

PAI Teachers' Strategies Overcoming Difficulties Learning to Read The Quran Grade Viii Junior High School Taman Pendidikan Daya Cipta Medan

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Abstract

The purpose of this study was to determine the strategies, implement strategies, and obstacles faced to overcome the difficulties of learning to read the Quran in class VIII students of Taman Pendidikan Daya Cipta Medan. This study is a qualitative study, namely research that is rooted in a natural background as a research tool, utilizing qualitative methods, and conducting inductive data analysis. This is based on the fact that seven class VIII students still have difficulty reading the Quran due to lack of parental attention to their children. Low self-awareness of students to learn the Quran. The influence of the environment is great, so that students are contaminated by the environment while they are given the opportunity to learn to read the Quran. A number of children are not sent to school to study the Quran due to limited funds, so they prefer playing with their friends rather than learning to read the Quran. The results of the study confirmed that there are three strategies carried out by teachers, namely preparing time for students who have difficulty learning to read the Quran, conducting learning with a peer tutor strategy, giving rewards and punishments to students. The implementation of learning is carried out once a week by teachers during Islamic Religious Education hours, and every day by students through a peer tutor strategy, and rewards are given every semester. The obstacle in the difficulty of learning to read the Quran in students is laziness.

Keywords: Teacher strategy, Learning Difficulties, Reading the Qur'an

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Introduction

Strategy is interpreted as the science and art of using resources to implement certain policies in the war towards peace, or careful plans for activities to achieve specific goals (Abdurrahman, 2015). According to Effendi, defining strategy is essentially planning and management to achieve these goals, strategy does not function as a map or path that only shows a roadmap but must be able to show how the operational tactics are (Agustia, Batubara, & Nofianti, 2023). Meanwhile, according to Middleton (1980) in Effendi, strategy is the best combination of all elements designed to achieve optimal goals (Agustia, Harahap, & Nofianti, 2023). Meanwhile, Yuswardi mentioned that business strategies or structured and planned methods used in conveying messages or materials according to the expected goals and desires (Ali, 2020). As Allah SWT. says, in the following Quran.

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجِدِّ لَهُمْ يَالْتِي
هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ

"Call (people) to the way of your Lord with wisdom and good lessons and refute them in a good way. Indeed, your Lord is the One who knows best about those who stray from His path, and He is the One who knows best those who are guided." (Q.S. An-Nahl: 125) (Al-Hafidz, 2019).

Teachers are people who have the ability to design learning programs and are able to organize and manage classrooms so that students can learn and ultimately reach the level of maturity as the final goal of the educational process (Cangara, 2014). Teacher is a profession, which means a position that requires special skills as a teacher and cannot be done by people outside of having the ability as an educator.

A teacher can arouse students' attention to the learning materials provided and can use a variety of media and learning resources. A teacher can arouse students' interest to be active in thinking as well as seeking and discovering knowledge on their own. A teacher can make a sequence in the provision of learning materials and adjust them to the age and stages of student development tasks. A teacher needs to connect the subject matter to be given with the knowledge that students already have (perception activities), so that students become easy to understand the subject matter, so that learning difficulties are meaningless (Dalyono, 2018).

Learning is an activity that humans must do from birth to adulthood. Learning is a complex internal process. The internal process includes the entire mental, cognitive, and psychomotoric realms in the child's mentality. The indirect learning process is a process where students cannot be observed without the presence of a teacher beside them (Effendi, 2017). The learning process will be seen through the behavior of students from the results of their study materials. The learning behavior is a student's response to the teacher's learning actions, so that the teacher can see whether the student has learning difficulties or not.

Learning difficulties are situations where students or students cannot learn as they should (Effendi, 2017). A student is suspected of having learning difficulties if the person concerned

shows certain failures in achieving his or her learning goals. Learning failure is defined by Burton in Dalyono if within a certain time limit the person concerned does not reach a measure of success rate or minimum level of mastery in a particular subject, as set by an adult or teacher. Students are said to fail if the person concerned cannot do or achieve the proper achievements. Students are said to fail if the person concerned is unable to realize developmental tasks, including social adjustments and certain developmental phases, as applicable to the social group and the age concerned (Makmun, 2019).

According to Makmun, students are said to fail if the person concerned does not succeed in reaching the required level of mastery as a prerequisite for continuation at the next level of lessons. It is the hope of every educator, so that their students can achieve the best learning results in accordance with the goals that have been outlined in the teaching and learning process at school (Ministry of Religious Affairs, 2015). However, the reality that it is faced does not always show that what is expected can be fully realized.

One of the learning difficulties experienced by Grade VIII students of Taman Pendidikan Daya Cipta Medan is that it is still difficult to read the Quran (Ministry of Religious Affairs, 2018). Based on the results of the researcher's observations and interviews with PAI teachers at the Medan Daya Cipta Education Park, Mr. Abdul Hakim, S.Pd.I, a number of students still find it difficult to read the Quran due to the lack of parental attention to children's religious education. Meanwhile, currently children who are still at an early age are good at reading the Quran with many methods of learning the Quran such as Iqra' Al-Hira, and so on.

In line with what was conveyed by Mr. Abdul Hakim, S.Pd.I, based on research interviews with a number of students who have difficulty learning the Quran, it is true that a number of children are not taught or schooled in recitation schools. In addition, there are children who are lazy and do not go to recite when it is time to study the Quran or go to play when it is time to recite. This is because parents do not have the ability to teach reading the Quran. Meanwhile, the Quran is an effective alternative to improve the quality of religious education and student achievement in understanding and memorizing the Quran.

Based on these observations and interviews, the researcher is interested in conducting research, which the researcher packaged in a title: PAI Teachers' Strategies in Overcoming Difficulties in Learning to Read the Quran in Grade VIII Students of Junior High School Taman Pendidikan Daya Cipta Medan. The focus of this research is how Islamic education teachers' strategies overcome, apply, and face obstacles in learning to read the Quran in grade VIII students at the Medan Daya Cipta Education Park. This research was carried out by conducting inductive data analysis to achieve descriptive theories (Mudrikah, 2020).

Literature Review

2.1 Teacher Strategy

The strategy according to H. Effendi is planning and management to achieve these goals. Strategy does not function as a roadmap that only shows a map or direction, but must be able to show how the tactics operate (Muhibbin Syah, 2013). According to Middleton, quoted by Cangara

defines "Strategy is the best combination of all communication elements ranging from communicators, messages, media, and receivers, so as to arrive at an influence (effect) designed to achieve optimal goals" (Narbuko et al., 2017).

A teacher can arouse students' interest to be active in thinking as well as seeking and discovering knowledge on their own. A teacher can make a sequence in the provision of learning materials and adjust them to the age and stages of student development tasks. A teacher needs to connect the subject matter to be given with the knowledge that students already have (perception activities), so that students can easily understand the subject matter they receive (Pranoto et al., 2025).

In order to implement a strategy, a teacher needs stages in it. Broadly speaking, the teacher's strategy is passed through three stages that must be carried out, namely: (1) Strategy formulation, including the development of external objectives, opportunities and threats, determining strengths and weaknesses internally, setting an objectivity, producing an alternative strategy and choosing a strategy to be implemented. (2) Strategy Implementation, at the stage of implementing the strategy that has been selected, requires commitment and cooperation from all units, levels and members of the organization. The implementation of the strategy relies on the allocation and organization of resources that are manifested through organizational structures and leadership mechanisms that are run together. (3) Strategy Evaluation, strategy evaluation is necessary because the success that has been achieved can be measured again to set the next goal. Evaluation is a benchmark for the strategy that will be re-implemented by an organization and evaluation is very necessary to ensure the goals that have been achieved (Rachmat, 2014).

Basically, strategy functions as an effort to be prepared and implemented effectively. According to Rachmat, there are six functions that must be carried out simultaneously, namely: (1) Communicating an intention (vision) that is to be achieved to others. (2) Connecting or associating strength or advantage with opportunities from its environment. (3) Taking advantage of or exploiting current successes and successes, while investigating the existence of new opportunities. (4) Generate and generate more resources than are currently used. (5) Coordinating and directing activities or activities in the future. (6) Responding and reacting to new situations faced all the time (Rangkuti, Ependi, & Amin, 2023).

2.2 Learning Difficulties

According to Dalyono, learning difficulties are a situation where students or students cannot learn as they should. A student is suspected of having learning difficulties if the person concerned shows certain failures in achieving his or her learning goals. Learning failure is defined by Burton in Dalyono if within a certain time limit the person concerned does not reach a measure of success rate or minimum level of mastery in a particular subject, as set by an adult or teacher. Students are said to fail if the person concerned cannot do or achieve the proper achievements (Rangkuti, Ependi, & Ismaraidha, 2021).

While the form of learning difficulties according to Djamarah in Dalyono, in addition to the general factors above, there are also factors that also cause student learning difficulties (Setiawan, 2018). Among the factors that can be seen as special factors are psychological syndromes in the form of learning disabilities (learning disabilities), syndrome which means a unit of symptoms that appear as an indicator of the presence of a psychological abnormality (reber) that causes learning difficulties.

The teaching and learning process requires concentration on the perpetrators. Without the concentration of learning, the real learning event will not take place. According to Surya, learning

concentration is the concentration of thoughts and actions on an object being studied by dispelling or setting aside everything that has nothing to do with the object being studied (Setiawan, 2019). A process of concentration of thoughts and actions means thinking and acting activities to give more intensive responses to a particular focus or object.

According to Muhibbinsyah, the phenomenon of a student's learning difficulties is usually evident from the decline in academic performance or learning achievement (Sunaryo, 2015). Broadly speaking, the factors that cause learning difficulties consist of four types, namely: Student factors, school factors, family factors, and surrounding community factors.

2.3 Reciting the Quran

The Qur'an is not just a sheet to be read but must be understood and practiced because reading the Quran gets rewards when reading it, therefore, learning to read the Quran is very important (Surya, 2014). The Quran is a holy book that contains instructions for the life of mankind in this world. Through the guidance of the Quran, human life will run well. Reading is an audiovisual activity to obtain meaning from symbols in the form of letters or words (Terry, 2015). There are five stages of reading development, especially in reading the Quran, namely: (1) The stage of development of reading preparation. (2) The beginning reading stage, at this stage generally from the time the child enters the 1st grade of elementary school. (3) The stage of reading skills or reading fluently, at this stage generally occurs when the child is in grade 2 or grade 3. (4) The reading stage is broad, generally occurs when the child is in the 4th or 5th grade of elementary school. At this stage, children enjoy and enjoy reading. (5) The real reading stage, at this stage generally occurs when children are in junior high school and continue into adulthood (Uno, 2012).

Reading proficiency in adults essentially depends on the reading practice carried out at the earlier stages. Therefore, advanced education students have excellent reading skills by knowing the limits and rules in reading, especially in reading the Quran.

Research Methodology

This research is a qualitative research with the characteristics of research describing events or events that are factual, conducted by survey, information seeking and carried out in detail, identifying problems to get justification for ongoing circumstances and practices, and describing subjects that are being managed by certain groups (Wahyuni, 2019). The method used in this study is a qualitative method where the direct data source is in the form of a natural situation and the researcher is a key instrument, descriptive, emphasizes more on the meaning of the process than the results, data analysis is inductive, and meaning is the main concern in the research approach (Yuswardi, 2017).

The data collection techniques carried out in this study were observations, interviews, and documentation studies. This is obtained from the main data source through interviews with school principals, PAI teachers and students, while secondary data is through observation and documentation studies. After the data is obtained, data analysis is carried out with data reduction techniques, data presentation, examination of the validity of findings or data using triangulation techniques and drawing conclusions.

Results

4.1 Research Findings

The researcher's findings regarding the strategies carried out by PAI teachers in overcoming difficulties in learning to read the Quran in grade VIII students of Taman Pendidikan Daya Cipta Medan include:

a. Prepare time for students who have difficulty learning to read the Quran.

PAI lessons in grade VIII of Taman Pendidikan Daya Cipta Medan in one week consist of three hours multiplied by forty-five minutes. One hour of PAI lessons is used to help students who have difficulty learning to read the Quran. This starts from the lowest ability of students. This strategy is very helpful for teachers in overcoming these difficulties. Using the Iqra' method, the teacher provides subject matter to students with 12 meetings or 12 hours of lessons, in other words, within three months students are expected to be able to read the Quran (Yusuf et al., 2013).

Basically, students who have difficulty learning to read the Quran are not ignorant of hijaiyah letters, they know letters but it is still difficult to connect and distinguish between single letters and continuous letters and letters at the end. In addition, they do not intensely train or get used to reading the Quran, plus the lack of parental attention for their children who still have difficulty reading the Quran. Another difficulty experienced when learning to read the Quran is memorizing hijaiyah letters because some hijaiyah letters have similar characteristics and shapes. This makes students mispronounce the sound of the letters when reading them so that it becomes difficult to remember them.

Based on the researcher's interview with the teacher, there are some students who do not understand the change in shape that occurs in hijaiyah letters when connected with other hijaiyah letters. This makes students stammer when reading the Qur'an because they have to remember the change in the shape of hijaiyah letters. Basically, students who have low intelligence and are not used to sentences in Arabic, their tongues feel stiff when pronouncing hijaiyah letters. This causes students to have difficulties when learning to read the Qur'an.

In the following month, students launch and practice reading the Quran so that it is fluent until the last month of even semester in grade VIII. Although few students experienced this difficulty, there were seven students, two of whom were female students. The time provided by teachers is not only during Islamic religious lesson hours, but also at other times that do not interfere with learning activities, such as break time can be with friends or with PAI teachers, of course. This strategy showed very satisfactory results at the end of the even semester.

For Muslims, the ability to read the Quran is very important, because the main source of understanding Islamic teachings is the Quran. As surah Al-Baqarah verse 2 says, "This book of the Quran is undoubtedly a guide for those who are Muttaqin". How can a Muslim understand the instructions if he is not able to read them, let alone understand them. Therefore, Setiawan in his research stated "The importance of the ability to read the Quran because reading the Quran is the gateway to understanding the teachings of Islam. Religious knowledge that is understood will bring benefits to the Muslim ummah, so that the Quran itself reminds up to 774 times of the importance of knowledge, especially religious knowledge".

b. Implementing peer tutoring strategies

Students who have difficulty reading the Quran are given a card for reading the Quran. On the card, there must be a daily child reading Iqra' or the Qur'an shown through the notes on the achievement card, which gives a note on the card is a peer in a class appointed by the teacher to fill it out because the student's ability to read the Quran is quite good or also called a peer tutor. This peer tutor strategy aims to familiarize and train students who have difficulty reading the Quran to continue reading the Quran so that they are able and proficient in reading the Quran.

PAI teachers have first given directions to students to fill out the achievement cards. This means that students who have difficulty reading the Quran must learn every day, whether it is repeating, launching or adding the next material. Through this strategy, teachers can see and supervise the development of students, if there are students who do not want to, they will be given appropriate punishment. Indirectly, this provides a holistic education to children or students, because this is important as an approach that not only focuses on academics but also pays attention to culture and the formation of strong character in students.

Through this strategy, students who have difficulty reading the Quran end up learning to read the Quran either from friends or other people at home or in their environment. The behavior of students' direct involvement in learning can be expected so that student activeness is realized. Whatever the student learns, the forms of behavior are implicit in the principle of direct involvement for the student. Students are required to not only learn knowledge but also be able to implement or practice the knowledge that has been obtained. In addition to getting new knowledge on how to practice knowledge, he also received an award from the teacher.

Peer tutors' strategies in learning to overcome the difficulty of reading the Quran are more effective and able to explore ideas and express themselves, with fellow friends, so the psychological relationship with their own friends makes the relationship more intimate and not awkward so that it is easier to learn and understand about reading the Quran. In addition, when studying. With friends who are more free when studying, they can determine their own time not during class hours, so it is easier to determine the time, and there is no need to determine a place because the place is at home or at school. This strategy is to help other students to reinterpret understandings that are still confusing to other students.

However, not all good deeds have a positive value in front of others, because they object to this policy and parents come to school to clarify, and parents strongly agree with the policy, because their children cannot read the Quran. The impact is that children who find it difficult to read the Quran at the end of the even semester in grade VIII are all able to read the Quran. The unexpected thing is that parents give appreciation to PAI schools and teachers who implement this strategy, so that their children can read the Quran.

c. Providing rewards and punishments to students who are not serious about learning the Quran

Gift reward and punishment is not interpreted as punishment and giving rewards, but motivation for students so that students can achieve the expected target before moving up to the next class as expressed by Agustia that Motivation is an impulse that makes people act or behave in ways or causes such as a person's factor to do something. Motivation can also be interpreted as the basis for achieving success in various aspects of life through increasing abilities and willpower.

In essence, the provision of rewards and punishment is one of the educational tools. The intention is as a tool to educate children so that children can feel happy because their actions

or work are rewarded, and it is very important for the learning outcomes achieved by a student, so that the results that have been achieved by students in educators aim to form a better and harder heart and will.

Reward given to students who in one semester can read the Quran well, that is, read it fluently without interruption and have understood the reading of mad and gunnah. At first, the school only provided rewards to students with the aim of motivating other students. It turns out that a number of parents of students heard that there are rewards for students who first succeed and are able to read the Quran. This information resulted in the student's parents playing a role in providing rewards to students through the school.

PAI teachers initially did not know that it turned out that a number of parents whose children had difficulty reading the Quran appreciated this program, from the school giving a new Quran to students and peer tutors, which helped students overcome difficulties in reading the Quran in one semester. Meanwhile, parents provide learning supplies to students and their tutors. In the odd semester of the 2024-2025 school year, there were 4 out of 7 students who received rewards from parents and schools.

The provision of punishment plays an important role in the learning process. The punishment given at the right moment will be able to change a person's behavior. Learning requires rewards and proximity between stimulus and response. Responses don't need to be rewarded to be learned. The main mechanism is contingency or the timely installation between stimulus and response. Punishment is good and not bad. The effectiveness of punishment depends on whether or not it causes students to learn. Human behavior can be changed, bad behavior can be changed to good.

Reward and Punishment is a combination of stimuli that are accompanied by a movement, when it arises again it tends to be followed by the same movement. The relationship between stimulus and response to explain the occurrence of the learning process. Learning occurs because the last movement made changes the situation of the stimulus while no other response can occur. Reinforcement only protects new learning outcomes so that they are not lost by preventing the acquisition of new responses. The relationship between stimulus and response is stronger and more permanent.

As mentioned, punishment is interpreted as motivation, it turns out that in the second semester of this school year, the three students who had difficulty reading the Quran also received a reward within four months after the odd semester. This means that the strategy of providing rewards and punishments to students is indeed very necessary so that students get positive energy in learning activities, so that the program to eradicate illiteracy of the Qur'an can be implemented, because the program to eradicate illiteracy of the Qur'an is a national program for the Indonesian nation.

Learning to read the Quran by providing rewards and punishments for students provides positive reinforcement, especially when learning is taking place. However, in the implementation of rewarding, it was found that several negative impacts were found, including causing jealousy for other students so that students could cheat by filling out their own achievement cards. However, there are also students who are more happy with the reward because with the reward students are more motivated to study more actively and for students who have not received rewards they will try to study even harder so that they can learn and then will get rewards from the teacher. Meanwhile, with the punishment, students become more disciplined and try to avoid the punishment, with this punishment students become deterrents and do not repeat their mistakes again.

Several previous research results confirm that the application of reward and punishment in learning is quite effective. The results of the study explained that student learning outcomes increased and students could also simulate learning practices. Other research also confirms that the provision of rewards and punishments can affect the activeness and discipline of students in learning to read the Quran. It is clear that the provision of rewards and punishments has a significant influence on increasing students' activeness and discipline in learning, by using reward and punishment learning activities will be more fun, controlled, and varied. So that with such a learning atmosphere, students' motivation to learn will increase and student achievement will be better

Discussion

The teaching and learning process requires concentration on the perpetrators. Without the concentration of learning, the real learning event will not take place. According to Pranoto, the concentration of thoughts and actions on an object being studied by dispelling or setting aside everything that has nothing to do with the object being studied is very important for students to have. Therefore, in achieving one goal, it is very important to carry out a strategy, as well as the strategies carried out by PAI teachers in overcoming difficulties in learning to read the Quran in grade VIII students of Taman Pendidikan Daya Cipta Medan, including preparing time for students who have difficulty learning to read the Quran, conducting learning with peer tutor strategies, providing rewards and punishments to students.

Students who have difficulty learning to read the Quran are not ignorant of hijaiyah letters, they know letters but it is still difficult to connect and distinguish between single letters and continuous letters and letters at the end. In addition, they do not intensely train or get used to reading the Quran, plus the lack of parental attention for their children who still have difficulty reading the Quran. Another difficulty experienced when learning to read the Quran is memorizing hijaiyah letters because some hijaiyah letters have similar characteristics and shapes. Therefore, there needs to be a special time to guide them.

In order to help students to continuously read the Quran, the peer tutor strategy is applied in learning. This strategy overcomes the difficulty of reading the Quran more effectively and is able to explore ideas and express oneself, with fellow friends, so the psychological relationship with one's own friends makes the relationship more intimate and not awkward so that it is easier to learn and understand about reading the Quran. When students study with their friends, they can determine their own time not during class hours, so it is easier when determining time, and there is no need to determine a place because the place is at home or at school. This strategy is to help other students to reinterpret understandings that are still confusing to other students.

The third strategy is the provision of reward and punishment, which is a combination of stimuli accompanied by a movement, when it arises again it tends to be followed by the same movement. The relationship between stimulus and response to explain the occurrence of the learning process. Learning occurs because the last movement made changes the situation of the stimulus while no other response can occur. Reinforcement only protects new learning outcomes so that they are not lost by preventing the acquisition of new responses. The relationship between stimulus and response is stronger and more permanent. This is one of the stimuli to increase students' motivation to learn in improving the ability to read the Quran.

Conclusion

The PAI teacher's strategy to overcome the difficulty of learning to read the Quran in grade VIII students at the Daya Cipta Education Park in Medan is carried out in three ways, namely preparing time for students who have difficulty learning to read the Quran, conducting learning with a peer tutor strategy, and providing rewards and punishment to students. The application of learning is carried out once a week by teachers during PAI lesson hours, and every day by students through peer tutor strategies, and rewards are given in each semester. The obstacle in learning to read the Quran in students is laziness, lazy students will not succeed, this is characterized by incorrect student reports to their parents. Therefore, there needs to be reward and punishment for students so that students are motivated in learning.

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