






<https://journal.ypidathu.or.id/index.php/jete/>

P - ISSN: 2988-1579

E - ISSN: 2988-0092

Innovation in Qur'an Hadith Learning Media Through Audio Visual Media

Dwi Priyatno ¹ , Muhammad Taufik ² , Syahrudin Siregar ³ , Fauzan Azima Syafiuddin ⁴ , Xie Guilin ⁵ 

¹Univeristas Islam Negeri Saizu Purwokerto, Indonesia

²Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia

³Sekolah Tinggi Agama Islam Al-Azhar Pekanbaru, Indonesia

⁴Universitas Islam Negeri Sultan Syarif Kasim Riau, Indonesia

⁵University of Science and Technology of Hanoi, Vietnam

ABSTRACT

Background. Education is very important for all humans. There are so many learning media available for teachers and students. Educators and students can use one of these media, one of which is audio visual media. However, educators and students have not been able to use this audio visual media properly. Which by applying this audio visual media students are easier to understand learning.

Purpose. This study aims to find out how to use this audio visual media for learning Al Qur'an hadith.

Method. This research method uses quantitative methods and in-depth interviews. The results of this study are to find out the existence of teachers who apply audio visual media in learning Qur'an hadith, and there is an increase in student learning outcomes after the teacher applies this audio visual media.

Results. This study explains that the role of audio-visual media in learning is very important, especially in learning Qur'an hadith.

Conclusion. Because the existence of audio-visual media is very helpful for teachers in learning Qur'an hadith so that students easily understand the lesson, and also improve student achievement.

KEYWORDS

Education, Innovation, Media

Citation: Priyatno, D., Taufik, M., Siregar, S., Safiuddin, A, F & Guilin, X. (2024). Innovation in Qur'an Hadith Learning Media Through Audio Visual Media. *Journal Emerging Technologies in Education*, 2(2), 235–241. <https://doi.org/10.70177/ijen.v2i2.986>

Correspondence:

Dwi Priyatno,
dwipriyatno@uinsaizu.ac.id

Received: June 03, 2024

Accepted: June 28, 2024

Published: April 23, 2024

INTRODUCTION

Education is very important for human development, because education is one way to free people from ignorance and poverty (Li et al. 2020; Z. Wang, Li, and Domen 2019). Education is able to plant new things for everyone, so that they are able to learn knowledge and skills (Kiili and Ketamo 2018; Scherer, Siddiq, and Sánchez Viveros 2019). Education is also very influential for the progress of the nation. Education plays an important role in creating an intelligent, peaceful and open society (Cipolla, Gal, and Kendall 2018; Sung et al. 2018). With this Qur'an hadith learning, students can more easily understand and read the verses of the Qur'an or hadith that have been determined. this learning certainly looks at the



teachers who filled out the questionnaire link, it was found that 12 teachers strongly agreed to the use of audio-visual media in the teaching and learning process, because it would make it easier for teachers in the teaching process and provide materials to students, and two more teachers gave agreed answers regarding the use of audio-visual media in the learning process.

Of the fifteen teachers who filled out the questionnaire link, thirteen teachers gave answers that were very familiar with the use of audio visual media in the learning process. This illustrates that teachers at Mts S Taratak Teleng already know the benefits of audio-visual media, and know the progress of the times which is characterized by having skills and knowledge of various media that can help the learning process, one of which is by utilizing audio-visual media, and two teachers gave answers on how to use audio-visual media in the learning process of Qur'an Hadith. With this data, we can know that teachers already know this audio visual media and have the ability to this audio visual media which makes it easier for teachers and students to understand various materials that initially seemed so difficult and less interesting for them to learn.

Of the fifteen teachers who gave answers, all teachers at the school given a link to fill out a questionnaire were quite familiar with utilizing the audio visual media. It can be seen that the teachers not only know what audio visual media is but also have the ability to utilize audio visual media, but we still need to improve through socialization and also regular training on the use of audio visual media. Furthermore, thirteen teachers gave answers that the use of audio-visual media is very useful in learning, it can be interpreted that through audio-visual media it provides convenience to the learning carried out, and two other teachers considered this audio-visual media useful in the learning process.

Of the fifteen teachers who filled out the questionnaire, the results obtained by all teachers said that this audio visual media is suitable for use in learning, meaning that this audio visual media is very effective for use in the learning process. Furthermore, regarding the benefits of this audio-visual media, all teachers gave answers that the audio-visual media was useful in the learning process, this learning media made it easier for teachers who were initially constrained when doing learning. Then, as for the shortcomings of audio-visual media, that of the fifteen teachers, five teachers considered that the shortcomings of this audio-visual media were that the network had to be stable and good to be able to listen to it clearly, and ten teachers gave the answer that the obstacle was difficult for children who did not like the audio-visual learning style. These are some of the obstacles to the use of audio visual media in learning.

DISCUSSION

Learning media is one of the most important factors to improve the quality of student learning. This happened because of the rapid development of technology in the learning process. There are so many learning media at this time that can be used or utilized for teachers in carrying out the learning process, to increase good efficiency and effectiveness in learning, so one of the efforts we must make is to reduce the verbalistic material delivery system by using learning media. Learning media is something that is able to convey material, so as to stimulate students' attention, interest, thoughts and feelings in learning activities to achieve learning goals. One of them is by using audio-visual media in learning.

Audio-visual media plays a very important role in the learning process. Visual media is also very helpful in making it easier to understand learning. Visual media is also able to foster interest and can connect the material with the real world. To be effective visual media should be placed in a meaningful context and students must also interact with the visual media to ensure the information process occurs. Visual media is very likely to be used in the learning process of the Qur'an hadith in madrasas, especially in the delivery of material related to verses of the Qur'an or hadith. Because if the teacher conveys the material with the lecture method, most

students will be bored and lazy to follow the learning process. Therefore, audio-visual media is very effectively used in the learning process of the Qur'an and hadith.

Audio visual media is a very good media used and utilized in the learning process. This audio visual media is not only used in the learning process, but also used in the tahfiz juz 30 program which is the main program at Mts S Taratak Teleng. Audio visual media is a set of tools that project images and sounds. Tools that include audio visual media, for example television, video, sound slides and radio films. This audio visual is more interesting to use because in it there are elements of sound and image elements. So that with the use of this audio visual media as a learning media will facilitate the teacher in the learning process, which will save the teacher's time and energy in teaching because there is help from this learning media. In addition, it is also beneficial for students, students will not be bored or saturated in learning because the audio-visual media used is interesting for students.

This audio visual media used in learning Al Qur'an hadith at Mts S Taratak Teleng provides a very good experience in the learning process. The use of audio visual media is very influential on the interest and enthusiasm of students. The purpose of using this audio visual media is to increase motivation and provide stimulation to students in learning Al Qur'an hadith. With this audio visual media, students are easier to understand and memorize and the Qur'an and hadith that have been determined. With this audio visual media, students feel greatly helped in the learning process, especially in learning to memorize verses or hadith. So that with the help of this audio visual media students will better understand the learning material presented by the teacher.

Audio-visual media is a type of media that contains elements of sound and elements of images that can be seen, for example recording the ability of this media is considered better and more interesting for a while. This audio visual media can be divided into two types. The first type is pure audio media such as motion pictures, sound, television and videos. The second type is audio-visual media that is not pure, namely what we know such as slides, opaque and other visual equipment, when given the element of sound from cassette recordings that are utilized simultaneously at one time or in the learning process. Audio visual media that is widely used is sound and image-based audio visual media. Because with this media students will be eager to learn through interesting media displayed by the teacher during learning.

The application of audio-visual media in learning Al Qur'an Hadith according to the author is very helpful for students and teachers in the learning process. In its implementation, the teacher can use this media for the subject of Al Qur'an Hadith in madrasah. This audio-visual media is used not only in learning Al Qur'an hadith but can also be used in other lessons such as moral character, skiing, fiqh. In addition to learning Al Qur'an hadith this media is also very helpful for teachers and students in ski learning, because ski learning is learning that discusses the past that students cannot see and feel the incident. So by using this audio visual media the teacher will be easier to present material and provide information to students.

The subject of Al Qur'an Hadith is a subject that is part of Islamic religious education where this subject requires understanding in reading, understanding the verses of the Qur'an and the hadith of the prophet Muhammad Saw. So that students are expected to be able to practice the meaning of the verse and the hadith of the prophet in everyday life. In addition, students are also required to be able to write, read and conclude certain verses in the lesson. As for the form of material delivery using audio-visual media to be able to allow students to explore more in the subject of Al Qur'an Hadith. In addition, by approaching audio visual media, it is possible that the efficiency of learning can also be improved both in terms of time and in the delivery of the material presented.

Learning using audio visual media is considered more troublesome than using classic audio media, because it takes a long time to prepare. So that the time that should be used for learning is reduced because of preparing audio visual media. In addition, students are also less excited and less understanding

of the learning provided, so that students are not active in the learning process of Al Qur'an but not all teachers use this audio visual media, there are still teachers who use classical media in learning Al Qur'an but some students like this audio visual media learning, because they more quickly understand learning using this media compared to classical media.

This audio-visual media is one of the media that is very helpful in the learning process of Al Qur'an Hadith. With this audio-visual media, teachers and students feel greatly helped to achieve educational goals. Teachers and students do not experience many difficulties during the learning process. Because some students are more inclined to learn using this audio-visual media, especially students who cannot read the Qur'an. With this media, students who cannot read the Qur'an can also follow the learning process of this Hadith Qur'an well. Because they only listen or see the learning conveyed through audio visual media. So that the teacher also feels greatly helped by the existence of this audio-visual media, especially in the delivery of Al Qur'an hadith material.

This audio-visual media is very helpful for teachers who teach at Mts S Taratak Teleng in delivering material. With this media teachers and students will be even easier in achieving educational goals. With the holding of this audio visual media in the learning process of Al Qur'an hadith students are more enthusiastic in learning, so that student achievement has increased since this audio visual media was held. We can use this audio visual media in learning akidah akhlak, because learning akidah akhlak will be more interesting if we use this audio visual media. Because students are more inclined to see images or listen to sounds in learning. Audio visual media is used to help students increase their motivation and also improve achievement in learning.

CONCLUSION

Audio visual media is one of the media that can be used in the learning process. This audio-visual media is very helpful for teachers and students in delivering and understanding learning, especially learning Al Qur'an hadith. By using this audio visual media it is easier to understand, memorize and read the verses of the Qur'an or hadith of the prophet that have been determined. Audio visual media is also divided into two types, namely, pure and impure audio visual media. This audio visual media contains sound and image elements. With this audio visual media, students will be more enthusiastic and have high motivation to improve their learning achievement. This audio visual media is not only used in learning Al Qur'an hadith, but can also be used in other learning processes such as, akidah akhlak, fiqh and skiing. With this audio-visual media, the teacher is greatly helped in delivering the material. However, using audio visual media takes more time, the time that should be used for learning is now used to prepare the tools. By learning to use audio visual media is considered more troublesome than using classical media. And as for the purpose of using this audio visual media is to improve and stimulate students in learning the Qur'an and Hadith.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

Author 4: Validation; Writing.

Author 5: review and editing

REFERENCES

Anwar, S., & Salim, A. (2019). Pendidikan Islam dalam Membangun Karakter Bangsa di Era

- Milenial. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 9(2), 233. <https://doi.org/10.24042/atjpi.v9i2.3628>
- Arifin, A. M., Pujiastuti, H., & Sudiana, R. (2020). Pengembangan media pembelajaran STEM dengan augmented reality untuk meningkatkan kemampuan spasial matematis siswa. *Jurnal Riset Pendidikan Matematika*, 7(1), 59–73. <https://doi.org/10.21831/jrpm.v7i1.32135>
- Arifuddin, A. (2015). Konsep Integrasi Ilmu dalam Pandangan Ismail Raji Al-Faruqi. *SYAMIL: Jurnal Pendidikan Agama Islam (Journal of Islamic Education)*, 3(1), 41–70. <https://doi.org/10.21093/sy.v3i1.239>
- Astuti, B., Ihwanudin, M., Kusuma, H. H., & Yulianto, A. (2020). Development and effectiveness of integrated science learning modules using vogarty integrated method based on Al-qur'an verses complementation. *Journal of Physics: Conference Series*, 1567(4). <https://doi.org/10.1088/1742-6596/1567/4/042090>
- Badruzaman, D. (2019). Perlindungan Hukum Tertanggung Dalam Pembayaran Klaim Asuransi Jiwa. *Amwaluna: Jurnal Ekonomi Dan Keuangan Syariah*, 3(1), 96–118. <https://doi.org/10.29313/amwaluna.v3i1.4217>
- Bungsu, A. P., & Dafit, F. (2021). Pelaksanaan Literasi Membaca di Sekolah Dasar. *Jurnal Pedagogi Dan Pembelajaran*, 4(3), 522. <https://doi.org/10.23887/jp2.v4i3.40796>
- Chairunnisa, C. (2018). PENGARUH LITERASI MEMBACA DENGAN PEMAHAMAN BACAAN (Penelitian Survei pada Mahasiswa STKIP Kusumanegara Jakarta). *Jurnal Tuturan*, 6(1), 745. <https://doi.org/10.33603/jt.v6i1.1584>
- Chanifudin, C., & Nuriyati, T. (2020). Integrasi Sains dan Islam dalam Pembelajaran. *ASATIZA: Jurnal Pendidikan*, 1(2), 212–229. <https://doi.org/10.46963/asatiza.v1i2.77>
- Chusna, N. L., Mei, D., Tari, R., & Khumaidi, A. (2022). Konfigurasi Hyperparameter Long Short Term Memory untuk Optimalisasi Prediksi Penjualan. *Faktor Exacta*, 15(4), 290–300. <https://doi.org/10.30998/faktorexacta.v15i4.15286>
- Dahlia, Atsani, K. L. G. M. Z., & Nasri, U. (2022). Peran Guru Akidah Akhlak dalam Pembentukan Karakter Peserta Didik. *Nahdlatain: Jurnal Kependidikan Dan Pemikiran Islam*, 1(1), 99–104. <https://ojs.kopertais14.or.id/index.php/nahdlatain/article/view/72>
- Damayanti, R. R., Sumantri, M. S., Dhieni, N., & Karnadi, K. (2021). Guru sebagai Agen of Change dalam Pendidikan Anak. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(2), 960–976. <https://doi.org/10.31004/obsesi.v6i2.1602>
- Darmini. (2019). Manajemen Pemberdayaan Guru Dalam Lembaga Pendidikan Islam. *TA'LIM: Jurnal Studi Pendidikan Islam*, 2(2), 172–189. <https://doi.org/10.52166/talim.v2i2.1476>
- Daryanes, F. (2022). Analisis Pendidikan Karakter Melalui Pendekatan Agama Di Era Modernisasi Desa Langgam Kabupaten Pelalawan, Riau. *Jurnal Pendidikan Karakter*, 13(1), 15–26. <https://doi.org/10.21831/jpka.v13i1.47013>
- Djauhari, A. (2021). Pendidikan Karakter Berbasis Al Islam Dan Kemuhammadiyahhan Dengan Metode Shibghah. *Instruksional*, 2(2), 93–102. <https://jurnal.umj.ac.id/index.php/instruksional/article/view/9735>
- Fadhlurrahman, F., Falikah, T. Y., Nuryana, Z., Nur Ihsan, R. A., Putri, A. K., & Roihanah, R. (2022). Concept of Islamic Character Education According to The Thoughts of Khalid Bin Hamid Al-Hazami And Hasyim Ali Al-Ahdal. *At-Ta'dib*, 17(2), 254. <https://doi.org/10.21111/at-tadib.v17i2.8808>
- Firmansyah, D., Karumiadri, M., & Maksum, M. N. R. (2023). The Concept of Spiritual-Based Character Education At Nusantara Beriman Islamic Boarding School Poleang Kendari, Southeast Sulawesi. *At-Ta'dib*, 18(1), 81–89. <https://doi.org/10.21111/attadib.v18i1.9588>
- Fitria, Y., Iswari, L., Amini, R., Kristiawan, M., & Kiswanto, A. (2022). Interactive Multimedia on Learning Achievement of the Digestive System in Elementary School. *International Journal of Elementary Education*, 6(3), 542–550. <https://doi.org/10.23887/ijee.v6i4.53357>
- Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(4), 1004–1015. <https://doi.org/10.31004/basicedu.v4i4.493>

- Halek, D. H. (2019). Kurikulum 2013 dalam Perspektif Filosofi. *Jurnal Georafflesia : Artikel Ilmiah Pendidikan Geografi*, 3(2), 1. <https://doi.org/10.32663/georaf.v3i2.567>
- Hanurani, H. (2020). Integrasi Literasi Informasi Pada Pendidikan Dan Pelatihan Jarak Jauh Pendalaman Materi Biologi Madrasah Aliyah. *JPPS (Jurnal Penelitian Pendidikan Sains)*, 10(1), 1874. <https://doi.org/10.26740/jpps.v10n1.p1874-1888>
- Herdiana, D. (2022). Pemandangan Ibukota Negara: Upaya Pemerataan Pembangunan ataukah Mewujudkan Tata Pemerintahan yang Baik. *Jurnal Transformative*, 8(1), 1–30. <https://doi.org/10.21776/ub.transformative.2022.008.01.1>
- Huda, H. (2019). Membangun Karakter Islami Melalui Al Islam dan Kemuhammadiyah [Studi Analisis Perpres Nomer 87 Tahun 2017 tentang Penguatan Pendidikan Karakter (PPK)]. *Tarlim : Jurnal Pendidikan Agama Islam*, 2(1), 55. <https://doi.org/10.32528/tarlim.v2i1.2071>
- Indriyani, V., Zaim, M., Atmazaki, A., & Ramadhan, S. (2019). Literasi Baca Tulis Dan Inovasi Kurikulum Bahasa. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, Dan Pengajarannya*, 5(1), 108. <https://doi.org/10.22219/kembara.vol5.no1.108-118>
- Iswati, I. (2019). Karakteristik Ideal Sikap Religiusitas Pada Masa Dewasa. *At-Tajdid : Jurnal Pendidikan Dan Pemikiran Islam*, 2(01), 58–71. <https://doi.org/10.24127/att.v2i01.859>
- Karampelas, K. (2018). Identifying potential to promote the NOS in elementary science teaching packages. *International Journal of Learning, Teaching and Educational Research*, 17(6), 1–18. <https://doi.org/10.26803/ijlter.17.6.1>
- Khoirudin, A. (2017). Sains Islam Berbasis Nalar Ayat-ayat Semesta. *At-Ta'dib*, 12(1), 195. <https://doi.org/10.21111/at-tadib.v12i1.883>
- Latifah, I. (2020). Pendidikan Segregasi, Mainstreaming, Integrasi dan inklusi, apa bedanya? *Jurnal Pendidikan*, 29(2), 101–108. <https://doi.org/10.32585/jp.v29i2.676>
- Latifah, S., & Ratnasari, R. (2016). Pengembangan Modul IPA Terpadu Terintegrasi Ayat-Ayat Al-Qur'an pada Materi Tata Surya. *Jurnal Penelitian Pembelajaran Fisika*, 7(1), 25–33. <https://doi.org/10.26877/jp2f.v7i1.1150>
- Mellyzar, M., Zahara, S. R., & Alvina, S. (2022). Literasi Sains Dalam Pembelajaran Sains Siswa Smp. *Pendekar: Jurnal Pendidikan Berkarakter*, 5(2), 119. <https://doi.org/10.31764/pendekar.v5i2.10097>
- Mujib, M., Mardiyah, M., & Suherman, S. (2020). STEM: Pengaruhnya terhadap Literasi Matematis dan Kecerdasan Multiple Intelligences. *Indonesian Journal of Science and Mathematics Education*, 3(1), 66–73. <https://doi.org/10.24042/ijsme.v3i1.5448>
- Muna, I. dan. (2017). The Values of Islamic Character Education in the Film 'My Name is Khan. *Brain Cell Biology*, 36(1–4), 1–2. <https://doi.org/10.1007/s11068-008-9037-4>
- Mustofa, A., & Ghofur, A. (2022). Konsepsi Pembiasaan Sholat Dhuha dan Membaca Al-Qur'an dalam Peningkatan Akhlak. *Tasyri': Jurnal Tarbiyah-Syariah-Islamiah*, 29(01), 1–10. <https://doi.org/10.52166/tasyri.v29i01.155>
- Natsir, A. F., & Laelah, A. (2023). Pendidikan Pembelajaran Agama Islam Sebagai Karakter dalam Membentuk Kepribadian Siswa yang Islami. *Journal on Education*, 5(3), 8640–8651. <https://doi.org/10.31004/joe.v5i3.1655>
- Novitasari, R., Nasirun, M., & D., D. (2019). Meningkatkan Kemampuan Motorik Kasar Anak Melalui Bermain Dengan Media Hulahoop Pada Anak Kelompok B Paud Al-Syafaqoh Kabupaten Rejang Lebong. *Jurnal Ilmiah Potensia*, 3(1), 6–12. <https://doi.org/10.33369/jip.4.1.6-12>
- Oktaviani, R., & Liyah Agustinah, E. S. (2021). Implementasi Program Literasi Melalui Pemberian Bingo Card Untuk Menumbuhkan Minat Baca Pada Siswa Kelas III SDN Selorejo II. *Jurnal Pendidikan Dasar Nusantara*, 7(1), 63–81. <https://doi.org/10.29407/jpdn.v7i1.15656>
- Palunga, R., & Marzuki, M. (2017). Peran Guru Dalam Pengembangan Karakter Peserta Didik Di Sekolah Menengah Pertama Negeri 2 Depok Sleman. *Jurnal Pendidikan Karakter*, 8(1), 109–123. <https://doi.org/10.21831/jpk.v7i1.20858>
- Praptawati, D., Permatasari, R., & Murtiningrum, A. (2023). Pendampingan Kegiatan Literasi sebagai Upaya Meningkatkan Minat Baca Pada Siswa Sekolah Menengah Pertama di Desa

- Bogares Lor Kecamatan Pangkah-Tegal. *Indonesian Journal of Community Services*, 5(1), 45. <https://doi.org/10.30659/ijocs.5.1.45-52>
- Pratama, D. A. N. (2019). Tantangan Karakter Di Era Revolusi Industri 4.0 Dalam Membentuk Kepribadian Muslim. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 3(1), 198–226. <https://doi.org/10.33650/al-tanzim.v3i1.518>
- Reisa, I., & Ansori, I. (2022). Peran Guru PAI dalam Meningkatkan Motivasi Siswa Pada Pembelajaran Membaca dan Menulis Al-Quran. *Intiqad: Jurnal Agama Dan Pendidikan Islam*, 14(2). <https://doi.org/10.30596/11416>
- Safrizal, S., Zaroha, L., & Yulia, R. (2020). Kemampuan Literasi Sains Siswa Sekolah Dasar di Sekolah Adiwiyata (Studi Deskriptif di SD Adiwiyata X Kota Padang). *Journal of Natural Science and Integration*, 3(2), 215. <https://doi.org/10.24014/jnsi.v3i2.9987>
- Sani, dkk. (2016). Pendidikan Karakter. In *Jurnal Pembelajaran, Bimbingan, dan Pengelolaan Pendidikan* (Vol. 1, Issue 6). <https://doi.org/10.17977/um065v1i62021p447-455>
- Saputro, I. W. (2017). Penanaman Pendidikan Karakter di Lembaga Pendidikan Non-Formal (Studi Kasus di Homeschooling Group Khairu Ummah, Bantul). *At-Ta'dib*, 12(1), 19. <https://doi.org/10.21111/at-tadib.v12i1.882>
- Sari, N. N. (2021). Karakteristik Dan Model Integrasi Ilmu Madrasah Ibtidaiyah. *Tarbawy: Jurnal Pendidikan Islam*, 8(2), 61–66. <https://doi.org/10.32923/tarbawy.v8i2.1824>
- Shofa, M., Nailufa, L. E., & Haqiqi, A. K. (2020). Pembelajaran IPA Terintegrasi Al-Quran dan Nilai-Nilai Pesantren. *IJIS Edu: Indonesian Journal of Integrated Science Education*, 2(1), 81. <https://doi.org/10.29300/ijisedu.v2i1.1928>
- Shoimah, L., Sulthoni, & Soepriyanto, Y. (2018). Pendidikan Karakter Melalui Pembiasaan Di Sekolah Dasar Lailatus Shoimah, Sulthoni, Yerry Soepriyanto. *Jktp*, 1(2), 169–175. <http://journal2.um.ac.id/index.php/jktp/article/view/4206>
- Sinyanyuri, S., Utomo, E., Sumantri, M. S., & Iasha, V. (2022). Literasi Sains dan Asesmen Kompetensi Minimum (AKM): Integrasi Bahasa dalam Pendidikan Sains. *Jurnal Basicedu*, 6(1), 1331–1340. <https://doi.org/10.31004/basicedu.v6i1.2286>
- Situmorang, R. P. (2016). Integrasi Literasi Sains Peserta Didik Dalam Pembelajaran Sains. *Satya Widya*, 32(1), 49. <https://doi.org/10.24246/j.sw.2016.v32.i1.p49-56>
- Suciati, R., & Amirullah, G. (2017). Literasi Asesmen Ipa. *JKKP (Jurnal Kesejahteraan Keluarga Dan Pendidikan)*, 4(02), 110–118. <https://doi.org/10.21009/jkkp.042.09>
- Sudiarti, T., Delilah, G. G. A., & Aziz, R. (2018). Besi dalam Qur'an dan Sains Kimia (Analisis Teoritis dan Praktis Mengenai Besi dan Upaya Mengatasi Korosi pada Besi). *Al-Kimiya*, 5(1), 7–16. <https://doi.org/10.15575/ak.v5i1.3720>
- Suryaman, M. (2018). Pengalaman Membaca Karya Sastra Dalam Perspektif Pembelajaran. *Litera*, 17(1). <https://doi.org/10.21831/ltr.v17i1.19063>
- Syahri, A. A., & Ahyana, N. (2021). Analisis Kemampuan Berpikir Tingkat Tinggi Menurut Teori Anderson Dan Krathwohl. *Jurnal Riset Dan Inovasi Pembelajaran*, 1(1), 41–52. <https://doi.org/10.51574/jrip.v1i1.16>
- Wasehudin, W. (2018). Perspektif Al-Qur'an Dan Undang-Undang Tentang Guru Profesional. *TARBAWY: Indonesian Journal of Islamic Education*, 5(1), 86. <https://doi.org/10.17509/t.v5i1.13335>
- Wirdati, Rivauzi, A., Sulaiman, Anwar, F., & Kosasih, A. (2020). *The Student's Ability to Read the Qur'an at Islamic Education Program Universitas Negeri Padang (A Need Assessment Study)*. 125(Icpapg 2019), 370–376. <https://doi.org/10.2991/aebmr.k.200305.221>
- Yusuf, M. Y. (2015). Pesantren Sains: Epistemology of Islamic Science in Teaching System. *Walisongo: Jurnal Penelitian Sosial Keagamaan*, 23(2), 283. <https://doi.org/10.21580/ws.23.2.280>

Copyright Holder :

© Dwi Priyatno et al. (2024)

First Publication Right :

© International Journal of Educational Narratives

This article is under:

