Learning PAQ Semester I And II at Syuhada Masjid Elementary School



Documentation of children's learning outcomes

5. Comparison (program comparison) Al-Qur'an Education Learning Program (PAQ) Masjid Syuhada Elementary School

At this stage the evaluator makes a comparison between the desired goals and the goals being implemented. At this stage at Masjid Syuhada Elementary School there are several gaps obtained based on research results including:

- a) Lack of time
- b) Busy pursuit as a student
- c) Need support from parents
- d) child's lack of enthusiasm

The advantages are:

- a) Planting the learning of the Qur'an from an early age
- b) Implementation to realize the vision and mission of Masjid Syuhada Elementary School
- c) Process to meet graduation standards

Conclusion

Learning evaluation is defined as an assessment carried out to determine the effectiveness of the implementation of teaching and learning activities. The discrepancy model or the gap model was initiated by Malcolm Provus, namely an evaluation carried out with the aim of knowing the level of conformity between the standards that have been determined in the program and the actual appearance of the program. Standards are criteria that have been developed and defined with effective results. The evaluation of the Al-Qur'an Learning (PAQ) program carried out at the Masjid Syuhada Elementary School is an important element that is carried out as a form of assessment and also self-improvement for the Syuhada Mosque Elementary School especially Al-Qur'an Learning (PAQ) using the discrepancy model by using several stages as a process of evaluating the program that is being implemented with the following stages: Preparation of the Design of the Al-Qur'an Education Learning Program (PAQ) at Masjid Syuhada Elementary School, Installation of the Al-Qur'an Education Learning Program (PAQ) at Masjid Syuhada Elementary School, Process of Al-Qur'an Education Learning Program (PAQ) at Masjid Syuhada Elementary School, Measurement of Objectives (product) of Al-Qur'an Education Learning Program (PAQ) at Masjid Syuhada Elementary School, Comparison (program comparison) Al-Qur'an Education Learning Program (PAQ) Masjid Syuhada Elementary School.

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