Aṭfālunā
Journal of Islamic Early Childhood Education

Developing a digital-based practical Qur'an learning book for prospective early childhood teachers

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Keywords	Abstract
	This study aims to develop a digital-based practical Qur'an learning book for prospective early childhood teachers. This research and development use Alessi and Trollip model with three steps; planning, design and development. Media experts and product material experts validated the product's feasibility. Then, the product was tested on prospective early childhood teachers in Langsa. The results of the development of practice materials for learning the Qur'an based on digital books through media experts before the revision was 68% and increased after being revised to 84%, while the score from material experts before the revision was 56% and increased after the revision to 76%. The teacher was tested first to measure competence in reading the Qur'an using an unfeasible product, and then the second stage test was carried out. Therefore, the revised product shows that the practical Qur'an learning book is feasible to use as a learning medium to improve the competence of prospective early childhood teachers in reading and teaching Qur'an.

A. INTRODUCTION

Early childhood Education (ECE) teachers have a role in improving aspects of child development which are summarized in 6 aspects of development, namely religious and moral values, cognitive, language, socio-emotional, physical, motor and artistic, following the child development achievement level standard (Kemendikbud, 2014; Ma'sum, 2018; Saptiani, 2018). In addition, ECE teachers are also obliged to teach the Qur'an in early childhood (Kusumawardani & Dimyati, 2021). It is also in line with what was conveyed by Fauzuddin in

Izzati (2020), who stated the importance of teaching the Qur'an from an early age because the Qur'an is the primary basis for studying other sciences. Therefore, prospective ECE teachers must be competent in understanding and reading the Qur'an properly and correctly in theory and practice.

In early childhood, learning Qur'an begins with introducing *hijaiyyah* letters (Imroatun, 2017). Efforts to produce a generation of Muslims who are knowledgeable about the Qur'an are educating children from an early age, instilling a high love for the Qur'an, and trying to learn it well and memorize it (Maharani et al., 2018). Research findings on the impact of Qur'anic learning strategies on learning focus on early Qur'anic reading and writing abilities. The Qur'an learning technique and learning concentration impact early Qur'anic reading and writing abilities (Eko Setiawan, 2017).

The scholars give various definitions of the Qur'an according to their prospective backgrounds of expertise. From the various meanings of the Qur'an, *Qara*, which means reading while the understanding of the Qur'an in terms is the word of God which is incomparable (miracle), revealed to the Prophet Muhammad, closing the Prophets and Apostles through the intercession of the Gabriel' *Alaihissalam* (Malaikat Jibril), starting with Surah *Al-Fātihah* and ending with Surah *An-Nās,* and written in manuscripts that were conveyed to us *mutawatir* (by many people), and studying them is worth worship (Burhanuddin, 2015). The Qur'an collects several letters, words and sentences in an orderly manner, so they are neatly and correctly arranged (Anshori, 2013). For Muslims, the Qur'an is the primary source and guide *for al-marja' al-awwal* in developing his duties as a caliphate on earth by making the Qur'an a reference in living life in this world and the hereafter (Purcawaka, 2020). Qur'an is a priest for Muslims; the primary source of law for Muslims in living life in this mural word (Mawahdah, 2017).

The ability to read the Qur'an is a complex activity that includes physical and mental use to see what is written and understand and recite what is written in the Al Qur'an. The ability to read the Al Qur'an in terms of two leading indicators: the ability to read with *makhraj* and the ability to read with *harakat* (Muazzam, 2014). Previous research found out how to teach the Qur'an to fourth and fifth graders, namely by examining the contents of the teachings of the Qur'an; selected pedagogical approach; the teacher's views and descriptions of some general characteristics of teaching the Qur'an (Sai, 2018). Another research on revolutionary hermeneutics about translating the Qur'an looks at the discursive mechanisms through which Sindh undertook such a task of epistemic translation in order to highlight how modernity's conditions, and more specifically, the global revolutionary currents of the early twentieth century, produced novel approaches to Islam and the study of the Qur'an (Tareen, 2017). In the psychology of religion, a study of neuroscience in early childhood education found the function of the Al Qur'an to increase children's potential. More specifically, the study of the process of learning the Al Qur'an in early childhood contains essential values for the development of early childhood entering the next phase of development, namely childhood, adolescence, adulthood, and old age (Hidayat, 2017).

The Qur'an learning method in early childhood, widely used in Indonesia, are the *baghdadiyah*, *an-nahdhiyah*, *gabriel*, *iqro'*, *qiro'ati*, *al-barqy*, *tilawati*, *dirosa*, *yanbu'a*, and *ummi*

method (Ummah & Wafi, 2017). One of them is the 'wafa' Qur'an learning method by involving the brain's right hemisphere in the learning process to optimize the brain. Humans who can use and utilize the functions of the brain's two hemispheres in a balanced way will form a high-quality personality, resistant to all things and make them wiser and wiser in treading life (Pangastuti, 2017). Educators use various methods to facilitate early childhood learning of the Qur'an. The methods developed include; the *baghdadi* method is the method that appears the longest; the method of learning the *baghdadi method* is spelling and is also known as the "alif" "ba" "ta" method , the *iqra'* method is a method that emphasizes direct reading to children without spelling (Rahmawati, 2021), the *ummi* method is a method that approaches a mother who shows gentleness, this method is suitable to be applied to early childhood (Sari, 2020), the *qira'ati method, Sayafi'i* and other methods that each method has its advantages and disadvantages.

Another method of learning the Qur'an is the ground-breaking *wafa* Qur'an learning methodology, which uses left and proper brain optimization, and can accommodate the three primary types of kid learning styles. The educational materials, which feature letters bundled in a creative concept of combined phrases, appealing graphics, and brilliant colors, make it evident. The use of *tandur* learning techniques, which can make studying the Qur'an a joyful, easy, and joyful experience, further demonstrates the thoroughness of the WAFA approach. The use of "hijaz" songs and body movements in "tilawah" and "tahfidz" is another example of WAFA's thoroughness in optimizing both the left and right brains of children (Rohmaturrosyidah et al., 2017). Qur'an learning methods are not only about how a student can read the Qur'an, but the various existing methods offer aesthetic value in teaching and reading Qur'an (Natsir, 2017). Generally, the method of assessing learning to read the Qur'an in early childhood is divided into the *tasmi'* and *musabaqah* methods (Maskur, 2018).

However, many ECE educators still have not been able to recite the Qur'an properly and correctly. Based on the researcher's initial observations of 35 prospective ECE teachers, 25 ECE teachers have yet to be able to recite the Qur'an properly and correctly both in theory and practice. The problems encountered in the field are various, including the lack of understanding of prospective ECE teachers about the knowledge of the Qur'an from the bottom, the lack of books as a medium for learning the Qur'an that presents material from the basics, the absence of a particular class that handles prospective ECE teachers. In learning the Qur'an from the basics, they should already be able to teach students, in this case, early childhood. Responding to the above phenomenon to solve the problem, researchers develop a Qur'an learning book.

In Addition, nowadays, learning is carried out online, and the most widely used media by teachers is digital media (Kusumawardani & Dimyati, 2021) . he material delivered in the e-learning *process* can be more attractive by utilizing various media such as audio, video and text media (Al-Fraihat et al., 2020). Teachers can also use digital-based Qur'an learning practice material to deliver various materials, including teaching the Qur'an. Nevertheless, unfortunately, several factors become obstacles for teachers in teaching using technology-based media. These obstacles include the need for teacher knowledge about technology, including technological devices, age factors, unstable electricity and internet, and lack of technical knowledge (Sahelatua, 2018). There is an obligation on the school's part for teachers to use technology-based media.

Infrastructure that supports the application of information and communication technology in education is unevenly distributed.

It also applies to learning the Qur'an; if learning the Qur'an only hears from the teacher, the results obtained could be more optimal. However, suppose the combination of auditory is a direct explanation by the teacher in *talaqqi* and visually by looking directly at the pictures of the material presented. In that case, it allows educators to digest and remember the material presented. Visual aids are pictures, models, objects, and other tools that can provide concrete experiences and motivation to learn and enhance students' learning absorption and retention (Sarwiasih, 2002).

Research in the form of developing Al-Qur'an teaching materials has been carried out by Suwarno (2020) about the development of Qur'an *tahsin* teaching materials based on self-regulated learning for students, but the product produced is Qur'an *tahsin* learning book through audio-visuals. In addition, research in developing Al-Qur'an and Hadith teaching materials was also developed by Purcawaka (2020) but the focus of the subject was aimed at Madrasah Ibtidaiyah children (*hijayyah* letter material for grade 1 in the first semester), primary material presented in audio-visual and the letter card. Research by Zulkarnain (2020) developed learning media with disc magic which adopted the Borg and Gall research method and produced products regarding the development of learning media for magic disc tajwid for Al-Quran and Hadis subjects. However, this research develops a digital-based practical Qur'an learning book for prospective ECE teachers who will teach early childhood. This digital book contains primary material, such as the introduction of the letter hijayyah, makharijul hurf, the law of *nun* and *mim sukun*, *mad* and is also equipped with methods of teaching the Qur'an to children, such as the *iqra'* method, the *syafi'i* method and method to make it easier for prospective ECE teachers teaching in early childhood. In addition, colors and caricatures are given to increase interest and memory in learning Qur'an.

B. METHOD

The research and development method in this study adopted the research and development model of Alessi and Trollip (2001) which suggests that the steps of the research and development research method are divided into three; planning, design and development. Then the researcher developed these stages into planning, design, focus group discussion, revision, first stage test, revision, focus group discussion, revision, product finishing, and finished products intending to facilitate data mining.

1. Planning

At this planning stage, there are several steps taken by the researcher; (a) identify the problem; at this stage, the researcher identifies the difficulties of prospective ECE teachers in reading the Qur'an such as not being able to distinguish *hijaiyyah* letters, not being able to recognize where the letters come out (*Makharijul hurf*), not understanding basic tajwid legal theory and not familiar with the method in learning the Qur'an for early childhood; (b) needs analysis, at this stage, the researcher formulates the needs needed in compiling the practical material for learning the Qur'an based on digital books according to the problems found in the

form of a previously developed Qur'an learning study guide book; (c) brainstorming on products developed with a team of experts.

2. Design

At the design stage, there are several steps; (a) determining the theme used in the practice of learning the Qur'an based on digital books; (b) preparing the design of practice materials for learning the Qur'an based on digital books; (c) describing the initial design of the product for practice materials for learning Qur'an based on digital books; (d) development of corpus data, at this stage the researcher collects as many references as possible from existing books, early childhood curriculum, as well as opinions from a team of experts; (e) design of practice materials for learning Quran based on digital books.

3. Development

At the development stage, several steps were taken by the researcher as follows; (a) developing a digital book-based Al-Quran learning practice material product; (b) conducting a Focus Group Discussion (FGD) with a team of experts consisting of a team of material experts and a team of media experts; (c) perform the first revision of the product according to the input from the expert team (d) conduct the first test using the product; (e) make a second revision; (f) re-do the FGD; (g) make a third revision; (h) product completion. Meanwhile, the product distribution stage is carried out in future research.

After the researcher designed the practical material for learning Al-Qur'an based on digital books, the next stage was to conduct FGD with a team of experts. This stage aimed to determine the feasibility of the product being developed, and the theoretical framework used for developing the instrument takes into account the characteristics of early childhood (Muhammad Fadillah, 2012) and Quran learning materials for early childhood (Aziz, 2010). The following are the details of the instrument for material experts and media experts.

Table 1. Assessment instruments for material experts

Variable	Indicator
Contents	The material is under the child's Quran learning curriculum
	The material is under the objective of learning the Qur'an for children
	Material updates
	The material is under the abilities and stages of the child's age
Presentation	The coherence and coherence of the flow of thought contained in the e-book.
	The technique of presenting the material is easy to understand
Language	The material is presented straightforwardly
	The material is presented communicatively

Furthermore, the research media expert instrument refers to the principles of learning media (Lathif, 2014) and the following is a media expert validation instrument.

Table 2. Assessment instruments for media experts

Variable	Indicator
Educative	Increasing competence
	Update
Technique	Long-lasting color and not easy to fade
	Easy-to-understand writing format
	Number of pages according to size
Aesthetics	Interesting color combination
	Attractive digital book cover
	The presentation is equipped with colors and backgrounds

After revising the product according to the direction of the expert team during the FGD, the first and second stages of testing were carried out on 35 prospective early childhood teachers. Instruments for users by the material on the product, as follows;

Table 3. Assessment instruments for users

Question items
Recognize and practice the concept of *makharijul huruf*
Recognize and practice the methods of teaching the Qur'an in early childhood
Recognize and practice the concept of *tajwid* about the law of *sukun*
Recognize and practice the concept of *nun sukun*
Recognize and practice the concept of *mim sukun*
Recognize and practice the concept of *mad*
Recognize and practice the concept of *mad*
Able to read the Qur'an correctly and adequately
Able to teach the Qur'an to early childhood

Data analysis techniques used in the form of qualitative data and quantitative data, qualitative data in the form of comments, criticisms and suggestions on the validation sheet of the expert team during FGD and instruments for users at the trial stage, the results of the input are then analyzed and used as a reference for researchers to revise the product. In comparison, quantitative data is used to process data obtained from filling out the assessment sheet by a team of experts and users. The assessment guide for the expert team uses a Likert scale of 1-5, while the guide for users uses the Guttman scale; yes (1) and no (0). The data obtained from the expert team was calculated and then processed and converted quantitative data into qualitative data, which refers to the conversion used by Suwartono (2014) as shown in the table 4;
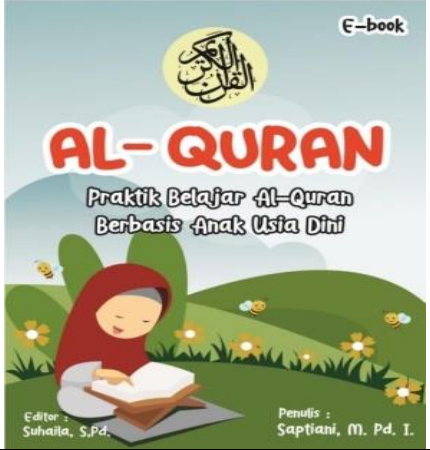
Table 4. Conversion of data feasibility

Score	Criteria	Score	
		Formula	Counting
5	Very good	$X > Xi + 1.8$ sbi	$4.2 < X$
4	Good	$Xi + 0.6$ sbi $< X < X + 1.8$ sbi	$3,4 < X\ 4.2$
3	Fair	$Xi - 0.6$ sbi $< X < X + 0.6$ sbi	$2.6 < X\ 3.4$
2	Not good	$Xi - 1.8$ sbi $< X < X - 0.6$ sbi	$1.8 < X\ 2.6$
1	Poor	$X\ X - 1.8$ sbi	$X\ 1.8$

C. RESULTS AND DISCUSSION

Developing a product of a practical Quran learning book based on digital is for prospective early childhood teachers. This product is designed as a learning medium to introduce the Qur'an to early childhood. The materials contained in the digital book are compiled from the basics and systematically starting from the introduction of the *hijayyah* letter, *makharijul* letters, *shifatul* letters, the introduction of concept *izhar, idgham bighunnah, idgham bilaghunnah, iqlab and ikhfa* then the introduction of concept *izhar syafawi, idgham mutamastsilain, and ikhfa syafawi* and finally the introduction of *mad*; *mad ashli*, *mad wajib*, *mad jaiz*, and equipped with examples of learning methods Quran to early childhood in the form of the *iqra'* method and the *syafi'i* method. The findings of this study are consistent with research on elementary school students regarding using the Qur'an digital tajwid application. The findings discovered that the application could enhance and maintain students' *tahfidz* Qur'an to become more accessible and enjoyable with the implementation of a new technique from a handphone or laptop (Maharani et al., 2018).

The product development of the Al-Quran learning practice material based on this digital book went through several stages. Identifying the problem of lack of competence in reading the Qur'an in prospective early childhood teachers was carried out through a test to read the Qur'an to 35 prospective early childhood teachers. Based on this problem, the first thing the researcher did was to design the practice of learning the Qur'an based on digital books as a medium and guide in learning and teaching the Qur'an in early childhood. The description of the early childhood-based Al-Quran learning practice e-book is explained in table 5:

No	Product Display	Description	Purposes
1		Cover	Educators are interested in learning because the cover is designed with pictures and colors.
2		Preface	Explaining the purpose of having an e-book on the practice of learning Quran based on early childhood
3		Introduction of *huruf hijayyah*	Educators can recognize *hijaiyah* letters by knowing their shapes

4		*Makharijul Huruf*	The teacher recognizes where the letters come out. (*Makharijul Huruf*)
5		Al-Quran learning methods for early childhood	Educators are familiar with the methods used to teach the introduction of the Qur'an in early childhood
6		Introducing *nun sukun*	Educators know the concept of *nun sukun* both in theory and practice

| 7 | | Introducing *mim sukun* | Educators know the concept of *mim sukun* both in theory and practice |
| 8 | | Introducing *mad* | Educators know the concept of *mad* both in theory and practice |

Validation was carried out on the material expert team and media expert team. After being tested for feasibility, the material for learning the Qur'an will be packaged in a digital book that is easy to use by prospective early childhood teachers as a guide in teaching the Qur'an to early childhood. The research was conducted by Pulungan & Dharmawati (2021) on the recitation Qur'an application and found an increase in children's ability to understand and use the recitation application in learning the Al Qur'an. In addition, it can be seen that children feel enthusiastic and enjoy learning the Al Qur'an using this application. Visual media in learning can increase memory from 14% to 38%. Students' memory absorption of auditory and visual

learning materials increases by 200% compared to learning that only uses auditory (Durofiq, 2009).

Media expert validation data on digital book-based Al-Quran learning practice products before being revised was 69%. It makes the digital book-based Al-Quran learning practice product not feasible to use with input and comments as follows "cover for the media used the color is less attractive so that it pays less attention to aesthetics and does not stimulate the development of early childhood art, the material presented is less communicative, it should be given examples of pictures and colors, the contents of each sheet of digital books are given the background to attract the interest of the children being taught." With a revision of 86% with this classification, the practical material for learning Al-Quran based on digital books is appropriate to be used as a guide in learning and teaching the Qur'an in early childhood. More details can be seen in the following table;

Table 5. Results of media expert assessment

Validation aspect	Presentation (%)	Category
Educative	80%	Worthy
Technique	80%	Worthy
Aesthetics	100%	Very worth it
Average	86%	Very worth it

Furthermore, material expert validation was carried out on the product of Qur'an learning practice material based on digital books before being revised; the value was 56%. It made the product of Qur'an learning practice materials based on digital books not suitable for use with input and comments as follows presented material precisely the method of learning the Qur'an in early childhood as a guide for prospective early childhood teachers to teach the Qur'an to children, the material presented should be communicative such as instructions on how to read it, also complete the material with pictures to make it easier for educators to teach children. After revision, the product of practice material for learning Quran based on digital books suitable to be used as a guide in learning and teaching the Qur'an to children aged early. More details can be seen in the table 6;

Table 6. Results of material expert assessment

Validation aspect	Presentation (%)	Category
Contents	84%	Worthy
Presentation	87%	Very worth it
Language	87%	Very worth it
Average	86%	Very worth it

The study results concluded that the product developed is a digital book-based Al-Quran learning practice material as a guide for prospective early childhood teachers in teaching the Al-Quran. An FGD has carried out this product by a team of experts, material and media to see its feasibility, and the effectiveness of the product has been tested through the first and second stages of testing on 35 prospective early childhood teachers. Multimedia summarizes various media in one container, making it easier to deliver learning materials, and users can be involved in the learning process because multimedia technology has interactivity (Kadaruddin, 2018). Digital technology in learning to read and write the Qur'an is a learning support tool needed to improve the ability to read the Qur'an students (Khairul, 2018). The existence of the digital Qur'an also encourages their interest in exploring the depth of the meaning of the contents of the Qur'an. The study results show that respondents choose the digital Qur'an as an alternative source when they do not have a printed Al Qur'an. As technology advances, this is the convenience provided by Allah SWT (Abdussalam et al., 2021). Learning to read and write the Qur'an for young children textually is more suitable using the multi-approach strategy, a combination of several techniques or methods, not only needing to use an individual approach but also effective using a classical approach (*jamaah* or *halaqoh*) (Bisri, 2017). Previous research found Quran, with online media, provides many services such as translation, *qiraah* or reading, a quick search of letters or verses and explanations of letters. The digital Qur'an can be accessed anytime from any computer or mobile phone connected to the internet (Akbar, 2013). A digital book-based Al-Quran uses technology that can easily access via a computer or mobile phone. In the psychology of religion, a study of neuroscience in early childhood education found the function of the Qur'an to increase children's potential. More specifically, the study of the process of learning the Qur'an in early childhood contains essential values for the development of early childhood entering the next phase of development, namely childhood, adolescence, adulthood, and old age (Hidayat, 2017).

D. CONCLUSION

Competence in teaching Qur'an in early childhood is necessary, and prospective early childhood teachers must have good insight, methods, media and materials to teach early childhood. Digital books containing practical materials for teaching the Qur'an to children can be a guide for teachers teaching the Qur'an to children. The material is designed to pay attention to the characteristics of early childhood, such as the material from the base by containing examples, pictures, and colors so that it attracts children's interest in learning Qur'an, and makes it easier for prospective early childhood teachers to teach it. This research has reached the product trial stage for the distribution stage, which is carried out in further research.

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