

STRATEGIES FOR TEACHING AND LEARNING QUR'ANIC READING AND WRITING IN EXTRACURRICULAR ACTIVITIES AT MADRASAH

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Abstrak: Rendahnya kemampuan baca tulis Al-Qur'an peserta didik masih menjadi persoalan penting di madrasah, khususnya pada jenjang pendidikan menengah. Kondisi ini menuntut adanya strategi pembelajaran yang tepat, terarah, dan berkelanjutan, salah satunya melalui penguatan kegiatan ekstrakurikuler. Penelitian ini bertujuan untuk mendeskripsikan strategi pembelajaran baca tulis Al-Qur'an pada kegiatan ekstrakurikuler di MTs Al-Anshar Tanjung Selor. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan sumber data primer dan sekunder. Teknik pengumpulan data meliputi wawancara, observasi, dan dokumentasi, sedangkan analisis data dilakukan melalui tahapan pengumpulan data, reduksi data, penyajian data, serta penarikan kesimpulan. Hasil penelitian menunjukkan bahwa strategi pembelajaran baca tulis Al-Qur'an diterapkan melalui metode imla dan demonstrasi yang disesuaikan dengan kemampuan peserta didik. Faktor pendukung pembelajaran meliputi kesiapan belajar, motivasi, dan karakteristik peserta didik, sedangkan faktor penghambat mencakup keterbatasan waktu, lingkungan belajar, tujuan pembelajaran, serta pengelolaan kegiatan ekstrakurikuler. Temuan penelitian ini berimplikasi pada pentingnya penguatan perencanaan, pengelolaan waktu yang efektif, serta pengembangan strategi pembelajaran kontekstual agar pelaksanaan kegiatan ekstrakurikuler Baca Tulis Al-Qur'an berjalan lebih optimal dan berkelanjutan.

Kata Kunci: Pembelajaran Al-Qur'an, Kegiatan Ekstrakurikuler, Madrasah

Abstract: The low level of students' ability to read and write the Qur'an remains an important issue in madrasas, especially at the secondary level. This condition requires appropriate, focused, and sustainable learning strategies, one of which is through strengthening extracurricular activities. This study aims to describe the strategies for teaching Quranic literacy in extracurricular activities at MTs Al-Anshar Tanjung Selor. This study uses a descriptive qualitative approach with primary and secondary data sources. Data collection techniques included interviews, observation, and documentation, while data analysis was carried out through the stages of data collection, data reduction, data presentation, and conclusion drawing. The results showed that the strategies for teaching Quranic reading and writing were implemented through the imla and demonstration methods, which were tailored to the abilities of the students. Supporting factors for learning included readiness to learn, motivation, and student characteristics, while inhibiting factors included time constraints, the learning environment, learning objectives, and the management of extracurricular activities. The findings of this study imply the importance of strengthening planning, effective time management, and the development of contextual learning strategies so that the implementation of the Qur'anic reading and writing extracurricular activity runs more optimally and sustainably.

Keywords: Al-Qur'an Learning, Extracurricular Activities, Madrasah

INTRODUCTION

The Qur'an is a guide for Muslims, serving as the primary source of teachings, values, and guidance in all aspects of life. As a holy book, the Qur'an is not only read as a ritual text, but also studied, understood, and practiced as the foundation for character building and human civilization. The Qur'an is the most noble divine word, reading it is considered worship and a means of drawing closer to Allah (Rizki Fauzi Aziz & Taufik Maulana Wahid, 2023). In addition, the Qur'an is also a source of wisdom, a pillar of religion, and the main reference in determining Islamic law and values (Siti Aisyah Ahdah & Khotimatus Sholihah, 2024). Therefore, the values of the Qur'an are used as the main source of material in Islamic religious education, considering that the Qur'an is the first foundation in the Islamic education system (Siti Aisyah Ahdah & Khotimatus Sholihah, 2024).

In the context of formal education, learning the Qur'an has a strategic position, especially in shaping the character, ethics, and spirituality of students. Education based on Qur'anic values has great potential in building strong character and noble morals in students (M. Agung Sumarna et al., 2024). Therefore, learning to read, write, understand, and appreciate the Qur'an is an obligation for every Muslim, especially for the younger generation who are in the process of forming their personalities (Handoko & Fatimah, 2024). The command to read the Qur'an correctly is emphasized in QS. Al-Muzammil verse 4, which commands that the Qur'an be read with tartil, that is, slowly, accurately, and according to the rules. Tartil recitation not only requires

precision in makhraj and tajwid, but also helps the reader to understand and reflect on the meaning of the verses being read (Siti Aisyah Ahdah & Khotimatus Sholihah, 2024).

However, the reality of education shows that students' ability to read and write the Qur'an, especially at the secondary education level, still faces various challenges. The National Education System emphasizes that schools serve to equip students with knowledge, skills, and attitudes for their future lives (Ahmad Zaki Mubarak, 2024). However, in practice, learning to read the Qur'an in schools is often limited to Islamic Religious Education subjects with limited time allocation (Wawan Arbeni et al., 2025). This condition has an impact on the suboptimal achievement of Qur'an reading and writing competencies in accordance with the rules of tajwid.

This challenge is becoming increasingly complex with the growing number of young Muslims who are unable to read the Qur'an properly and correctly. The contributing factors include a lack of emphasis on Qur'anic learning in formal education, limited learning time, and minimal family support in encouraging children to read the Qur'an (Meylina Astuti et al., 2023). On the other hand, the development of the times and the dynamics of education demand innovation and optimization of learning strategies so that the objectives of Quranic education can be achieved to the fullest extent possible (Ari Purnama Yudha et al., 2024).

One strategic alternative to overcome the limitations of Al-Qur'an learning in the classroom is through extracurricular activities. Extracurricular activities are a forum for guiding students outside of formal class hours

with the aim of developing their talents, interests, and potential (Dewi Setyaningrum & Ngasbun Egar, 2023). These activities are flexible, not strictly bound by the curriculum structure, and provide more space for students to develop certain competencies (Nur Lala Qomariah.S & Desi Fitriyanti Pane, 2024). One form of extracurricular activity that is relevant to strengthening religious education is the Al-Qur'an Reading and Writing program, which aims to improve students' ability to read and write the Al-Qur'an while fostering discipline, thoroughness, and perseverance (Maya Puji Rahayu, 2024).

Learning to read and write the Qur'an through extracurricular activities requires the application of effective and contextual learning strategies. The right learning strategy not only serves to transfer technical skills in reading and writing the Qur'an, but also builds the spiritual and moral foundation of students (Nur Lala Qomariah.S & Desi Fitriyanti Pane, 2024). Therefore, teachers are required to develop interesting learning methods so that students are more active and enthusiastic in learning, thereby transforming passive learning patterns into active learning (Al-Amin et al., 2023).

Several previous studies have examined learning to read and write the Qur'an through extracurricular activities. Lutfhia Salsabila's research on the implementation of extracurricular activities in reading and writing the Qur'an at SMP Muhammadiyah 1 Surakarta shows that extracurricular activities can improve students' ability to read the Qur'an. Aprilia's research also examined strategies for learning to read and write the Qur'an at SMP Swasta PAB 2 Helvetia, focusing on improving students' ability to read

and write the Qur'an. However, both studies emphasized the improvement in students' abilities rather than examining in depth the learning strategies applied in the context of madrasahs with diverse student characteristics.

Based on this research gap, this study focuses on the learning strategies for reading and writing the Qur'an in extracurricular activities at MTs Al-Anshar Tanjung Selor. This madrasah organizes an extracurricular program for reading and writing the Qur'an in response to the condition of some students who are not yet fluent in reading the Qur'an and their low interest in reading the Qur'an. This program is carried out regularly as an effort to provide additional assistance outside of formal school hours. This condition provides an interesting empirical context for qualitative study, particularly in relation to the learning strategies applied by teachers, supporting and inhibiting factors, and the dynamics of its implementation.

The purpose of this study is to describe in depth the strategies for teaching Quranic reading and writing in extracurricular activities at MTs Al-Anshar Tanjung Selor, as well as to identify the supporting and inhibiting factors in its implementation. This research is expected to contribute theoretically to the development of studies on Al-Qur'an learning strategies based on extracurricular activities, as well as practically to teachers, madrasahs, and Islamic education policy makers in designing more effective, contextual, and sustainable Al-Qur'an learning programs. Thus, BTQ extracurricular activities are not only a complement to learning but also a strategic instrument in shaping a Muslim generation that

is able to read the Qur'an well and correctly and has a love for the holy book.

METHOD

This study uses a descriptive qualitative approach with the aim of gaining an in-depth understanding of the strategies for teaching reading and writing the Qur'an in extracurricular activities at MTs Al-Anshar Tanjung Selor. This approach was chosen because it is suitable for examining the learning process, the dynamics of implementation, and the experiences of the research subjects in a contextual and natural manner.

The research subjects consisted of teachers who supervised the Al-Qur'an reading and writing extracurricular activities and students who participated in these activities. The research focused on the learning strategies applied, the factors that supported and hindered implementation, and the patterns of interaction between teachers and students in Al-Qur'an reading and writing extracurricular activities.

Data collection was conducted through in-depth interviews, direct observation, and documentation studies. Interviews were used to explore information related to the planning, implementation, and evaluation of Al-Qur'an reading and writing learning strategies from the perspective of teachers and students. Observations were conducted to directly observe the learning process, the methods used, and student participation during the activities. Documentation included activity schedules, learning records, and other supporting files relevant to the implementation

of Al-Qur'an reading and writing extracurricular activities.

Data collection was carried out over three days, from November 11 to 13, 2024, at MTs Al-Anshar Tanjung Selor. Data analysis was conducted in stages through data collection, data reduction, data display, and conclusion drawing or verification, as per qualitative data analysis procedures. To maintain data validity, this study applied triangulation techniques, namely comparing the results of interviews, observations, and documentation. Thus, the results of this study are expected to be able to describe in a complete and accurate manner the strategies for learning to read and write the Qur'an in extracurricular activities at MTs Al-Anshar Tanjung Selor.

RESULTS AND DISCUSSION

Strategies for Teaching Quranic Reading and Writing in Extracurricular Activities

The results of the study show that the extracurricular activity of reading and writing the Qur'an at Madrasah Tsanawiyah (MTs) Al-Anshar Tanjung Selor is an integral part of the madrasah's efforts to support the achievement of the learning objectives of Islamic Religious Education. This activity is designed as a self-development program for students outside of formal class hours, with the aim of strengthening their ability to read and write the Qur'an in accordance with the rules of tajwid. As a programmed extracurricular activity, the Quran Reading and Writing Extracurricular Activity provides additional, more flexible learning space, giving students a wider opportunity to practice and review material that they have not fully mastered in class.

The implementation of the Al-Qur'an reading and writing extracurricular activity at MTs Al-Anshar is inclusive and intended for all students, with a special emphasis on students who are not yet fluent in reading and writing the Al-Qur'an. This activity is carried out regularly according to a predetermined schedule and is guided by teachers who are competent in the field of Al-Qur'an learning. The results of observations and interviews show that, in general, the students' ability to read and write the Qur'an varies. This variation in ability is influenced by their previous educational background, the intensity of practice, and each student's motivation to learn. However, the majority of students show positive progress, particularly in terms of fluency in reading and accuracy in writing Hijaiyah letters.

The students' ability to write the Qur'an is relatively good. This condition is inseparable from the students' habit of repeatedly learning Arabic writing in extracurricular activities. Repeating the material at each meeting, especially before starting the main lesson, has been proven to help students strengthen their memory and fine motor skills needed in writing Hijaiyah letters. Meanwhile, the students' ability to read the Qur'an has also improved, as indicated by clearer pronunciation of letters and better application of tajwid. These findings indicate that learning strategies that emphasize repetitive practice and habit formation have a significant impact on the mastery of Qur'anic reading and writing skills.

The learning strategy applied in the Al-Qur'an Reading and Writing extracurricular activity at MTs Al-Anshar combines classical

and private approaches. In classical learning, teachers provide general explanations of the material, introduce the Hijaiyah letters gradually, and demonstrate correct reading and writing. Each meeting is designed systematically, starting from the introduction of letters, combining letters into syllables, to reading short verses. Evaluations are conducted periodically, both through direct observation and simple competitions, which aim to increase student motivation and confidence.

In addition to classical learning, a private approach is also used to accommodate differences in individual student abilities. Through this approach, each student is given the opportunity to read in turn in front of the teacher. Students who are fluent are given advanced material, while students who are still experiencing difficulties receive repetition and additional guidance. This private approach allows teachers to provide direct and specific feedback according to the needs of each student, making the learning process more effective and personalized.

In terms of writing the Qur'an, the imla method is the main strategy used. This method is carried out by the teacher dictating certain words or verses, then the students write them down according to the rules of writing the Qur'an. The success of the imla method greatly depends on the students' ability to recognize the makhraj of letters and understand the rules of tajwid, so that reading and writing are closely related. In addition to the imla method, the demonstration method is also used, where the teacher directly demonstrates how to write the correct Hijaiyah letters, either on a blackboard or through audio-visual media. The

use of this media makes the learning process more interesting and helps improve the students' memory.

Overall, the strategy for learning to read and write the Qur'an in extracurricular activities at MTs Al-Anshar places students as active subjects in the learning process. Teachers act as facilitators who guide, direct, and create a conducive learning atmosphere. Learning is not only oriented towards achieving academic targets, but also towards forming positive habits and a love for the Qur'an. The findings of this study confirm that extracurricular activities in reading and writing the Qur'an, if designed with the right strategy and implemented consistently, can be an effective means of improving students' ability to read and write the Qur'an in madrasahs.

Supporting factors for the Qur'an reading and writing learning strategy in extracurricular activities

The results of the study indicate that the success of the Al-Qur'an reading and writing learning strategy in extracurricular activities at MTs Al-Anshar Tanjung Selor cannot be separated from a number of interrelated supporting factors. These factors play an important role in creating conducive, effective, and sustainable learning conditions, so that Al-Qur'an reading and writing extracurricular activities can run in accordance with the expected objectives.

One of the main supporting factors is the availability of adequate facilities and infrastructure to support the implementation of Al-Qur'an reading and writing activities. Based on interviews and observations, the school has provided sufficient facilities, such as proper

learning spaces, writing equipment, and a special area within the school environment that is used for religious activities. The availability of these facilities provides comfort for teachers and students in carrying out Al-Qur'an reading and writing extracurricular activities, while also demonstrating the madrasah's commitment to supporting the strengthening of religious education.

The next supporting factor is the students' awareness of the importance of participating in extracurricular activities involving reading and writing the Qur'an. This awareness is reflected in the relatively consistent attendance and active participation of students during the activities. Most students realize the importance of reading and writing the Qur'an as part of their obligations as Muslims, so they participate in these activities not only because it is a school requirement, but also because of internal motivation. This religious awareness is an important asset in creating a positive and responsible learning environment.

In addition to awareness, students' willingness and motivation to learn are also significant supporting factors. The findings show that students have a strong desire to improve their ability to read and write the Qur'an, especially those who previously felt they were not fluent. This motivation encourages students to be more diligent in attending each learning session, reviewing the material that has been taught, and not hesitating to ask questions when they encounter difficulties. Strong learning motivation contributes directly to the improvement of Quranic reading and writing

skills, as students are actively involved in the learning process.

The success of learning is also supported by the use of varied learning methods that are relevant to the characteristics of the students. Teachers do not stick to just one method, but combine classical, private, dictation, and demonstration methods according to the needs and abilities of the students. This variety of methods makes the learning process more interesting and less monotonous, so that students do not easily get bored. Varied methods also allow teachers to tailor their learning approaches to the different abilities of students, so that each student receives a proportional learning service.

Another supporting factor is the availability of adequate learning resources, particularly books related to learning to read and write the Qur'an. The availability of reading guides, Hijaiyah writing exercise books, and other supporting teaching materials helps students to study independently outside of extracurricular hours. These learning resources also make it easier for teachers to develop systematic and progressive learning materials, from basic to advanced levels.

In addition, the use of audio-visual devices also contributes positively to the success of learning to read and write the Qur'an. The use of devices such as speakers to play the recitation of the Qur'an helps students recognize the correct pronunciation of letters, makhraj, and rhythm of reading. Audio-visual media make learning more contextual and help improve students' memory, especially for those who have an auditory learning style. The presence of this media also reinforces the demonstration method applied by teachers, so

that learning materials can be more easily accepted by students.

Overall, the supporting factors for the Al-Qur'an reading and writing learning strategy in extracurricular activities at MTs Al-Anshar Tanjung Selor show that learning success is not only determined by the methods used, but also by the readiness of facilities, student motivation, availability of learning resources, and school environment support. The synergy between these factors is an important foundation for creating effective and sustainable Quranic reading and writing learning.

Barriers to the Strategy of Learning to Read and Write the Qur'an in Extracurricular Activities

The results of the study indicate that the implementation of the Al-Qur'an reading and writing learning strategy in extracurricular activities at MTs Al-Anshar Tanjung Selor is not only influenced by supporting factors but also faces a number of inhibiting factors that affect the effectiveness of achieving learning objectives. These inhibiting factors are structural, pedagogical, and psychological in nature and are interrelated in learning practices in the field.

One of the main obstacles encountered was the limited management of learning facilities and infrastructure. The available space and facilities were relatively limited, while the space had to be used for various other school activities. This condition resulted in the suboptimal arrangement of a learning environment that was specifically conducive to extracurricular activities involving reading and writing the Qur'an. Limitations in supporting facilities, such as more varied learning media

and representative learning spaces, also affect the smoothness and comfort of the learning process.

The next obstacle relates to student participation. Although most students participate in the Al-Qur'an reading and writing extracurricular activity, there are still a number of students whose attendance is inconsistent. These absences are due to various reasons, both internal factors such as low motivation and self-confidence, and external factors such as family support and environmental conditions. As a result, teachers find it difficult to monitor and measure the development of students' Quran reading and writing skills comprehensively and continuously.

Time constraints are also a significant obstacle. The time allocated for extracurricular activities in reading and writing the Qur'an is relatively limited, so the frequency of meetings and duration of learning are not yet sufficient to meet the needs of all students. This condition has an impact on the suboptimal process of reinforcing and repeating the material, especially for students who have low initial abilities in reading and writing the Qur'an. Based on data analysis, this time constraint also has implications for the low intensity of using more varied and in-depth learning methods.

In addition to time constraints, the learning method is also one of the inhibiting factors. Although teachers have applied several methods such as classical, private, dictation, and demonstration, the results of the study show that the application of these methods has not been fully effective and attractive to all students. Some students still show boredom in

the learning process, which results in low active involvement and learning outcomes that are not in line with expectations. This shows that the methods of teaching Quran reading and writing still need to be improved in terms of creativity, variety, and adaptation to students' learning characteristics.

This condition confirms that the level of student learning outcomes in learning to read and write the Qur'an is greatly influenced by the strategies and methods used by teachers. Methods that lack variety and are not entirely enjoyable have the potential to hinder students' understanding and memory of the material being taught. In fact, language learning, including the language of the Qur'an, is highly dependent on cognitive processes that involve the brain in receiving, processing, and storing information. Without interesting and meaningful learning stimuli, the process of internalizing the material becomes less than optimal.

In an effort to overcome these obstacles, teachers took a number of strategic steps. One of them was to coordinate with the school and committee to supplement the limited learning facilities. In addition, teachers also paid special attention to students with low Al-Qur'an reading and writing skills by providing additional time outside the main extracurricular schedule. This approach aimed to ensure that these students did not fall far behind their peers and still had the same opportunities to develop.

The findings of this study are relevant to previous research conducted by Luthfia Salsabila, Nur Hidayah, and Alfian (2023) on the implementation of extracurricular activities in reading and writing the Qur'an at SMP

Muhammadiyah 1 Surakarta. The study showed that MMA extracurricular activities were carried out for a limited duration and faced obstacles in the form of low student motivation, a lack of audio-visual media, and limited learning time. Teachers in the study overcame these obstacles by forming group learning, providing teaching aids, building an emotional approach, and setting learning achievement targets.

Another study by Aprilia (2023) also shows that direct and indirect learning strategies, as well as the use of the iqra' and imla' methods, face obstacles in the form of varying abilities and willingness of students, teachers' workloads, and different family backgrounds. The similarity of these findings indicates that the obstacles to learning to read and write the Qur'an through extracurricular activities are common problems that require systematic handling.

Based on the results of the study and its relevance to previous studies, it can be concluded that the factors hindering the Al-Qur'an reading and writing learning strategy at MTs Al-Anshar Tanjung Selor require strengthening time management, increasing creativity in learning methods, and more optimal support for facilities and student participation. Efforts to overcome these obstacles are an important prerequisite for the Qur'anic reading and writing extracurricular activities to function optimally as a means of improving students' ability to read and write the Qur'an.

CONCLUSION

The conclusion of this study shows that the strategy for learning to read and write the

Qur'an at MTs Al-Anshar is directed at student-centered learning, placing students as active subjects in the learning process. This approach allows students to develop their potential and competence in reading and writing the Qur'an optimally through direct involvement, interaction, and continuous practice. The strategies applied are quite diverse, ranging from classical, demonstration, private, story reading, to information search for reading skills, as well as imla' and demonstration methods for writing skills. The diversity of these strategies is basically aimed at adjusting learning to the characteristics and needs of different students. However, the effectiveness of these strategies is greatly influenced by supporting and inhibiting factors. Internal factors such as readiness, motivation, and student characteristics are the main determinants of learning success, while external factors include time constraints, the learning environment, the role of teachers, learning objectives, and the management of Al-Qur'an reading and writing extracurricular activities. The existing obstacles and support indicate that learning to read and write the Qur'an is a continuous process that requires careful planning, patience, and institutional support. The implications of this study are the need to strengthen time management, increase the variety of more interesting methods, and support school facilities and policies so that BTQ activities can run more effectively and sustainably in improving students' ability to read and write the Qur'an.

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