

## Al-Qur'an Literacy as an Effort of Character Strengthening in Science Learning in Elementary Schools

Ridwan Jusuf<sup>1</sup> , Risna Srinawati<sup>2</sup> , Taufik Abdullah<sup>3</sup> 

<sup>1</sup> Univeristas Khairun, Indonesia

<sup>2</sup> Univeristas Khairun, Indonesia

<sup>3</sup> Universitas Muahmmadiyah Maluku Utara, Indonesia

### ABSTRACT

**Background.** The learning of natural sciences at Islamic elementary schools in Central Ternate has not yet been integrated with the verses of the Koran. There is still a dichotomy between general knowledge and religious knowledge, even though all of this knowledge originates from the Al-Quran.

**Purpose.** This study aims to dig deeper into the integration of verses from the Koran in science learning at Islamic Elementary Schools in Central Ternate City. This study uses a phenomenological approach to the triangulation model. Respondents in this study were 15 people consisting of 3 school principals, 3 class teachers, and 9 grade 4 students of SD Islamiyah in Central Ternate City.

**Method.** Data collection techniques in this study are observation, documentation, and in-depth interviews related to research variables. The research data were analyzed descriptively.

**Results.** The results showed that based on the results of observations of learning activities in class 4 SD Islamiyah in Ternate City, it had not been found integrating science learning with verses from the Qur'an, meaning that learning only focused on science subject matter, had nothing to do with verses. Al-Qur'an related to science material being taught, but students' character building can be seen clearly when learning activities take place.

**Conclusion.** The same thing was also obtained from the results of interviews with school principals, class teachers, and students that the implementation of learning by integrating verses of the Qur'an had not been carried out because the school was still carrying out learning by referring to the established curriculum, so there was no connection between Al -Qur'an and any subject matter conveyed by the class teacher.

### KEYWORDS

Character, Science, Qur'an

**Citation:** Jusuf, R., Srinawati, R & Abdullah, T. (2024). Al-Qur'an Literacy as an Effort of Character Strengthening in Science Learning in Elementary Schools. *Journal Emerging Technologies in Education*, 2(2), 199–213. <https://doi.org/10.70177/ijen.v2i2.743>

### Correspondence:

Ani Latifah,  
[ani.latifah27@gmail.com](mailto:ani.latifah27@gmail.com)

**Received:** Feb 25, 2024

**Accepted:** April 26, 2024

**Published:** May 01, 2024



### INTRODUCTION

Learning that integrates the Al-Qur'an should be carried out in all subjects in elementary schools as an effort to instill spiritual values in students from an early age, but this integration is only found in Religion subjects, this occurs because of the dichotomy between Religion and Science. world (Sari, 2021). This dichotomy of knowledge is a factor in the decline of knowledge (Basri, 2019); Wahyuni & Fitri, 2018). Integrating religion and general science needs to be done in every subject matter (Yusuf, 2015; Latifah, 2020).Pwhich

**Ridwan Jusuf, Risna Srinawati, Taufik Abdullah**

education Integrated does not separate religious knowledge and world science so that it can form students who have good morals and knowledge and can create a country that has clear character and goals (Anwar & Salim, 2019).

The K13 curriculum also demands integration between general science and religious knowledge, as evidenced by the existence of Core Competency 1 (KI 1) which has the essence of the concept of faith that must be implemented in every lesson, even though in practice it has not been implemented properly and holistically integrated into all aspects. learning, because according to the instructions, KI 1 may be accessed by the teacher as minimally as possible on KI 3 and 4 (Halek, 2019, Sinambela, 2013). It is hoped that all subjects in the curriculum, including science, will be able to bring improvements in the morals and morals of students

implemented in learning activities (Ihwanudin et al., 2018). The integration of religious values and general knowledge is also in line with the independent curriculum currently being developed and implemented in Indonesia. Religious knowledge that has been taught in Islamic elementary schools must be able to correlate teachers and students with other general knowledge, especially science

(Firdaus et al., 2020). Therefore, the program of integrating religious values with general knowledge needs to be encouraged from an early age in every science subject matter.

Natural Sciences (IPA) is one of the compulsory subjects taught in elementary schools. Science is obtained from the results of observations, investigations, and scientists' thoughts about natural objects and phenomena through steps known as the scientific method (Chanifudin & Nuriyati, 2020; Rahmah & Hasibuan, 2019; Narut & Supradi, 2019). Al-Quran is the source of all sources of knowledge almost all knowledge that appears on the surface at this time has been contained in the holy book of Al-Quran, although it is not explained in detail. For this reason, even though the Al-Quran is a religious book, its studies and contents are not limited to religious fields. It also covers various aspects of human life such as science (Arifuddin, 2015; Sudiarti et al., 2018). The routine of continuing activities in studying the Al-Quran both in the aspect of writing or reciting should be pioneered by the teacher, the teacher is the spearhead of education (Mansir & Purnomo, 2019). Science material taught is sometimes abstract, making it difficult for students to be scientifically literate (Safrizal et al., 2020, Rohmah et al., 2023). Building an interaction in the learning process is a must for teachers and students (Masdul, 2018). A professional teacher

is a teacher who has the characteristics of Siddiq, Amanah, Tabligh, and Katonah (Wasehudin, 2018). The learning process by integrating spiritual values requires the use of appropriate learning methods. Using the right method can produce a maximum learning process (Latifah, 2020)

The habituation method is a method that applies activities that are routinely carried out on students in the long term. On the other hand, it is believed that the habit of studying the Qur'an can improve the moral quality of students (Mustofa & Ghofur, 2022). For example, if students understand the verse that explains stealing, then students will have a fear of doing this, and choose to get closer to the divine. slogan-agent of change attached to a teacher (Damayanti et al., 2021). Teacher is agent changes in the field of teaching and education in producing quality human resources (Sofandi, 2019; Rochanah, 2020). Broadly speaking, the role of a teacher includes an educator, facilitator, mentor, motivator, and evaluator (Muna, 2017). Internalizing or integrating religious knowledge in education will have a positive impact on forming student attitudes (Diena Shulhu Asysyifa et al., 2016). Based on this, instilling character in students from an early age requires a synergy between science and religion, especially integrating verses of the Qur'an in each science material to foster good character from an early age in Islamic elementary school students.

### **Spiritual Values in IPA Learning**

Spiritual values in the curriculum are based on religious values, religious values are based on the Al-Qur'an and Hadith, and learning activities that integrate spiritual values can form good student personalities. Students who are taught from an early age to write and read verses of the Qur'an related to science material in learning activities can form a religious personality. Train students in writing and reading the Koran as a form of religious education for students (Badruzaman, 2019). Apart from that, this activity routine is an activity that contains a lot of religious values, because it always includes the obligation to memorize short letters (Herdiana, 2022). Parents should provide support for activities or activities carried out by their children (Chusna et al., 2022).

Al-Quran is a holy book that has many dimensions and a broad vision plus its scientific signals that amaze today's scientists. Al-Quran also plays a major role in the context of the development of science, especially Islamic science. Al-Quran proves itself as a comprehensive miracle because it remains relevant to the latest developments achieved by mankind in the era of knowledge and reason. A new era that goes beyond everything material and physical, and pays great attention to the aspect of thought and reason, because it is the main pillar that is the foundation of all human life. Al-Quran is a religious book, but the studies and its contents are not limited to

religious matters only. It also covers various aspects of human life such as science (Arifuddin, 2015; Sudiarti et al., 2018).

### **IPA Learning**

Natural Sciences (IPA) is one of the subjects that students must accept. The aim of providing science subjects is for students to acquire scientific and technological competence and to cultivate scientific, creative, and independent thinking. The essence of natural science is natural phenomena in the dimension of knowledge (scientific), thus, knowledge can be linked to the dimensions of spiritual values, whereby paying attention to the order in the universe will further increase the belief in the existence of a formidable power that cannot be denied anymore, namely Allah SWT. This dimension describes the nature of science as linking the material-logical aspect with the spiritual aspect, which for the time being is considered an empty horizon because an assumption between science and religion is two different sides and it is impossible to unite one another in one field of study. There is a link between the two (S. Latifah & Ratnasari, 2016)

### **Growing Student Character**

Character building is carried out by schools through habituation with various kinds of activities including the literacy movement. The literacy component (Oktaviani & Liyah Agustinah, 2021) is divided into several categories such as, (a) early literacy, focusing on students' listening skills, understanding spoken language, and communicating through pictures, (b) basic literacy, focusing on students' abilities students listen, speak, read, write and count, basic literacy skills are obtained through formal education, (c) library literacy, focusing on reading comprehension skills, library literacy skills are obtained through formal education, (d) media literacy (media literacy), focuses on knowledge of different media such as print media, electronic media, and digital media, media literacy skills are acquired not only in formal education, but also in families and communities, (e) technological literacy, focuses on understanding the use of hardware (hardware), software (software) in technology, technological literacy skills obtained through formal and non-formal education, (f) visual literacy (visual literacy), focusing on advanced understanding between media literacy and technology literacy, which develop learning abilities and needs by utilizing visual and audiovisual materials critically and with dignity, visual literacy skills are obtained through formal and non-formal education.

Apart from being part of the process of forming national character, character education is also expected to be the main basis for progress and the dignity of the Indonesian nation (Shoimah et al., 2018; Widayat et al., 2021). The values that should be in character education can be easily seen, which makes the Prophet the main role model. The simplest character criterion is Siddiq (honest), meaning honesty both in nature, words, and actions related to his responsibilities as a servant of God and the wider community. Shidiq is a real fact reflected in words,

deeds, or actions, and his state of mind; amanah (trusted), means trustworthy. Trust interpreted as a belief that must be carried in carrying out a task, so that he will accept it consistently, wholeheartedly, earnestly, full of loyalty and dedication; Tabligh (stating mandate) means conveying orders or mandates entrusted to him or regulations that apply; And Fathonah (intelligent) means smart or clever. A man must have comprehensive intelligence, not only intellectually smart but also emotionally, spiritually, and socially (Muna, 2017, Suryono et al., 2020)

Character education is the key to the success of an individual. Character education is now absolutely not only applied in schools but also must be applied to the environment where you live and the family environment. In addition, character education is not only intended for young children and adolescents but also for adults, this is necessary because character education is needed wherever and whenever and regardless of age. Children's character education is very closely related to personality and morals, character is closer to morals, namely actions and attitudes that have been united in the human soul, (Sani, 2016; Alfiah, 2016)

The main values of character that must always be developed by teachers include the following: (1) Belief in God Almighty and all of His creation; (2) Independence, discipline, responsibility, and independence; (3) Honesty, wisdom, and trustworthiness; (4). Mutual respect and polite behavior; (5) Generous, helping each other and cooperation; (6) Confident, creative, always working; loud and brave; (7) Good and fair leadership; (8) Kind and humble; and (9) Tolerance for peace and unity, (Itsna Safira Khairunnisa & Khairusani, 2020, Asni et al., 2022)

Character education in Islam is principally based on two main sources of Islamic teachings, in the form of the Qur'an and Hadith. With that, the benchmark for character in Islam is based on good and bad standards according to the Koran and Sunnah, not good and bad in human views or thoughts (Pratama, 2019, Lathiffuddin, 2020). The formation of character that emphasizes the Islamic character of education must be strong on aspects of faith in students first. Then students must have the enthusiasm to survive God's punishment, and students have a strong desire to get great rewards from God (Fadhlurrahman et al., 2022; Natsir & Laelah, 2023). Education is very important to build one's character, human life is always tied to the educational environment, such as education in the family, community, and school environment (Wijayanti & Fatimah, 2018; Palunga & Marzuki, 2017)

### **Literasi Al-Qur'an**

Literacy has a fairly broad meaning (Suryaman, 2018) not only being able to read and write, literacy is also related to finding solutions to a problem related to social practice which is influenced by the level of complexity. Integrated literacy is constructed (Musfiroh and Listyorini, 2016) as the ability to read and understand texts and provide information based on cognitive aspects so that interest in reading becomes a culture in an environment.

Integrated literacy is carried out with the aim (Amalia, 2019; Dahlia et al., 2022) of acquiring good behavior in reading, thinking, and the process of developing skills, critical and creative thinking processes needed for the development of improvisation. Al-Qur'an reading literacy aims to provide students with an understanding of interpreting the verses of the Al-Qur'an by Islamic religious teachings so that students can internalize the values contained in the verses of the Al-

Qur'an when behaving in society.

Literacy is considered the core of ability and the main capital for students and the younger generation in learning and facing future challenges, therefore, if a teacher can lead his students to become students with a high literacy level, then the teacher is considered a literacy teacher (teachers of literacy) (Mursyid, 2016; Praptawati et al., 2023). Literacy is the ability to use knowledge to identify problems and draw conclusions based on evidence to understand and make decisions (Setiasih et al., 2019).

21st century literacy has six categories namely; (1). Basic Literacy is a basic literacy ability such as how to read, write, perform numerical calculations, and operate so that every individual can function and have the opportunity to participate in society, at home, at work, or school. (2). Computer literacy, is a set of skills, attitudes, and knowledge necessary to understand and operate the basic functions of information and communication technology. (3). Media Literacy, is a set of skills, attitudes, and knowledge necessary to understand and utilize the various types of media and formats in which information is communicated from sender to receiver. (4). Distance Learning and E-Learning is a term that refers to an education and training modality that uses telecommunications networks, where both teachers and students interact online, so that students can complete research and assignments from home, or anywhere they can gain access to a computer and telephone line. (5). Cultural Literacy. It is cultural literacy which means knowledge, and understanding, of how a country, religion, ethnic group or tribe, beliefs, symbols, celebrations, and traditional ways of communication, creation, storage, handling, communication, preservation, and archiving of data, information, and knowledge, using technology. An important element of understanding information literacy is awareness of how cultural factors positively and negatively impact the use of modern information and communication technologies. (6). Information literacy, is closely related to learning to learn and think critically and creatively, which is the goal of formal education (Ferdi et al., 2022).

The literacy movement to read and understand the Qur'an aims to develop students' self-potential in increasing understanding of aqidah and morals in everyday life. Literacy in madrasas is guided by the barometer of the school literacy movement (Mellyzar et al., 2022; Mursyid, 2016) with ecosystems such as (a) the physical environment, namely providing equal opportunities

for students to read the Al-Qur'an evenly and make Al-Qur'an reading material displayed in the classroom, (b) the social and affective environment, namely giving awards to students and principals who are active in developing literacy, (c) the environment academic planning, assessment at the habituation and learning stages by giving students time to read the Qur'an silently (sustained silent reading), read aloud (reading aloud), read together (shared reading), guided reading (guided reading) reading). In the application of Al-Qur'an reading literacy with the learning process in each subject with the habituation stage it is realized by getting students to read the verses of the Al-Qur'an for 15 minutes before the learning process of the core lesson begins. Literacy is an individual's ability to read, write, speak, calculate, and solve problems at the level of expertise needed in work, family, and society (Mujib et al., 2020; Hanurani, 2020; Indriyani et al., 2019). Literacy is an individual's ability to use all their potential and expertise to understand and determine solutions to various problems (Situmorang, 2016). Literacy is the ability to access, understand, and use something intelligently through various activities, including reading, viewing, listening, writing, and/or speaking, for example, the ability of students to read and understand the contents of the verses of the Al-Qur'an (Sinyanyuri et al., 2022; Fitria et al., 2022). Literacy also includes visual literacy, namely the ability to recognize and understand ideas conveyed visually (videos/images). Literacy (Aryana et al., 2022) is the ability to manage knowledge and the ability for lifelong



learning. Literacy (Husna et al., 2022) provides information about the ability to recognize needs by obtaining the necessary information, identifying, finding locations, evaluating information critically, organizing and integrating information into existing knowledge, utilizing and communicating it effectively, legally, and ethically. Literacy (BNSP, 2018) is heavily influenced by academic research, institutions, national contexts, cultural values, and experiences.

The purpose of habituation in literacy Permendikbud No. 23 of 2015 (Qur'ani et al., 2022) increases the love of reading outside of class hours, increases the strength of reading comprehension, increases self-confidence, develops the use of various reading sources, increases literacy power through enrichment activities such as reading the Al-Qur'an before learning begins

The definition of Literacy according to UNESCO (Qur'ani et al., 2022) is a form of real skills, specifically cognitive skills in reading and writing, regardless of the context in which those skills were obtained from whom and how to acquire them. Some things that can influence someone about the meaning of literacy itself are academic research, institutions, national context, cultural values, and experience (Qur'ani et al., 2022). Literacy is defined as literacy, the ability to read and write, literacy or internal skills reading and writing. (Chairunnisa, 2018) who defines literacy from a discursive point of view states that literacy is "mastery of, or fluent control over, a secondary discourse". Literacy is a skill of a person through thinking, reading, writing, and speaking activities (Chairunnisa, 2018). Based on the opinions of the experts above, it can be concluded that literacy is a learning process that is carried out comprehensively to identify, understand information, communicate, and calculate using printed and written materials in various contexts. According to (Bungsu & Dafit, 2021) literacy is the basis for success in learning. The relationship between learning success and literacy levels occurs through the curriculum and learning processes that occur in schools (Bungsu & Dafit, 2021). Literacy can be used as a basis for developing effective learning in schools that can make students skilled in finding and processing information needed in a science-based life in the 21st century (Gogahu & Prasetyo, 2020).

## RESEARCH METHODOLOGY

This research is field research or field research (Novitasari et al., 2019). Data collection uses observation, documentation, and interviews with several informants who are considered competent in supporting research needs. This research involved 3 Islamic elementary schools in Central Ternate City, with a total of 15 respondents consisting of 3 school principals, 3 class teachers, and 9 grade 4 students of SD Islamiyah Central Ternate City. The research data was analyzed descriptively (Sudarsana et al., 2020; Sumardi, 2020; Reisa & Ansori, 2022) to describe Al-Qur'an reading literacy as an effort to strengthen students' character in the science learning process at SD Islamiyah in Ternate City Central, in the process, collects data findings from observations and interviews and then presents them in an interactive form until they are finished (Aurelia et al., 2022).

## RESULT AND DISCUSSION

The research was conducted in July-August 2023 involving 3 Islamic elementary schools in Central Ternate City, namely SD Islamiyah 1, SD Islamiyah 4, and SD Islamiyah 7. The results of this study aimed to gather information and analyze Al-Qur'an Literacy as an Effort to Strengthen Characters in Science Learning at Islamic Elementary Schools in Central Ternate City. Data were obtained using non-test techniques, namely observation, interviews, and documentation with 15 respondents consisting of school principals, teachers, and class 4 student representatives. The research data were processed and analyzed as follows:

The Qur'an as a guide for the way of life for humans is important to read and understand its contents because it will guide humans towards the right path. The K13 curriculum also demands integration between general science and religious knowledge, as evidenced by the existence of Core Competency 1 (KI 1) which has the essence of the concept of faith that must be implemented in every

learning. Although in practice it has not been implemented properly and integrated holistically in all aspects of learning. According to the instructions, KI 1 may be accessed by the teacher as minimally as possible on KI 3 and 4 (Halek, 2019, Sinambela, 2013, (Musfiroh and Listyorini, 2016)).

Concepts in science subjects in elementary schools are very closely related to religious values, especially in the verses of the Al-Qur'an which explain a lot about natural phenomena. For example, in the basic competency "identifying various sources of energy, changing forms of energy, and alternative energy sources (wind, water, solar, geothermal, organic fuel, and nuclear) in everyday life" basic competence is of course very closely related to letters and letters. verses in the Qur'an, namely QS. Ar Raad: 4; QS. Al-Waqiah: 71-73; QS. Yasin: 80; QS. Thaha: 10; QS. al-Naml: 7. If the teacher conveys material on these basic competencies and then connects them with the letters and verses, students will more easily understand science material and praise the greatness of Nature's creation. This is in line with the opinion (Shofa et al., 2020), that religious knowledge that has been taught in schools with a high enough frequency can be correlated with other general sciences, especially science. There are 4 (four) patterns of relationship between religion and science, namely Conflict (contradictory), Independence (each standing separately), Dialogue (communicating), or Integration (united and synergized) (Khoirudin, 2017).

### **Observation Results**

Based on the results of observations of science learning activities in class 4 SD Islamiyah Kota Ternate Tengah, it was found that science learning was carried out by grade 4 teachers in the subject of Natural Social Sciences (IPAS) with a time allocation of 2 x 35 minutes (70 minutes / 2 hours of lessons) with using the lecture method varied with discussion and question and answer methods. The learning process related to religious values is only found in the form of praying to start and end learning activities. When the teacher enters science material, there is no integration of religious values . Literacy in reading the Qur'an is the responsibility of all educators in all subjects, therefore all learning processes in any subject must be integrated with reading the Qur'an. Teachers with good literacy levels will affect student literacy, this is in line with the opinion (Suciati & Amirullah, 2017) that teacher teaching experience influences student literacy levels.

### **Interview result**

Based on the results of interviews with grade 4 teachers at SD Islamiyah 1, 4, and 7 in Central Ternate City, the following results were obtained: Results of interviews with Class 4 teachers at SD Islamiyah 4 on Thursday, 29 July 2023 Mrs. Faiza Wakang, S.Pd obtained the result that the Plan document Learning Implementation (RPP) in science subjects is prepared by following the curriculum implemented in schools, adjusting to core competencies, basic competencies, and indicators, all lesson plans components are arranged in detail and completely, but the contents of some components of lesson plans are not complete, especially in components evaluation. The evaluation must be arranged in full with instruments to measure aspects of knowledge, attitudes , and psychomotor. Develop quality assessments to stimulate students to think higher, especially to think creatively in solving a problem (Kampelas, 2018). The relationship between Al-Qur'an literacy and natural science material has not been seen in the RPP documents. The next process uses the exemplary method(uswah Hashanah), advice(mau'izhah), habituation, and punishment(reward

and punishment) (Saputro, 2017).

Interviews were conducted by researchers with Mrs. Masni Marwa S.Pd as a class 4 teacher at SD Islamiyah 1 on Wednesday, July 26, 2023, at 10.00 WIT, the result was that the process of planning and implementing science learning in grade 4 had not been integrated with the Al-Qur'an, because teachers focus on the curriculum implemented in schools where there are no basic competencies regarding the correlation of science material with verses of the Qur'an, however, the instilling of student character is still carried out before learning activities begin and at times such as praying and reading short verses every day Friday, when learning activities take place, social attitudes are still carried out, such as respecting friends who are answering teacher questions, not interrupting when the teacher or other friends are talking and at the end of learning activities, religious character values are always instilled through prayer. Character education through social and spiritual attitudes is a concept in education that focuses on building students' social and spiritual character which is instilled through social and spiritual activities. Spiritual-based character education aims to develop students' spiritual abilities with Islamic spiritual standards to achieve the essence of life (Wirdati et al., 2020); Fakhruddin, 2022)). Character education for elementary school children aims to help students understand the values and social norms that apply in society and form positive character and behavior through moral, religious, social, and cultural aspects (Suwandaru, 2021). A human character is formed that is not only intelligent in science but will continue to prioritize morals in socializing (Firmansyah et al., 2023)

The interview was also conducted by Mrs. Sulaeda Muntaka, S.Pd as a class 4 teacher at SD Islamiyah 7 on Tuesday, 15 August 2023 At 10.00 WIT during break hours the result was that the preparation of lesson plans and the implementation of science learning in grade 4 had not been integrated with verse Al- Qur'an, because writing and reciting verses from the Qur'an already exist in Religion subjects, so other subjects only focus on the subject matter, including science subjects. Every individual who likes to study the holy Qur'an will always get intercession get rid of fear and sadness, and be given peace in his heart. However, the cultivation of character values is always carried out at any time, both outside the classroom and in the classroom when learning takes place. This is done because in the applied curriculum, there are core competencies of social attitudes and spiritual attitudes which are always attached to every subject, including science subjects. Many factors influence the formation of student character in elementary schools, including the family environment, peers, and the school environment (Iswati, 2019). Elementary school student character building is a process of forming and developing good and positive values and attitudes in students, which can help them become individuals who have noble character, integrity, responsibility, and a high sense of empathy (Kamaruddin, 2023). Based on this, to develop student character, a synergy between science and religion is needed. Internalizing or integrating religious knowledge in education will have a positive impact on forming student attitudes (Asysyifa et al., 2016).

The results of interviews with the 3 principals of SD Islamiyah in Central Ternate City found that, while serving as school principals, there had been no policy made by the Head of the Education Office or the Head of the UPTD and the Principal in terms of integrating general subject matter with verses from the Al-Qur' an this was conveyed by one of the school principals on behalf of Ani Hi, Muhammad, S.Pd. he was very happy if the class teacher was able to relate the subject matter to the verses of the Qur'an as a form of instilling students' spiritual character from an early age, but it was not wise by him, because there are no curriculum rules governing it, even though this is very good. It is hoped that all subjects in the curriculum, including science, will be able to bring improvements in the morals and morals of students which are implemented in learning activities (Arifin et al., 2020; Daryanes, 2022). The educational process in the classroom which places more



emphasis on learning on the value aspect is what can finally be understood as forming knowledge about morals in students. Literacy in reading the Qur'an must become a habit for students so it should be included in the school curriculum and for every educator the habit of reading the Qur'an before the learning process should be written in an integrated manner in the Semester Learning Plan (RPS) so that literacy in reading the Qur'an be integrated with all subjects. Based on research results (Yasyakur, 2017; Ihwanudin et al., 2018)), it was found that Al-Quran-based learning can be applied well and is fun so that learning objectives will be achieved well and students will be motivated to study harder.

The results of an interview with a representative of the 4th-grade students from SD Islamiyah School in the City of Ternate Tengah found that during the learning activities followed, the teacher had never taught by presenting verses from the Qur'an related to IPA material. Writing and reading verses of the Al-Qur'an is only available to teachers of Islamic religious subjects. IPA learning in Islamiyah Basic Schools must be integrated with Islamic values or Al-Qur'an literacy, literacy based on the context of its use is an integration of writing, reading, and critical thinking skills (Qur'ani et al., 2022; Hasan et al., 2022)

### Documentation Results

The documents obtained in this study are in the form of lesson plans for lesson plans, UTS, and UAS questions to analyze the contents of documents related to religious values. Based on the documents obtained then analyzed as follows. Components of the Lesson Implementation Plan (RPP) prepared by grade 4 Islamic Elementary School teachers in Central Ternate City based on the RPP components found in Permendikbud No. 22 2016 (BNSP, 2018). The results of the analysis of learning devices as contained in Table 4.1 below.

Table 4.1. Analysis Results of Class 4 Science Lesson Plans at Islamic Elementary School, Central Ternate City

No.	RPP components	Score (%)		
		SDI 1	SDI 4	SDI 7
1.	Subject Identity	100	100	100
2.	Formulation of Indicators	100	100	100
3.	Formulation of Learning	100	100	100
4.	Objectives Selection of	87	85	88
5.	Teaching Materials	86	87	83
6.	Selection of Learning	94	98	96
7.	Resources	98	87	88
8.	Selection of Learning	88	87	86
9.	Media	85	86	87
	Learning methods			
	Learning Scenario			
	Authentic Assessment Plan			
<b>Rata-Rata</b>		<b>93</b>	<b>92</b>	<b>92</b>

Based on the results of the analysis of lesson plan documents at SD Ilamiyah 1, 4, and 7, Central Ternate City, above, it was obtained that an average of 93% of SDI 1 was in the very good category, the average of 4 SDI was 92% in the very good and average categories -average SDI 7 of

92%, is in the very good category high category. This means that the lesson plans produced by grade 4 teachers at SD Islamiyah 1, 4, and 7 in Central Ternate City have met the standard lesson plans contained in Permendikbud No. 22 of 2016, but there are several components designed that do not fully meet these standards including the evaluation component and learning scenarios. Every educator in an education unit is obliged to prepare a complete and systematic lesson plan so that learning takes place interactively, inspiring, fun, challenging, and efficiently, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence according to their talents, interests, and physical and psychological development of students. RPP is prepared based on KD or sub-themes which are carried out in one or more meetings (BNSP, 2018).

The learning implementation plan (RPP) prepared by the teacher has not seen any integration with the verses of the Qur'an, but in the implementation of learning it has instilled a religious attitude at the beginning and end of learning activities by praying. Whereas if the teacher in designing learning activities inserts verses from the Qur'an inappropriate material, then students will be better in character, this is the opinion (Huda, 2019; Djauhari, 2021) which states that teachers teach science by integrating the Qur'an into materials or topics that can support students' religious character. The results of the analysis of the Semester Examination (UTS) and Final Semester Examination (UAS) instruments specifically for the Science subject for class 4 SD Islamiyah Central Ternate City for the 2022/2023 academic year

Table 4.2. Analysis of UTS and UAS IPA Instruments

No .	Level cognitive	Percentage of Questions based on Cognitive Level					
		UTS			UAS		
		SDI 1	SDI 4	SDI 7	SDI 1	SDI 4	SDI 7
1.	Remember	23%	22%	24	30%	29%	28%
2.	Understand	37%	36%	%	27%	27%	26%
3.	Apply	23%	25%	35	23%	24%	25%
4.	Analyzing	13%	14%	%	13%	14%	15%
5.	Evaluate	4%	3%	24	7%	6%	6%
6.	Creating	0%	0%	%	0%	0%	0%
				12			
				%			
				5%			
				0%			

Based on the analysis of the Semester Exam question document data above, it can be described that most of the questions compiled are in Low thinking skills with an average of 83% in the good category, and 17% in the less category for questions that measure thinking skills. high-level Islamic elementary school students in Central Ternate City. During the Semester Final Examination, most of the questions compiled were on low-level thinking skills with an average of 80% in the good category, and 20% were in the less category for questions that measured high-order thinking skills. The type of test instrument used to measure students' higher-order thinking skills is in the form of multiple choices, short answers, or descriptions (Lorin W & David R, 2014). That is, the test instruments prepared by the teacher do not stimulate students to think higher.

Abilities that include basic thinking skills (basic thinking skill) is the ability to remember (remember), understand (understand), and apply (apply), while higher order thinking skills (higher order thinking) include the ability to analyze (analyze), evaluate (evaluate), and creates (create) (Syahri & Ahyana, 2021). The 2013 curriculum is a revision of the KTSP, where there is an emphasis on assessment which is not just learning outcomes in the knowledge aspect, but also the assessment process which includes affective, and psychomotor aspects so that the assessment is not only based on KD elements, but on Core Competencies and SKL (BNSP, 2018).

According to (Saputro, 2017; Prasetya, 2019) 800 verses in the Al-Quran explain the Verses of the Universe including the Kauniyyah verses, however, there are not many scholars attention to studying them compared to legal verses, which are only one-fifth of the Kauniyyah verses. Based on this, by analyzing the curriculum structure in the form of Basic Competencies in Science subjects for Grade IV elementary schools, there is a concordance between the subject matter in KD and the verses of the Kauniyyah, as shown in Table 4.3.

Table 4.3. Integration of basic science competencies with the Koran

Basic competencies	Ayat Al-Qur, an
3.6 Applying the properties of sound and its relation to the sense of hearing.	QS. Az-Zumar verse 68 QS. Yasin 49 QS. Shad 15
4.6 Present reports on the results of observations and/or experiments on sound properties	QS. Al-Mu'minin verse 101
3.5 Identify various sources of energy,	QS. Ar-Council: 4;
Basic competencies	Ayat Al-Qur, an
changing forms of energy, and alternative energy sources (wind, water, solar, geothermal, organic fuels, and nuclear) in everyday life	QS. Al-Waqiyah: 71-73; QS. Yasin: 80: ; QS. Thaha: 10; QS. al-Name: 7
4.5 Present reports on the results of observations and information tracking on various forms of energy changes	
3.1 Analyzing the relationship between form and function of body parts in animals and plants	QS. Ar-Rad verses 4 QS. An-Nur verse 41 QS. Al-A'raf ayat 48 QS. Abraham verse 24
3.8 Explain the importance of efforts to balance and preserve natural resources in their environment	QS. Al-A'raf ayat 56-58 QS. Al-A'raf ayat 31 QS. An-Nahl verse 14 QS. Al-Baqarah verses 30 QS. Yaseen verses 34-35

3.7 Applying the properties of light and its relation to the sense of sight	QS. An-Nuur ayat 35 QS. Al-Hadid ayat 28 <i>QS. Ash-Shaff</i> verse 8
4.7 Presenting an experimental report on the properties of light	QS. Noah Verse 16 QS. As-Shams verse 1 QS. At-Thariq verses 3 QS. Al-Mulk Ayat 23 QS. An-Nahl verse 78 QS. Al-An'am:46
3.2 Comparing the life cycles of several types of living things and relating them to conservation efforts.	QS. An-Nur ayat 45 QS. An-Nur ayat 41 QS. Al-An'am Ayat 38
4.2 Make a life cycle scheme for several types of living things in the environment surroundings, and the slogan for its conservation efforts.	QS. An-Naml verses 17-18 QS. Al-A'raf ayat 58 QS. Al-A'raf:56
3.3 Identify the various forces, including muscle force, electric force, magnetic force, gravitational force, and frictional force.	QS. A Name Ayat 88 QS. As-Sajadah verse 5 QS. As Shaffat verses 1
4.3 Demonstrate the benefits of force in everyday life, for example, muscle force, electric force, magnetic force, gravitational force, and frictional force.	QS, Al-Hajj verse 65 QS, Al-Imran 190

## CONCLUSION

Based on the results of the research and discussion above dig deeper into the integration of verses from the Koran in learning science at Islamic Elementary Schools in Central Ternate City. Then it can be concluded that 1). Activities Planning and implementing science learning

in grade 4 SD Ismaliyah Central Ternate City has not been integrated with the Qur'an, the teacher delivers science material based on the applied curriculum and never relates it to the verses of the Qur'an. 2). Science learning that is implemented has not been integrated with the verses of the Qur'an but the process of cultivating character values is still carried out in each lesson so that students have good social and spiritual attitudes. 3). There is no policy from the SD Islamiyah school in Central Ternate City in carrying out learning activities by integrating verses from the Koran, all learning activities are based on the applied curriculum.

## AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation.

## REFERENCES

- Anwar, S., & Salim, A. (2019). Pendidikan Islam dalam Membangun Karakter Bangsa di Era Milenial. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 9(2), 233. <https://doi.org/10.24042/atjpi.v9i2.3628>
- Arifin, A. M., Pujiastuti, H., & Sudiana, R. (2020). Pengembangan media pembelajaran STEM dengan augmented reality untuk meningkatkan kemampuan spasial matematis siswa. *Jurnal Riset Pendidikan Matematika*, 7(1), 59–73. <https://doi.org/10.21831/jrpm.v7i1.32135>
- Arifuddin, A. (2015). Konsep Integrasi Ilmu dalam Pandangan Ismail Raji Al-Faruqi. *SYAMIL: Jurnal Pendidikan Agama Islam (Journal of Islamic Education)*, 3(1), 41–70. <https://doi.org/10.21093/sy.v3i1.239>
- Astuti, B., Ihwanudin, M., Kusuma, H. H., & Yulianto, A. (2020). Development and effectiveness of integrated science learning modules using vogarty integrated method based on Al-qur'an verses complementation. *Journal of Physics: Conference Series*, 1567(4). <https://doi.org/10.1088/1742-6596/1567/4/042090>
- Badruzaman, D. (2019). Perlindungan Hukum Tertanggung Dalam Pembayaran Klaim Asuransi Jiwa. *Amwaluna: Jurnal Ekonomi Dan Keuangan Syariah*, 3(1), 96–118. <https://doi.org/10.29313/amwaluna.v3i1.4217>
- Bungsu, A. P., & Dafit, F. (2021). Pelaksanaan Literasi Membaca di Sekolah Dasar. *Jurnal Pedagogi Dan Pembelajaran*, 4(3), 522. <https://doi.org/10.23887/jp2.v4i3.40796>
- Chairunnisa, C. (2018). PENGARUH LITERASI MEMBACA DENGAN PEMAHAMAN BACAAN (Penelitian Survei pada Mahasiswa STKIP Kusumanegara Jakarta). *Jurnal Tukuran*, 6(1), 745. <https://doi.org/10.33603/jt.v6i1.1584>
- Chanifudin, C., & Nuriyati, T. (2020). Integrasi Sains dan Islam dalam Pembelajaran. *ASATIZA: Jurnal Pendidikan*, 1(2), 212–229. <https://doi.org/10.46963/asatiza.v1i2.77>
- Chusna, N. L., Mei, D., Tari, R., & Khumaidi, A. (2022). Konfigurasi Hyperparameter Long Short Term Memory untuk Optimalisasi Prediksi Penjualan. *Faktor Exacta*, 15(4), 290–300. <https://doi.org/10.30998/faktorexacta.v15i4.15286>
- Dahlia, Atsani, K. L. G. M. Z., & Nasri, U. (2022). Peran Guru Akidah Akhlak dalam Pembentukan Karakter Peserta Didik. *Nahdlatain: Jurnal Kependidikan Dan Pemikiran Islam*, 1(1), 99–104. <https://ojs.kopertais14.or.id/index.php/nahdlatain/article/view/72>
- Damayanti, R. R., Sumantri, M. S., Dhieni, N., & Karnadi, K. (2021). Guru sebagai Agen of Change dalam Pendidikan Anak. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(2), 960–976. <https://doi.org/10.31004/obsesi.v6i2.1602>
- Darmini. (2019). Manajemen Pemberdayaan Guru Dalam Lembaga Pendidikan Islam. *TA'LIM: Jurnal Studi Pendidikan Islam*, 2(2), 172–189. <https://doi.org/10.52166/talim.v2i2.1476>
- Daryanes, F. (2022). Analisis Pendidikan Karakter Melalui Pendekatan Agama Di Era Modernisasi Desa Langgam Kabupaten Pelalawan, Riau. *Jurnal Pendidikan Karakter*, 13(1), 15–26. <https://doi.org/10.21831/jpka.v13i1.47013>
- Djauhari, A. (2021). Pendidikan Karakter Berbasis Al Islam Dan Kemuhammadiyah Dengan Metode Shibghah. *Instruksional*, 2(2), 93–102. <https://jurnal.umj.ac.id/index.php/instruksional/article/view/9735>
- Fadhlurrahman, F., Falikah, T. Y., Nuryana, Z., Nur Ihsan, R. A., Putri, A. K., & Roihanah, R. (2022). Concept of Islamic Character Education According to The Thoughts of Khalid Bin Hamid Al-Hazami And Hasyim Ali Al-Ahdal. *At-Ta'dib*, 17(2), 254. <https://doi.org/10.21111/at-tadib.v17i2.8808>
- Firmansyah, D., Karumiadri, M., & Maksum, M. N. R. (2023). The Concept of Spiritual-Based Character Education At Nusantara Beriman Islamic Boarding School Poleang Kendari, Southeast Sulawesi. *At-Ta'dib*, 18(1), 81–89. <https://doi.org/10.21111/attadib.v18i1.9588>
- Fitria, Y., Iswari, L., Amini, R., Kristiawan, M., & Kiswanto, A. (2022). Interactive Multimedia on Learning Achievement of the Digestive System in Elementary School. *International Journal of Elementary Education*, 6(3), 542–550. <https://doi.org/10.23887/ijee.v6i4.53357>
- Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-



- Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(4), 1004–1015. <https://doi.org/10.31004/basicedu.v4i4.493>
- Halek, D. H. (2019). Kurikulum 2013 dalam Perspektif Filosofi. *Jurnal Georaflesia : Artikel Ilmiah Pendidikan Geografi*, 3(2), 1. <https://doi.org/10.32663/georaf.v3i2.567>
- Hanurani, H. (2020). Integrasi Literasi Informasi Pada Pendidikan Dan Pelatihan Jarak Jauh Pendalaman Materi Biologi Madrasah Aliyah. *JPPS (Jurnal Penelitian Pendidikan Sains)*, 10(1), 1874. <https://doi.org/10.26740/jpps.v10n1.p1874-1888>
- Herdiana, D. (2022). Pemindahan Ibukota Negara: Upaya Pemerataan Pembangunan ataukah Mewujudkan Tata Pemerintahan yang Baik. *Jurnal Transformatif*, 8(1), 1–30. <https://doi.org/10.21776/ub.transformatif.2022.008.01.1>
- Huda, H. (2019). Membangun Karakter Islami Melalui Al Islam dan Kemuhammadiyah [Studi Analisis Perpres Nomer 87 Tahun 2017 tentang Penguatan Pendidikan Karakter (PPK)]. *Tarlim : Jurnal Pendidikan Agama Islam*, 2(1), 55. <https://doi.org/10.32528/tarlim.v2i1.2071>
- Indriyani, V., Zaim, M., Atmazaki, A., & Ramadhan, S. (2019). Literasi Baca Tulis Dan Inovasi Kurikulum Bahasa. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, Dan Pengajarannya*, 5(1), 108. <https://doi.org/10.22219/kembara.vol5.no1.108-118>
- Iswati, I. (2019). Karakteristik Ideal Sikap Religiusitas Pada Masa Dewasa. *At-Tajdid : Jurnal Pendidikan Dan Pemikiran Islam*, 2(01), 58–71. <https://doi.org/10.24127/att.v2i01.859>
- Karampelas, K. (2018). Identifying potential to promote the NOS in elementary science teaching packages. *International Journal of Learning, Teaching and Educational Research*, 17(6), 1–18. <https://doi.org/10.26803/ijlter.17.6.1>
- Khoirudin, A. (2017). Sains Islam Berbasis Nalar Ayat-ayat Semesta. *At-Ta'dib*, 12(1), 195. <https://doi.org/10.21111/at-tadib.v12i1.883>
- Latifah, I. (2020). Pendidikan Segregasi, Mainstreaming, Integrasi dan inklusi, apa bedanya? *Jurnal Pendidikan*, 29(2), 101–108. <https://doi.org/10.32585/jp.v29i2.676>
- Latifah, S., & Ratnasari, R. (2016). Pengembangan Modul IPA Terpadu Terintegrasi Ayat-Ayat Al-Qur'an pada Materi Tata Surya. *Jurnal Penelitian Pembelajaran Fisika*, 7(1), 25–33. <https://doi.org/10.26877/jp2f.v7i1.1150>
- Mellyzar, M., Zahara, S. R., & Alvina, S. (2022). Literasi Sains Dalam Pembelajaran Sains Siswa Smp. *Pendekar: Jurnal Pendidikan Berkarakter*, 5(2), 119. <https://doi.org/10.31764/pendekar.v5i2.10097>
- Mujib, M., Mardiyah, M., & Suherman, S. (2020). STEM: Pengaruhnya terhadap Literasi Matematis dan Kecerdasan Multiple Intelligences. *Indonesian Journal of Science and Mathematics Education*, 3(1), 66–73. <https://doi.org/10.24042/ijsme.v3i1.5448>
- Muna, I. dan. (2017). The Values of Islamic Character Education in the Film 'My Name is Khan. *Brain Cell Biology*, 36(1–4), 1–2. <https://doi.org/10.1007/s11068-008-9037-4>
- Mustofa, A., & Ghofur, A. (2022). Konsepsi Pembiasaan Sholat Dhuha dan Membaca Al-Qur'an dalam Peningkatan Akhlak. *Tasyri': Jurnal Tarbiyah-Syari'ah-Islamiah*, 29(01), 1–10. <https://doi.org/10.52166/tasyri.v29i01.155>
- Natsir, A. F., & Laelah, A. (2023). Pendidikan Pembelajaran Agama Islam Sebagai Karakter dalam Membentuk Kepribadian Siswa yang Islami. *Journal on Education*, 5(3), 8640–8651. <https://doi.org/10.31004/joe.v5i3.1655>
- Novitasari, R., Nasirun, M., & D., D. (2019). Meningkatkan Kemampuan Motorik Kasar Anak Melalui Bermain Dengan Media Hulahoop Pada Anak Kelompok B Paud Al-Syafaqoh Kabupaten Rejang Lebong. *Jurnal Ilmiah Potensia*, 3(1), 6–12. <https://doi.org/10.33369/jip.4.1.6-12>
- Oktaviani, R., & Liyah Agustinah, E. S. (2021). Implementasi Program Literasi Melalui Pemberian Bingo Card Untuk Menumbuhkan Minat Baca Pada Siswa Kelas III SDN Selorejo II. *Jurnal Pendidikan Dasar Nusantara*, 7(1), 63–81. <https://doi.org/10.29407/jpdn.v7i1.15656>
- Palunga, R., & Marzuki, M. (2017). Peran Guru Dalam Pengembangan Karakter Peserta Didik Di Sekolah Menengah Pertama Negeri 2 Depok Sleman. *Jurnal Pendidikan Karakter*, 8(1), 109–123. <https://doi.org/10.21831/jpk.v7i1.20858>

- Praptawati, D., Permatasari, R., & Murtiningrum, A. (2023). Pendampingan Kegiatan Literasi sebagai Upaya Meningkatkan Minat Baca Pada Siswa Sekolah Menengah Pertama di Desa Bogares Lor Kecamatan Pangkah-Tegal. *Indonesian Journal of Community Services*, 5(1), 45. <https://doi.org/10.30659/ijocs.5.1.45-52>
- Pratama, D. A. N. (2019). Tantangan Karakter Di Era Revolusi Industri 4.0 Dalam Membentuk Kepribadian Muslim. *Al-Tanzim : Jurnal Manajemen Pendidikan Islam*, 3(1), 198–226. <https://doi.org/10.33650/al-tanzim.v3i1.518>
- Reisa, I., & Ansori, I. (2022). Peran Guru PAI dalam Meningkatkan Motivasi Siswa Pada Pembelajaran Membaca dan Menulis Al-Quran. *Intiqad: Jurnal Agama Dan Pendidikan Islam*, 14(2). <https://doi.org/10.30596/11416>
- Safriyal, S., Zaroha, L., & Yulia, R. (2020). Kemampuan Literasi Sains Siswa Sekolah Dasar di Sekolah Adiwiyata (Studi Dekriptif di SD Adiwiyata X Kota Padang). *Journal of Natural Science and Integration*, 3(2), 215. <https://doi.org/10.24014/jnsi.v3i2.9987>
- Sani, dkk. (2016). Pendidikan Karakter. In *Jurnal Pembelajaran, Bimbingan, dan Pengelolaan Pendidikan* (Vol. 1, Issue 6). <https://doi.org/10.17977/um065v1i62021p447-455>
- Saputro, I. W. (2017). Penanaman Pendidikan Karakter di Lembaga Pendidikan Non-Formal (Studi Kasus di Homeschooling Group Khairu Ummah, Bantul). *At-Ta'dib*, 12(1), 19. <https://doi.org/10.21111/at-tadib.v12i1.882>
- Sari, N. N. (2021). Karakteristik Dan Model Integrasi Ilmu Madrasah Ibtidaiyah. *Tarbawy : Jurnal Pendidikan Islam*, 8(2), 61–66. <https://doi.org/10.32923/tarbawy.v8i2.1824>
- Shofa, M., Nailufa, L. E., & Haqiqi, A. K. (2020). Pembelajaran IPA Terintegrasi Al-Quran dan Nilai-Nilai Pesantren. *IJIS Edu : Indonesian Journal of Integrated Science Education*, 2(1), 81. <https://doi.org/10.29300/ijisedu.v2i1.1928>
- Shoimah, L., Sulthoni, & Soepriyanto, Y. (2018). Pendidikan Karakter Melalui Pembiasaan Di Sekolah Dasar Lailatus Shoimah, Sulthoni, Yerry Soepriyanto. *Jktp*, 1(2), 169–175. <http://journal2.um.ac.id/index.php/jktp/article/view/4206>
- Sinyanyuri, S., Utomo, E., Sumantri, M. S., & Iasha, V. (2022). Literasi Sains dan Asesmen Kompetensi Minimum (AKM): Integrasi Bahasa dalam Pendidikan Sains. *Jurnal Basicedu*, 6(1), 1331–1340. <https://doi.org/10.31004/basicedu.v6i1.2286>
- Situmorang, R. P. (2016). Integrasi Literasi Sains Peserta Didik Dalam Pembelajaran Sains. *Satya Widya*, 32(1), 49. <https://doi.org/10.24246/j.sw.2016.v32.i1.p49-56>
- Suciati, R., & Amirullah, G. (2017). Literasi Asesmen Ipa. *JKKP (Jurnal Kesejahteraan Keluarga Dan Pendidikan)*, 4(02), 110–118. <https://doi.org/10.21009/jkkp.042.09>
- Sudiarti, T., Delilah, G. G. A., & Aziz, R. (2018). Besi dalam Qur'an dan Sains Kimia (Analisis Teoritis dan Praktis Mengenai Besi dan Upaya Mengatasi Korosi pada Besi). *Al-Kimiya*, 5(1), 7–16. <https://doi.org/10.15575/ak.v5i1.3720>
- Suryaman, M. (2018). Pengalaman Membaca Karya Sastra Dalam Perspektif Pembelajaran. *Litera*, 17(1). <https://doi.org/10.21831/ltr.v17i1.19063>
- Syahri, A. A., & Ahyana, N. (2021). Analisis Kemampuan Berpikir Tingkat Tinggi Menurut Teori Anderson Dan Krathwohl. *Jurnal Riset Dan Inovasi Pembelajaran*, 1(1), 41–52. <https://doi.org/10.51574/jrip.v1i1.16>
- Wasehudin, W. (2018). Perspektif Al-Qur'an Dan Undang-Undang Tentang Guru Profesional. *TARBAWY: Indonesian Journal of Islamic Education*, 5(1), 86. <https://doi.org/10.17509/t.v5i1.13335>
- Wirdati, Rivauzi, A., Sulaiman, Anwar, F., & Kosasih, A. (2020). *The Student's Ability to Read the Qur'an at Islamic Education Program Universitas Negeri Padang (A Need Assessment Study)*. *I25(Icpag 2019)*, 370–376. <https://doi.org/10.2991/aebmr.k.200305.221>
- Yusuf, M. Y. (2015). Pesantren Sains: Epistemology of Islamic Science in Teaching System. *Walisongo: Jurnal Penelitian Sosial Keagamaan*, 23(2), 283. <https://doi.org/10.21580/ws.23.2.280>

---

**Copyright Holder :**

© Ani Latifah et al. (2023)

**First Publication Right :**

© International Journal of Educational Narratives

**This article is under:**

