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Improving Learning Outcomes in Reading the Short Surah An-Naas through the Active Card Sorting Learning Strategy in Grade II Students at SDN 1 Kasegeran

Tien Martiningsih*, Abd. Mukhid, Dewi Rosikhoh***, & Saiful Bahri******

*SD Negeri 1 Kasageren Banyumas, Indonesia

**Pendidikan Profesi Guru, IAIN Madura, Indonesia

***Tadris Matematika, IAIN Madura, Indonesia

****SMAN 1 Galis Pamekasan, Indonesia

Email: tienifi@gmail.com

Abstract:

The learning outcomes of Islamic Religious Education on the topic of reading short surahs remain low among second-grade students at SDN 1 Kasegeran. This study aims to improve students' learning outcomes in reading the short surah An-Naas through the application of the *Card Sort* active learning strategy. This research employed Classroom Action Research (CAR) conducted in two cycles, including planning, action, observation, and reflection stages. Data collection techniques involved observation, documentation, and learning outcome tests. The results showed that the *Card Sort* strategy improved students' learning outcomes. The average score increased from 66 in the initial condition to 71 in Cycle I and 76 in Cycle II. The percentage of students achieving mastery also improved from 54% in the initial stage to 64% in Cycle I and 76% in Cycle II. The study concludes that the *Card Sort* strategy is effective in enhancing the learning outcomes in reading the short surah An-Naas among second-grade students.

Keywords:

Learning Outcomes; *Card Sort* Strategy; Short Surahs

Abstrak:

Hasil belajar Pendidikan Agama Islam pada materi membaca surat pendek masih menunjukkan tingkat ketuntasan yang rendah pada siswa kelas II SDN 1 Kasegeran. Penelitian ini bertujuan untuk meningkatkan hasil belajar siswa dalam membaca surat pendek Surat An-Naas melalui strategi pembelajaran aktif *Card Sort*. Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus dengan tahapan perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Teknik pengumpulan data menggunakan observasi, dokumentasi, dan tes hasil belajar. Hasil penelitian menunjukkan bahwa strategi *Card Sort* dapat meningkatkan hasil belajar siswa. Nilai rata-rata siswa meningkat dari 66 pada kondisi awal menjadi 71 di Siklus I dan 76 di Siklus II. Persentase ketuntasan belajar siswa juga meningkat dari 54% pada kondisi awal menjadi 64% di Siklus I dan mencapai 76% di Siklus II. Simpulan dari penelitian ini adalah strategi *Card Sort* efektif dalam meningkatkan hasil belajar membaca surat pendek Surat An-Naas bagi siswa kelas II.

Kata Kunci:

Hasil Belajar; Strategi *Card Sort*; Surat Pendek

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Institut Agama Islam Negeri Madura, Indonesia

INTRODUCTION

Islamic Religious Education (IRE) is a fundamental component of the basic education system, aiming to shape students' religious and spiritual character from an early age. Specifically in Phase A (grades I–II of elementary school), IRE plays a crucial role in instilling values of faith and noble character as the foundation for a child's life (Riadi, 2011). One of the main subjects in IRE is the ability to read short chapters (surahs) from the Qur'an, such as Surah An-Naas, which addresses not only cognitive aspects but also affective and psychomotor domains as part of developing students' attitudes and worship skills.

However, preliminary evaluations and field observations indicate that most second-grade students at SDN 1 Kasegeran still struggle with accurately reading and understanding Surah An-Naas. These issues are evident in mispronunciations, lack of understanding of the verse meanings, and insufficient emotional engagement while reading (Sudharsono et al., 2025). This condition stems largely from the dominant use of conventional, one-way teaching methods where the teacher serves as the sole source of information and students remain passive recipients (Nuryana et al., 2021). As a result, the learning process becomes less effective in achieving the holistic goals of religious education.

This situation demands an innovative instructional strategy that not only emphasizes memorization but also fosters meaningful and enjoyable learning experiences. Active learning strategies are considered effective in addressing this challenge, as they engage students cognitively, affectively, and psychomotorically in an integrated manner (Alatas et al., 2022). One promising approach is the Card Sort strategy, an active learning method that involves students in categorizing and linking information using cards containing segments of the learning material. This strategy has been shown to improve conceptual understanding and student memory retention (BZ & Azizah, 2023). Based on these considerations, this study aims to implement the Card Sort strategy in teaching Surah An-Naas to improve the learning outcomes of second-grade students at SDN 1 Kasegeran.

The ability to read short surahs from the Qur'an, including Surah An-Naas, is a vital foundation for shaping the spirituality of young Muslim children. These short surahs not only serve as ritual recitations but also convey messages of monotheism, ethics, and spiritual protection against evil (Arigoh, 2015). A lack of understanding of these surahs may negatively affect the performance of worship and weaken the internalization

of Islamic values such as faith, surrender to Allah, and awareness of His protection (Rusdi Kurnia, 2023).

In this context, elementary schools particularly in Phase A play a key role as foundational educational institutions that shape children's character and spirituality. Therefore, religious instruction should be designed comprehensively, not only focusing on cognitive aspects but also cultivating emotional and spiritual experiences. Learning strategies that combine religious values with engaging, active activities can significantly enhance the understanding and recitation of short surahs more effectively (Maisyaroh et al., 2023). Hence, implementing active learning strategies such as Card Sort is a suitable solution to address the low learning outcomes in reading Surah An-Naas.

This study is grounded in constructivist theory, particularly the perspectives of Jean Piaget and Lev Vygotsky, which posit that knowledge is actively constructed by learners through interaction with their environment and social context (Piaget, 1952; Vygotsky, 1978). According to Piaget, children develop understanding through assimilation and accommodation, while Vygotsky emphasizes the importance of the zone of proximal development assistance from adults or peers in constructing knowledge. The implication for learning is the need to create a learning environment that encourages active student participation in constructing their understanding through direct experiences.

The Card Sort strategy is a practical implementation of constructivist theory within active learning. In this strategy, students are engaged in categorizing information from card fragments into specific groups, either individually or collaboratively. This activity fosters critical thinking, discussion, and the construction of understanding through independent and collective learning (Alatas et al., 2025). In the context of IRE, this strategy can be applied by arranging verse segments of Surah An-Naas in sequence, linking the verses with their meanings, or classifying the moral messages within the surah.

Furthermore, the learning outcomes in this study are based on Bloom's taxonomy (1956), which categorizes educational objectives into three domains: cognitive (knowledge and understanding), affective (attitudes and values), and psychomotor (skills). Therefore, the effectiveness of implementing the Card Sort active learning strategy will be evaluated based on improvements in students' learning outcomes across all three domains simultaneously and comprehensively.

A review of previous studies shows that the Card Sort strategy has been effectively applied in various subjects. For example, (Lesmana et al., 2023) explored the

use of Card Sort to develop students' conceptual understanding in IPAS (Integrated Natural and Social Sciences) learning. While this study shares the active learning approach, it differs in subject matter and educational level. Meanwhile, (Khasanah, 2020) investigated the improvement of Qur'anic reading skills through the tartil method at the elementary Islamic school level. That method was procedural and did not explicitly involve collaborative activities. Therefore, this study offers novelty by integrating the Card Sort active learning strategy in teaching the reading of Surah An-Naas to Phase A students an area that remains underexplored.

The objective of this study is to improve student learning outcomes in Islamic Religious Education on the topic of reading short surahs, particularly Surah An-Naas, through the implementation of the Card Sort active learning strategy among second-grade students at SDN 1 Kasegeran in Semester 1 of the 2024/2025 Academic Year.

This research expands the existing body of work, which has predominantly focused on applying the Card Sort strategy to general subjects and has yet to sufficiently explore its application in religious education at the elementary level. Most studies in the field of IRE still rely on traditional approaches, such as the tartil or lecture methods. Thus, this study provides an innovative alternative to fill the gap in literature. Theoretically, it contributes to the development of active learning theory within the IRE context, especially for Phase A students. Practically, the findings are expected to serve as a reference for IRE teachers in designing engaging, active, and enjoyable learning strategies to more effectively enhance students' abilities in reading short surahs from the Qur'an.

METHOD

This study employed a qualitative approach using the Classroom Action Research (CAR) model developed by Kemmis and McTaggart, which involves four stages: planning, action, observation, and reflection, conducted over two cycles (Fitriyah & Fauzi, 2020). The purpose of this design is to improve students' learning outcomes through the implementation of the active learning strategy Card Sort.

The subjects of this research were 15 second-grade students of SDN 1 Kasegeran in the first semester of the 2024/2025 academic year. The primary data of this study consisted of students' learning outcomes in Islamic Religious Education, specifically in reading short surahs, with a focus on Surah An-Naas.

Data collection techniques included observation, interviews, learning outcome tests, and documentation. Observation was conducted to monitor student activities

during the learning process. Interviews were carried out with the classroom teacher to gather contextual information. Tests were administered at the end of each cycle to measure improvements in student learning outcomes. Documentation, such as photographs, field notes, and student worksheets, was used as supporting data.

Data analysis was carried out using both qualitative descriptive and quantitative methods. Qualitative data from observations and interviews were analyzed through data reduction, data display, and conclusion drawing (Huberman, 1992). Quantitative data in the form of test scores were analyzed by calculating the average scores and the percentage of students who met the mastery criteria.

The validity of the data was ensured through source and methodological triangulation (Prof. DR. Lexy J. Moleong, 2018). Source triangulation was conducted by comparing data from students, teachers, and documents. Methodological triangulation involved comparing the results of observations, interviews, and learning outcome tests to ensure data consistency.

RESULTS AND DISCUSSION

Initial Condition of Students' Learning Outcomes Before the Intervention

Before the implementation of the intervention, the researcher conducted a preliminary diagnostic test to assess the students' basic ability in reading short surahs, particularly Surah An-Naas. The results of this initial test served as a benchmark and foundation for designing the learning strategy in the first cycle.

No	Student Name	Score	Mastered	Not Mastered
1	Ainaya Dita Fatiatul Rahma	50		✓
2	Andita Olivia Zahra	85	✓	
3	Anindya Rizky Khoirunnisa	30		✓
4	Archie Septialika Aghniya	95	✓	
5	Asnan Adiyatama	60		✓
6	Asyifa Alina Rohmah	60		✓
7	Kanza Okta Pramudita	65		✓
8	Laura Davina Marta	75	✓	
9	Muhamad Azril Maulana	90	✓	
10	Nathania Kalina Putri	30		✓
11	Nauffa Dwi Aulia Yuliani	85	✓	
12	Rafiandra Syahputra	40		✓
13	Rajendra Ashfan Admardiarta	80	✓	
14	Reynand Rafardan Wijaya	45		✓
15	Siena Khumaira	80	✓	
16	Affan Diatsa Nur Falah	90	✓	
17	Alika Naila	80	✓	

No	Student Name	Score	Mastered	Not Mastered
	Total Score	1135	9	8
	Average Score	66		
	Mastery Learning Percentage	100%	53%	47%

Table 1. Initial Student Learning Outcomes in Reading Surah An-Naas (Before the Intervention)

The table above presents the learning outcomes of 17 second-grade students at SDN 1 Kasegeran in the Islamic Religious Education subject, focusing on reading the short surah, *Surah An-Naas*. Of the total, 9 students (53%) achieved the minimum mastery criteria, while 8 students (47%) had not yet met the expected standards. Student scores ranged from 30 to 95, with the highest score obtained by Archie Septialika Aghniya (95) and the lowest by Anindya Rizky Khoirunnisa and Nathania Kalina Putri (30). The total combined score was 1,135, with a class average of 66.

This data indicates that overall student achievement still needs improvement so that all students can reach the expected level of mastery. This issue is further illustrated by the following interview excerpt.

Out of the 15 students assessed, only 5 students (33.3%) scored above the Minimum Mastery Criteria (KKM), while the remaining 10 students (66.7%) scored below the standard. The most common errors were found in hijaiyah letter pronunciation and reading fluency.

These findings suggest that most second-grade students at SDN 1 Kasegeran had not yet fully mastered the skills required to read short surahs effectively. The main challenges related to phonetic aspects, such as incorrect articulation of Arabic letters, and low reading fluency.

This is consistent with the findings of (Ritonga et al., 2025) who argue that low student achievement in primary education is often influenced by the lack of active student participation during the learning process. Conventional teacher-centered approaches tend to fail in stimulating both cognitive and affective student engagement.

In this context, there is a need for active learning strategies that can enhance student involvement holistically. One relevant strategy is Card Sort, which combines physical activity with conceptual reinforcement. This method allows students to collaborate, organize, match, and discuss cards containing verses or keywords from *Surah An-Naas*. It is expected to help students recognize Arabic script, pronounce words correctly, and read sequentially with greater fluency.

Thus, the pre-intervention results highlight the urgent need for a pedagogical intervention based on concrete and enjoyable learning activities that can effectively support students in achieving the intended learning goals.

Improvement of Learning Outcomes in Cycle I

The action in Cycle I was implemented using the Card Sort active learning strategy in the lesson on reading *Surah An-Naas*. The aim of this activity was to improve students' learning outcomes by actively engaging them in matching verse segments with their corresponding meanings.

During the learning session, observations were made on student engagement, and a formative test was administered to assess students' cognitive learning achievements. This is further supported by the following interview excerpt.

As a result, the number of students who met the Minimum Mastery Criteria (KKM) increased to 9 students (60%). Although some students still experienced confusion when matching the verse cards to their meanings, they showed greater enthusiasm and participation during the activity.

Description	Initial Condition (Before Action)	Cycle I (After Action)
Lowest Score	30	60
Highest Score	90	100
Total Score	1,135	1,308
Class Average	66	71
Mastery Percentage	54%	64%

Table 2. Comparison of Students' Learning Outcomes

The table above illustrates a comparative analysis of students' learning outcomes before and after the implementation of Classroom Action Research (CAR) focused on the topic of reciting short Qur'anic verses, particularly Surat An-Naas. Prior to the intervention, the students' lowest score was 30 and the highest score was 90, with a cumulative score of 1,135, a class average of 66, and a learning mastery percentage of 54%. Following the first cycle of CAR implementation, there was a significant improvement: the lowest score increased to 60, the highest score reached 100, the total score rose to 1,308, the class average improved to 71, and the percentage of students achieving learning mastery increased to 64%. These data indicate that the application of the Card Sort active learning strategy had a positive impact on improving student learning outcomes.

The results of the formative assessment showed an increase in the number of students who met the Minimum Mastery Criteria (KKM), from only 3 students (20%) in the pre-action phase to 9 students (60%) after the first cycle. This improvement suggests that the Card Sort strategy began to have a positive effect on students' understanding of short Qur'anic verses by helping them connect verses with their meanings. However, observational data revealed that some students still struggled with matching the contents of the cards, particularly in interpreting the meanings of the verses. Nevertheless, students appeared more enthusiastic and showed greater interest in the learning process compared to the pre-intervention phase, indicating increased motivation and affective engagement in classroom activities.

According to Lie (2002), active learning strategies such as Card Sort foster both cognitive and social participation by combining physical activity (card manipulation), verbal interaction (group discussion), and critical thinking (logical grouping of information). Within the framework of constructivist theory as proposed by Piaget and Vygotsky, students' active involvement in constructing meaning through social interaction and hands-on experiences strengthens the internalization of concepts. Rather than receiving information passively, students actively organize and adapt their mental schemas based on new information presented through the card-based activity.

Moreover, this approach creates opportunities for students to collaborate, exchange feedback, and verify their understanding through group work. This aligns with Vygotsky's Zone of Proximal Development (ZPD) theory, which posits that effective learning occurs when students receive appropriate scaffolding within their developmental zone.

The implementation of the Card Sort strategy in Cycle I can thus be considered relatively successful in stimulating students' enthusiasm for learning and in beginning to improve their academic achievement. Although some students still experienced difficulty in matching verses with their meanings, the activity successfully fostered an active and collaborative learning environment. The strategy also provided a meaningful learning experience, as students were directly involved in structuring their knowledge. However, refinements are needed in the next cycle to address the identified challenges such as providing more detailed explanations of key vocabulary and phrases before the Card Sort activity begins, and using more contextually rich visual designs on the cards to support students' intuitive understanding of verse meanings. With these enhancements, it is expected that student learning outcomes will improve more significantly in Cycle II.

Improvement of Learning Outcomes in Cycle II

In the second cycle, the Card Sort learning strategy was modified by incorporating small group mentoring and more intensive, structured practice in reading the verses. This intervention aimed to overcome the challenges identified in Cycle I, particularly the difficulty in accurately matching verses with their meanings and in enhancing students' confidence in reciting short surahs. The impact of these adjustments is reflected in the following outcomes:

The number of students achieving mastery increased to 14 out of 15 students (93.3%). Students appeared more confident in reciting the verses and were able to explain the meanings in simple terms.

Description	Initial Condition (Before CAR)	Cycle I	
		Cycle I	Cycle II
Lowest Score	30	60	73
Highest Score	90	100	100
Total Score	1135	1308	1439
Class Average	66	71	76
Mastery Learning Percentage	54%	64%	76%

Table 3. Comparison of Students' Learning Outcomes Before and After Classroom Action Research (CAR)

The data on student learning outcomes indicates a significant improvement following the implementation of Classroom Action Research (CAR) using the active learning strategy Card Sort on the subject matter of reading short surahs, specifically Surah An-Naas. In the initial condition prior to the CAR intervention, the lowest student score was 30 and the highest was 90, with a total score of 1,135, a class average of 66, and a mastery learning percentage of 54%. After Cycle I, the lowest score increased to 60, the highest reached 100, the total score rose to 1,308, the class average improved to 71, and the mastery percentage increased to 64%. In Cycle II, further progress was observed, with the lowest score rising to 73, the highest score remaining at 100, the total score increasing to 1,439, the class average reaching 76, and the mastery percentage rising to 76%. These results demonstrate that the Card Sort strategy progressively enhanced students' cognitive learning outcomes.

The data above shows a marked improvement in students' academic performance. The near-universal mastery level reflects the effectiveness of the applied instructional strategy. Additionally, improvements in reading skills both in pronunciation and understanding of verse meanings were evident in the students' ability to explain the content of the verses in a simple yet accurate manner. The increased confidence among students also signals a positive shift in their learning attitudes.

According to (Koi, 2023) learning approaches that integrate repeated practice and structured guidance (scaffolding) significantly contribute to knowledge retention and skill development. Small-group mentoring provides a safe space for students to ask questions and correct mistakes without undue pressure. Furthermore, Vygotsky's theory of the Zone of Proximal Development (ZPD) emphasizes the importance of assistance from more capable individuals (teachers or peers) in enabling learners to accomplish tasks they could not perform independently.

In this context, the combination of the active Card Sort strategy and supportive scaffolding accelerated the construction of meaning among students regarding the instructional content. Repetitive practice also reinforced long-term memory traces, in

line with Thorndike's behaviorist theory of learning, particularly the "law of exercise," which states that stimulus-response connections are strengthened through repetition.

The results from Cycle II reveal that the Card Sort strategy became more effective when accompanied by structured guidance and reinforcement of individual practice. This approach not only enhanced students' cognitive outcomes but also supported affective development in the form of increased confidence and active engagement in the learning process. This success indicates the potential of continued implementation of collaborative; active learning strategies integrated with scaffolding to improve students' learning outcomes particularly in the context of reading short surahs in Islamic Education (PAI) for Phase A learners.

Students' and Teacher's Responses to the Card Sort Strategy

Throughout the two cycles of this classroom action research, qualitative data were gathered on students' and teachers' responses to the implementation of the Card Sort active learning strategy. Data was collected through structured interviews and participatory observation to explore perceptions, attitudes, and both emotional and cognitive reactions from students and teachers. This can be seen in the following excerpts:

"I like playing with these cards because I can learn while matching them." (Student)
"The children are more active and understand faster. Usually, memorizing takes a long time, but now it's quicker." (Class Teacher)

The student's statement reflects a joyful learning experience that incorporates elements of play, indirectly enhancing learning motivation. Meanwhile, the teacher's response indicates a positive change in students' engagement and comprehension. The activity of matching verses with their meanings using cards promotes active learning and accelerates the internalization of learning content.

According to Piaget (1964), children aged 6–8 are in the concrete operational stage of development, where they learn most effectively through direct experiences involving tangible objects and physical activity. The Card Sort strategy, which emphasizes manipulating and grouping cards based on understanding, aligns well with the cognitive characteristics of children at this stage. Vygotsky (1978) further asserts that social interaction in the learning process including collaborative activities like Card Sort facilitates cognitive development through the zone of proximal development (ZPD).

The positive responses from both students and teachers serve as indicators of the successful implementation of the Card Sort strategy, not only in terms of learning

outcomes but also in affective domains and holistic child development. Students reported increased motivation, while teachers felt supported in guiding students' understanding of lesson content. This strategy has proven effective in creating an engaging, enjoyable, and developmentally appropriate learning environment for elementary school students. Therefore, Card Sort is highly recommended as an alternative active learning strategy for Islamic Education materials that require memorization and comprehension of meaning.

CONCLUSION

This classroom action research confirms that the active learning strategy Card Sort significantly enhances students' learning outcomes in reading short surahs, particularly Surah An-Naas. The observed improvements occurred not only in mastery levels but also in students' affective engagement and active participation in learning. The application of this strategy aligns with the cognitive developmental characteristics of Phase A learners, who are in the concrete operational stage, making visually rich, manipulative, and collaborative approaches like Card Sort highly effective.

The progression of learning outcomes from Cycle I to Cycle II illustrates a strong alignment between the intended objectives stated in the introduction and the outcomes presented in the results and discussion. This success demonstrates that Islamic Religious Education specifically in reading short surahs can be optimized through active learning strategies that emphasize student participation, interaction, and emotional engagement.

More broadly, this study contributes to the development of innovative Islamic Education instructional practices based on concrete activities and can serve as a reference in designing engaging yet meaningful media and methods for elementary school learners.

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