

Teacher Coaching Model in Improving Students' Qur'an Reading Ability at MTs Istiqomah Muara Teweh, North Barito Regency

Muhammad Fadhil Huda^{*1}, Ajahari², Saiful Lutfi³

¹Universitas Islam Negeri Palangka Raya; fadhilhuda17@gmail.com

²Universitas Islam Negeri Palangka Raya; ajahari@iain-palangkaraya.ac.id

³Universitas Islam Negeri Palangka Raya; saifullutfi@iain-palangkaraya.ac.id

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ABSTRACT

This study was conducted to describe the teacher coaching model in improving students' Qur'an reading ability at MTs Istiqomah Muara Teweh, North Barito Regency. A descriptive qualitative approach was used in this study with data collection techniques through observation, interviews, documentation, testing, and data validation through triangulation techniques. From the results of the study, the coaching model chosen is the Tartil model, which uses the Iqro method and the ummi method in accordance with the method mastered by the teacher and the suitability for students. There are three main stages in the implementation of coaching, which include the opening session, the core session, and the closing session, with an emphasis on proper pronunciation, the law of tajweed, and reading fluency. Supporting factors for coaching success include motivation and support for students and adequate infrastructure, while the main obstacles come from a lack of coaching time and fluctuations in students' emotions. A 24-day trial involving nine grade VII A students showed that eight students experienced significant improvements in Qur'anic reading ability, especially in the legal aspects of reading, and proper short duration (mad). This study concludes that a teacher coaching model that is structured and adjusted to the level of ability of students in an organized manner can improve students' ability to read the Qur'an in accordance with the rules of tajweed.

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Corresponding Author:

*Muhammad Fadhil Huda

Universitas Islam Negeri Palangka Raya; fadhilhuda17@gmail.com

INTRODUCTION

The Qur'an comes as a guide to life for humankind, and also becomes the basis of law in achieving happiness in this world and the hereafter. Divine treatises are always conveyed through prophets and apostles as a form of Allah's love for His servants from the time of the Prophet Adam AS to the Prophet Muhammad SAW (Sukmah & Lutfi, 2024).

The Qur'an is the first and main source of Islamic teachings according to the beliefs of Muslims, and its truth is recognized through scientific research (Syarnubi et al., n.d.). The Qur'an is a holy book that contains the word (revelation) of Allah, which was conveyed by the angel Gabriel to the Prophet Muhammad as a messenger of Allah in stages, which means it is a guide for Muslims in their lives to obtain prosperity in this world and the hereafter (Sofyan et al., n.d.).

In linguistic studies, the term "Al-Qur'an" is believed to come from the root word in Arabic, which means to read or compile recitations systematically. This name is pinned because the Qur'an is considered to summarize the main teachings of the previous heavenly books and contains the

essence of various knowledge. However, scholars have various views regarding the linguistic origin of the term "Al-Qur'an" (Ajahari, 2018).

The main function of the Qur'an is as a guide for humans. As is well known, the main function of the scriptures in any religion and belief is to be a guide for their followers (Evi, 2019). Similarly, the Qur'an is a guide for Muslims. Even so, the Qur'an states that the Qur'an is not only a guide for Muslims, but also for all humankind. The mission of the Qur'an as a whole cannot be separated from the entire mission of the Prophet Muhammad SAW, which was sent to all humankind (Syukran, 2019).

As Muslims, learning the Qur'an is something to do, and one way to learn the Qur'an is to learn to read it. Reading the Qur'an is one of the acts of worship that is highly recommended in Islam. It is because, in addition to being part of worship, reading the Qur'an can provide many benefits both spiritually and intellectually, including providing a sense of calm. It is shown in his book A.K. that reading the Qur'an can provide extraordinary benefits. Not only getting rewards but also making ourselves calmer and closer to Allah SWT (Sukmawati & Tarmizi, 2022).

The Qur'an emphasizes the importance of reading and understanding Allah's revelations. One of them is Surah Al-Alaq (96:1-5):

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ الَّذِي عَلَّمَ بِالْقَلَمِ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

"Read it with the name of your God who created. He created man from a blood clot. Read it, and your Lord is Merciful. Who teaches (humans) with the pen. He teaches man what he does not know."

These verses encourage Muslims to read and seek knowledge. In addition, it is also important to practice the knowledge gained and improve the way to read the Qur'an by following the correct tajweed. Attending classes or guidance from ustaz can also be very helpful in improving the ability to read the Qur'an. Through this verse, we also understand how important education is. God taught man with a pen, which symbolized the process of learning and writing. It emphasizes that we must continue to strive to learn and develop ourselves.

Teacher coaching has a key role in improving students' Qur'an reading ability. Through the right pedagogical approach, school program support, and continuous evaluation, it is hoped that students will not only be able to read the Qur'an fluently and literally but also have a love for the Qur'an as a guideline for life. Therefore, this coaching needs to be a serious concern in the Islamic education system.

Learning the Qur'an is certainly very important for Muslims, and learning it can be done formally or informally. Learning the Qur'an formally is like studying at MTs Istiqomah school. Based on the results of an interview with a teacher at MTs Istiqomah, Mr. KA and also the tutor who recited the Qur'an, Mrs. RHN on January 2, 2025, information was obtained that "when there are new students who enter this school, the students who enter come from different graduates, some from public schools, some from elementary madrasas, and so on which produce different levels of literacy in reading the Qur'an and can cause obstacles in learning that contain values The Qur'an". Facing these problems, the school realises that the time to learn to read the Qur'an at school is still limited; therefore, since 2016, a coaching program has been carried out to help students improve their ability to read the Qur'an by involving teachers of Islamic boarding schools at MTs Istiqomah Muara Teweh, North Barito Regency. The results are quite encouraging, judging from the ability of students who are already fluent in reading when they enter grade 8 after participating in coaching. To find out more about the coaching model carried out and how students possess the ability to read the Qur'an as a result of coaching, this article will study it.

METHODS

This study uses a descriptive qualitative approach, which is appropriate to describe the teacher coaching model on students' ability to read the Qur'an in depth and context (Djaali, 2021). The research was conducted at MTs Istiqomah Muara Teweh for a period of two months, from April to June 2025. The qualitative descriptive approach was chosen because it allows researchers to

provide detailed, systematic, and factual representations of actual phenomena without manipulating variables (Hanyfah et al., 2022a). This research is classified as field research because the data is collected directly from the research location. The data collection techniques used included direct observation of Qur'an reading coaching sessions, in-depth interviews with one Islamic religious teacher, four Qur'an coaches, and nine students of Class VII A, as well as a reading test conducted for 24 days to observe the improvement of students' reading ability.

This study applied data triangulation to ensure the credibility of the findings, comparing information obtained from various sources to validate the data (Ismail, 2018). It is in line with the recommendation (Herman & Anhusadar, 2022) which emphasize objectivity and detail in qualitative research to ensure accuracy.

The steps taken in the data analysis are *data collection*, *data reduction*, *data display*, and *conclusions* which refers to the opinion of Miles and Huberman who states that the process of qualitative data analysis is carried out continuously until no new information is found or the data is considered to have reached a saturation and interactive point (Safarudin, Kustati & Sepriyanti, 2023). This method allows for in-depth interpretation of patterns and relationships in the data, strengthening the reliability of the findings.

FINDINGS AND DISCUSSION

A model is a series of stages that are systematically arranged to carry out a process. Meanwhile, coaching comes from the root word "bina," which is added with the suffix "pe-an," which contains the meaning of the improvement process. Coaching can be interpreted as actions or efforts that are carried out efficiently and effectively to achieve optimal results. (*Kamus besar Bahasa Indonesia*).

In its implementation, the Tartil coaching model at MTs Istiqomah uses two main methods, namely the Iqro method and the Ummi method. The Iqro method is used to guide students from the initial stage, namely the introduction of hijaiyah letters and the practice of reading gradually. Meanwhile, the Ummi method emphasizes the quality of reading in accordance with the rules of tajweed and the application of tartil in each learning session.

The Tartil coaching model is a systematic and structured learning method for teaching the Qur'an to students with an emphasis on the quality of reading. The word "tartil" in the language means to read slowly, regularly, and correctly, according to the rules of tajweed. In the context of learning, this model aims to shape students' ability to read the Qur'an fluently, clearly, and accurately in the pronunciation of letters and reading laws. The construction of the tartil not only emphasizes the subtlety of the recitation, but also pays attention to the accuracy of the makhraj, the short and long lengths of the recitation, and the harmony of rhythm in reciting the holy verses of the Qur'an. Through this model, students are guided gradually, starting from the introduction of hijaiyah letters, pronunciation, and the ability to read the verses of the Qur'an as a whole by paying attention to the tartil aspect, which is a good and correct reading standard (Andi & Nik, 2022).

A. Teacher Coaching Model in Improving Students' Qur'an Reading Ability at Mts Istiqomah Muara Teweh, North Barito Regency

Learning goals in an educational process will be easier to achieve if the implementation of teaching and learning activities takes place well and is supported by the use of the right learning model. Selecting relevant learning models not only helps teachers in delivering material systematically but also plays an important role in creating a comfortable learning atmosphere for students. With the appropriate learning approach, learning can be more optimal so that it is easier for students to understand the material to the maximum.

Based on the results of the research conducted by the author through the method of interviews with the subjects and the results of observations in the field, an overview was obtained of the application of the teacher coaching model in improving students' Qur'an reading ability at MTs Istiqomah Muara Teweh, North Barito Regency. The coaching process consists of three main stages, namely the opening session, the core session, and the closing session. This

coaching is usually carried out after the Isha prayer until eight o'clock in the evening. In addition, student grouping is also carried out based on the method mastered by the teacher and the level of suitability of the method with the learning needs of students.

1. Opening Session

The opening session in learning the Qur'an at MTs Istiqomah Muara Teweh, North Barito Regency, was the initial activity carried out before the learning process began. Usually, this session involves teachers and students, or students who will take part in learning. Before starting the lesson, the students were invited to say greetings and read prayers first. It is in line with the statement of Mrs. AN and Mr. IR, as the coach of reading the Qur'an, who said that before learning begins, the teacher always guides students to say greetings and pray. Based on the results of these interviews and observations, the opening activities that the recitation teacher routinely carries out aim to accustom students to start learning activities with a religious attitude through greetings and prayers.

2. Core Session

After completing the opening session as the first step before learning starts, proceed to the core session stage, namely the implementation of Qur'an learning. At this stage, the learning process is focused on delivering Qur'an material by utilizing a learning model that has been designed. The teacher guides the students to understand and recite the Qur'an according to the method used. The use of this learning model aims to make the learning process directed and able to improve students' ability to read the Qur'an sharply and in accordance with the rules of tajweed.

Based on the results of interviews with Mr. DD and Mrs. RHN, it is known that the coaching model applied at MTs Istiqomah Muara Teweh, North Barito Regency, is the Tartil Coaching Model. This model is the main basis for learning the Qur'an in the madrasah because it is considered to improve students' ability to read the Qur'an correctly and properly according to the rules of tajweed. This model emphasizes the importance of accuracy, fluency, and accuracy in the pronunciation of letters and the application of appropriate reading laws. The goal is for students not only to be fluent in reading, but also to understand the procedures for reading the Qur'an thoroughly, as recommended in Islamic teachings.

In its implementation, the Tartil Coaching Model at MTs Istiqomah Muara Teweh uses two main methods in learning the Qur'an, namely the Iqro method and the Ummi method. These two methods are used to adjust to the methods mastered by the teacher and the compatibility of the students being taught. The Iqro method is used as a basis for guiding students, especially in the early stages of learning. This method focuses on the recognition of hijaiyah letters and how to read the Qur'an gradually and sequentially. With this method, students learn slowly, starting from the basics until they can read a series of verses of the Qur'an. The techniques used in the Iqro method are practical and easy to understand by beginners, so they are suitable for students who do not have the basics of reading the Qur'an. Meanwhile, the Ummi method uses a direct approach to teaching, such as a mother teaching her child to speak, and this method also focuses on the quality of reading, especially in terms of correct pronunciation in accordance with the tajweed guide and the principle of tartil.

Based on the results of interviews with Mrs. RHN, Mr. DD, and nine students of grade VII A MTs Istiqomah Muara Teweh, information was obtained that students who had just entered the madrasah would be directed to take part in guidance in reading the Qur'an through the Tartil Coaching Model, which applied two learning methods, namely the Iqro method and the Ummi method, according to the abilities of each student. Mr DD and Mrs RHN explained that the coaching model used at MTs Istiqomah focuses on the tartil model with the application of the Iqro and Ummi methods separately to adjust to the level of students' ability as the guidance counsellors for reading the Qur'an. This approach aims to ensure that all students, both beginners and those who already have a basic reading base,

can be guided appropriately in improving their ability to read the Qur'an properly and correctly.

Based on the results of the interviews and observations above, it can be concluded that the coaching model applied at MTs Istiqomah Muara Teweh is the Tartil Coaching Model, which uses the Iqro method and the Ummi method to improve students' ability to read the Qur'an correctly in accordance with the rules of tajweed. The Iqro method is used for students with a focus on the introduction of hijaiyah letters and the stages of reading that are practical and easy to understand. In contrast, the Ummi method emphasizes a direct approach to learning. Both these methods are applied selectively based on the methods mastered by the teacher and are suitable for the students being taught.

3. Closing Session

The closing session in learning to read the Qur'an at MTs Istiqomah Muara Teweh was carried out, namely by holding a prayer together. This prayer is offered as a form of gratitude for the smooth learning process and hopes that the knowledge that has been learned will be blessed and can be practiced in daily life. Although brief, this session has an important spiritual value in shaping the religious character of students.

Tartil coaching activities using the Ummi and iqro methods above are in line with the theory that the Ummi and iqro methods are used depending on the ability of the students, such as the opinion of Afdal quoted by Rajab and Sahrawi Saimima about the Ummi method, which says that the Ummi method is a method of reading the Qur'an that directly includes and practices the reading of the Qur'an. The word 'ummi' comes from the Arabic ummun, which means my mother. The addition of the word ummi is also to respect the services of a mother. Thus, the approach used in the process of learning the Qur'an by learning to read and memorize the Qur'an is with the mother tongue approach, by using a mother tongue approach that emphasizes affection with the classical method of reading and quality assurance system (Rajab et al., n.d.).

Meanwhile, the Iqro Method is in line with the opinion of K.H. As'ad Humam, quoted by Tito, Alvin, and Gusmaneli. K.H. As'ad Humam compiled the Iqra method with the Shafi'i approach, and it was compiled systematically. With this method, children can read the Qur'an in a shorter time. This method is already known to the public, because in general people use this method. This Iqra book contains six volumes for studying the Qur'an, gradually starting from early childhood to the next. The Iqra method is an effective way to learn to read the Qur'an. The Iqra method starts with simple materials and gradually increases in complexity. Because it adopts the Active Student Learning Way (CBSA) approach, this method allows each student to learn at their own pace and increase their curiosity. Therefore, the Iqra method is widely applied in both schools and non-formal educational institutions (Saputra & Putra, 2024)

B. Supporting and inhibiting factors in improving the ability to read the Qur'an of students at MTs Istiqomah Muara Teweh, North Barito Regency

Based on the results of interviews from four teachers involved in the implementation of Qur'an reading coaching at MTs Istiqomah Muara Teweh, it is certain that there are supporting and inhibiting factors, including the teacher coaching model, in improving students' Qur'an reading ability. There are several supporting and inhibiting factors in improving students' Qur'an reading ability at MTs Istiqomah Muara Teweh, North Barito Regency.

1. Supporting Factors

a. Motivation and Support

Motivation and support are the two main pillars that play a very important role in helping students at MTs Istiqomah Muara Teweh, North Barito Regency, achieve success in improving their ability to read the Qur'an. Motivation is like fuel that ignites the spirit of learning, encourages students to keep practicing, and not give up easily.

When the spirit of learning grows from within, the learning process becomes more fun and meaningful. However, encouragement from the surrounding environment is no less important. Support from parents, teachers, and friends is an additional energy that strengthens students' self-confidence, so that they feel more stable and confident in each stage of learning.

b. Facilities and Infrastructure

MTs Istiqomah has adequate facilities and infrastructure to support learning activities to read the Qur'an optimally. The facilities available include the Qur'an as the main teaching material, comfortable desks and classrooms as a place to study, as well as a supportive school environment, such as cottages and teachers' houses located within the school area, thus facilitating intensive interaction and mentoring. In addition, the existence of a very spacious mosque is also an advantage in itself, because it can be used as the main place in the implementation of religious activities, including learning to read the Qur'an. With the completeness of these facilities and infrastructure, students have a conducive and focused learning space, so that the learning process not only runs well, but also provides a strong spiritual nuance in shaping the religious character of students.

2. Inhibiting Factors

a. Lack of time

Lack of time in learning is one of the most common obstacles in Qur'an reading coaching activities. This condition is certainly difficult, especially if the number of students fostered is quite large. As a result, the coaching process becomes less than optimal.

b. Mood Fluctuations or Student Mood

Unstable mood swings in students are also an inhibiting factor in the learning process of reading the Qur'an. These psychological factors affect students' level of concentration, enthusiasm for learning, and perseverance in following each stage of learning. Volatile moods, especially in adolescence, often lead to decreased active participation and a lack of perseverance in practicing regular Qur'an recitation. This condition requires an appropriate pedagogical approach, including providing motivation, individual attention, and the creation of a conducive learning environment so that students can be more consistent and enthusiastic in following the learning process.

The supporting and inhibiting factors above are in line with the theory of Sarifah, who says that the learning process is influenced by two main things, namely factors from within (internal) and from outside the student (external). Internal factors include physical and mental conditions. If the body is healthy and senses such as eyes and ears function well, then students can learn more easily. In addition, psychological conditions such as passion, interest, and self-confidence are also very influential. Meanwhile, external factors include the student's surrounding environment. Social environments such as teachers, friends, family, and the surrounding community can encourage or even inhibit the spirit of learning. For example, a good teacher can motivate students, and a supportive family will make students more enthusiastic. Non-social environments also have an effect, such as a calm learning atmosphere, cool air, and learning facilities such as classrooms, learning tools, curriculum, and interesting subject matter. All of these things are interrelated and together affect the success of student learning (Mustoip et al., 2023).

C. Improving Students' Qur'an Reading Ability at MTs Istiqomah Muara Teweh, North Barito Regency

The author conducted a test for 24 days and observed the improvement of students' Qur'an reading ability at MTs Istiqomah Muara Teweh, North Barito Regency, through the application of the existing teacher coaching model. This test involved nine grade VII A students.

The author conducted an initial test in the first week, then retested in the final week to see improvement in the students' Qur'an reading ability after participating in the coaching. The purpose of this trial was to find out whether the coaching model applied worked well in improving students' Qur'an reading ability.

The test showed that eight out of nine students were successfully categorized as able to read the Qur'an well after participating in coaching. These ability criteria include mastery of makhrajul letters, the law of dead nuns or tanwin, the law of dead mim, mad tabi'i, mad iwadh, and mad aridh lissukun. This data shows that the coaching model applied can help students master important aspects of reading the Qur'an sharply and in accordance with the rules of tajweed.

No	Student Name	Early Weeks	Final Week	Upgrade Description
1	Doni	Mad Tabi'i's length is inconsistent	More precise	Increase
2	Nurhaifa	Improper application of the law of ikhfa ausath	More precise	Increase
3	Nurnindya	Improper application of the law of ikhfa syafawi	More precise	Increase
4	Ridwan	Incorrect pronunciation of mad iwadh	More precise	Increase
5	Rafael	Incorrect pronunciation of mad iwadh	More precise	Increase
6	Faizi	The length of the madness of Tabi'I is still inconsistent	More precise	Increase
7	Selpia	The length of the madness of Tabi'I is still inconsistent	More precise	Increase
8	Refan	Mad Tabi'i's length is inconsistent	More precise	Increase
9	Norhadijah	Incorrect pronunciation of mad iwadh	It could not be more precise	Not Improved

Table 1: Results of Improvement in Students' Qur'an Reading for 24 Days



Figure 1: Testing of Students' Qur'an Reading Ability

From the results of the data that have been obtained, eight out of nine students have increased, and it can be concluded that the application of the teacher coaching model researched by the author for 24 days has a fairly positive impact on improving students' Qur'an reading ability at MTs Istiqomah Muara Teweh, North Barito Regency.

CONCLUSION

The teacher coaching model in improving Qur'an Reading Ability at MTs Istiqomah Muara Teweh, North Barito Regency, through the application of the Tartil Coaching Model using the Iqro method and the Ummi method can improve students' ability to read the Qur'an with a tiered, directed, and systematic approach. The Iqro method is used as an initial approach in guiding novice students to recognize hijaiyah letters and read the basics of the Qur'an. In contrast, the Ummi method is used as a direct approach to learning, resembling the way a mother teaches her child to speak.

Coaching is carried out through three main stages, namely the opening session, the core session, and the closing session. Factors that support coaching success include motivation as well as adequate support and infrastructure, while the main inhibiting factors stem from limited learning time and students' emotional instability.

Based on the 24-day trial, evidence was obtained that eight out of nine students experienced significant improvements in aspects of letter pronunciation, application of tajweed laws, and reading fluency. Thus, the teacher coaching model that is applied consistently in accordance with students' abilities can improve the ability to read the Qur'an correctly and in accordance with the rules of tajweed.

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