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JOURNAL OF INDONESIAN ISLAMIC STUDIES

<https://ejournal.iainpalopo.ac.id/index.php/jiis/index>

## Strengthening Qur'anic Literacy through Ma'had Al-Jami'ah Programs: A Mixed-Methods Evaluation in Islamic Higher Education

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### Articles

#### Information

##### History:

Received: January  
Approved: March  
Publish: May

**Keywords:** *Qur'anic Literacy; Ma'had Al-Jami'ah; Islamic Higher Education; Program Effectiveness; Mixed-Methods Evaluation*

### Abstract

Qur'anic literacy remains a fundamental component of Islamic education and an essential competency for students in Islamic higher education institutions. However, variations in students' Qur'anic reading abilities continue to present challenges for universities seeking to strengthen both academic and religious competencies. This study aims to evaluate the effectiveness of the Qur'anic literacy development programs implemented by Ma'had Al-Jami'ah at IAIN Palopo. Employing a mixed-methods approach with a convergent descriptive design, the study involved 68 students from the Islamic Educational Management Study Program selected through proportional sampling. Data were collected through questionnaires, interviews, and document analysis and were analyzed using descriptive statistics and qualitative data analysis techniques. The findings reveal that the Qur'anic literacy development programs are implemented through three integrated components: Tahsinul Qira'ah courses, Character Building Training (CBT), and special mentoring sessions for students requiring additional support. Students generally perceived the programs positively, with the largest proportion of respondents (39.71%) categorizing the programs as highly effective. Furthermore, learning achievement data showed that the dominant grade in the Tahsinul Qira'ah course was B+ across both student cohorts, indicating satisfactory academic performance. The integration of perceptual and achievement-based evidence suggests that the programs are effective in strengthening students' Qur'anic literacy. This study contributes to Islamic educational evaluation by proposing a comprehensive assessment framework that combines students' perceptions and learning outcomes as complementary indicators of program effectiveness. The findings highlight the strategic role of Ma'had Al-Jami'ah in fostering religious competencies and supporting holistic student development within Islamic higher education.

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## **Introduction**

Qur'anic literacy constitutes a fundamental component of Islamic education and serves as a primary foundation for understanding, internalizing, and practicing Islamic teachings. For Muslim communities, the ability to read the Qur'an accurately is not merely a technical skill but also a religious competence that supports the performance of worship, ethical development, and lifelong spiritual growth. Consequently, strengthening Qur'anic literacy has become one of the major concerns of Islamic educational institutions at various levels, including Islamic higher education. Universities are expected not only to develop students' academic competencies but also to cultivate their religious capacities as part of holistic human development.

Despite the central position of the Qur'an in Muslim life, studies have consistently reported that a considerable proportion of Muslim students continue to experience difficulties in reading the Qur'an fluently and according to the rules of tajwid. The expansion of modern educational systems, changing learning environments, and variations in students' prior religious education have contributed to disparities in Qur'anic reading proficiency among university students. In many Islamic higher education institutions, incoming students demonstrate heterogeneous levels of Qur'anic literacy, ranging from advanced competence to limited ability in recognizing Arabic letters and applying proper recitation rules. Such conditions present challenges for universities seeking to produce graduates who possess both academic excellence and strong Islamic character.

Within the Indonesian context, the issue of Qur'anic literacy has received increasing attention from scholars and educational practitioners. Indonesia, as the country with the largest Muslim population in the world, has invested considerable efforts in strengthening Islamic education through formal, non-formal, and informal institutions. Nevertheless, several studies indicate that mastery of Qur'anic reading skills among students remains uneven. Research has shown that systematic guidance, intensive mentoring, and structured instructional programs can significantly improve learners' ability to read and understand the Qur'an. Consequently, many Islamic educational institutions have developed special programs designed to enhance students' Qur'anic literacy through structured learning experiences, mentoring systems, and religious enrichment activities.

One of the distinctive initiatives implemented in Indonesian Islamic higher education is the establishment of Ma'had Al-Jami'ah. As an institutional mechanism for strengthening students' religious competencies, Ma'had Al-Jami'ah functions as an academic and spiritual development center that complements formal classroom instruction. Through various religious programs, including Qur'anic learning, character development, mentoring, and Islamic enrichment activities, Ma'had Al-Jami'ah seeks to create an educational environment that supports the integration of intellectual, spiritual, and moral development. The presence of Ma'had Al-Jami'ah reflects the growing recognition that Islamic universities require comprehensive approaches to nurture students' religious literacy alongside their disciplinary knowledge.

Previous studies have highlighted the importance of Qur'anic guidance programs in improving students' reading abilities and religious competencies. Satturi (2018) reported that structured Qur'anic literacy programs contributed positively to learners' reading proficiency by enabling them to apply tajwid rules more accurately. Similarly, Zahra (2019) found that systematic Qur'anic reading and writing instruction significantly enhanced

students' Qur'anic literacy outcomes. Research conducted by Mony (2021) further demonstrated that university students generally perceived Qur'anic development programs implemented through Ma'had Al-Jami'ah positively and considered them beneficial for improving their religious competencies. Collectively, these studies suggest that organized Qur'anic development programs play an important role in supporting students' religious learning and spiritual growth.

Although previous research has generated valuable insights into Qur'anic literacy programs, several limitations remain evident. First, many studies primarily focus on program implementation, instructional strategies, or participants' perceptions without examining whether such programs effectively achieve their intended outcomes. Second, research evaluating Qur'anic literacy initiatives often relies on a single source of evidence, particularly participant perceptions, which may not fully represent actual program effectiveness. Third, empirical studies that integrate subjective evaluations from participants with objective indicators of learning achievement remain relatively limited, especially within the context of Islamic higher education institutions. As a result, a more comprehensive evaluation framework is needed to determine whether Qur'anic literacy programs genuinely contribute to students' learning outcomes.

Addressing this gap is particularly important because effectiveness in educational programs should not be assessed solely through participant satisfaction but also through measurable learning achievements. Evaluations that combine students' perceptions with academic performance indicators can provide a more holistic understanding of program quality and educational impact. Such an approach enables researchers and policymakers to identify strengths, weaknesses, and areas for improvement while ensuring that educational interventions achieve their intended objectives.

Against this background, this study investigates the implementation and effectiveness of Qur'anic literacy development programs conducted by Ma'had Al-Jami'ah at IAIN Palopo. Specifically, the study examines how the programs are implemented, explores students' perceptions regarding their effectiveness, and evaluates program outcomes through students' academic achievement in the Tahsinul Qira'ah course. By integrating perceptual and achievement-based measures within a mixed-methods framework, this study seeks to provide a more comprehensive assessment of Qur'anic literacy development in Islamic higher education.

The novelty of this research lies in its integrated evaluation model, which combines students' perceptions and learning achievement as complementary indicators of program effectiveness. Unlike previous studies that predominantly focus on either implementation processes or participant perceptions, this study offers a broader perspective on how Qur'anic literacy programs contribute to student development within Islamic higher education institutions. The findings are expected to enrich scholarly discussions on Qur'anic literacy, Islamic educational evaluation, and the role of Ma'had Al-Jami'ah in strengthening religious competencies among university students.

## **Method**

This study employed a mixed-methods approach with a convergent descriptive design to evaluate the effectiveness of the Qur'anic literacy development programs implemented by Ma'had Al-Jami'ah at IAIN Palopo. The mixed-methods approach was

selected to obtain a comprehensive understanding of program effectiveness by integrating quantitative evidence derived from students' perceptions and learning outcomes with qualitative insights regarding program implementation.

The research was conducted at Ma'had Al-Jami'ah, IAIN Palopo, South Sulawesi, Indonesia. The study population consisted of 216 students from the Islamic Educational Management Study Program (Manajemen Pendidikan Islam) enrolled in the 2020 and 2021 cohorts. Using Slovin's formula with a 10% margin of error, a sample of 68 students was determined. Participants were selected through proportional sampling to ensure adequate representation from each cohort.

Data were collected through questionnaires, interviews, and document analysis. The questionnaire was administered to measure students' perceptions of the effectiveness of the Qur'anic literacy development programs. The instrument covered three dimensions: Qur'anic reading ability, Qur'anic writing ability, and memorization of short surahs. Semi-structured interviews were conducted with Ma'had Al-Jami'ah administrators to obtain information regarding program implementation, instructional activities, and support mechanisms provided to students. Document analysis was employed to examine institutional records, program reports, and students' academic achievement in the Tahsinul Qira'ah course.

To ensure data quality, the questionnaire underwent validity and reliability testing before administration. Quantitative data were analyzed using descriptive statistics, including frequencies, percentages, means, and categorical interpretations of effectiveness levels. The analysis was conducted using Microsoft Excel. Meanwhile, qualitative data obtained from interviews and documentation were analyzed through data reduction, data display, and conclusion drawing. Finally, findings from both quantitative and qualitative strands were integrated during the interpretation stage to provide a comprehensive evaluation of the effectiveness of the Qur'anic literacy development programs implemented by Ma'had Al-Jami'ah.

## **Results**

### ***Implementation of Qur'anic Literacy Development Programs***

The findings indicate that Ma'had Al-Jami'ah IAIN Palopo implements Qur'anic literacy development through three interconnected programs: Tahsinul Qira'ah courses, Character Building Training (CBT), and special mentoring sessions for students with limited Qur'anic reading proficiency. These programs are designed to provide both academic instruction and intensive guidance in Qur'anic literacy.

The Tahsinul Qira'ah course serves as the primary academic component of the program and is conducted through regular classroom sessions over sixteen meetings. The course focuses on improving students' ability to read the Qur'an accurately according to the principles of tajwid. In addition to classroom instruction, students participate in Character Building Training (CBT), which integrates Qur'anic recitation practices with broader Islamic character development activities. Furthermore, students who encounter significant difficulties in reading the Qur'an receive additional assistance through special mentoring programs conducted by Ma'had Al-Jami'ah instructors.

Interview data reveal that the integration of these three components enables students to receive continuous support throughout the learning process. The combination of formal

instruction, intensive training, and individualized mentoring reflects the institution's commitment to strengthening students' Qur'anic literacy as an essential aspect of Islamic higher education.

### **Students' Perceptions of Program Effectiveness**

Students' perceptions regarding the effectiveness of the Qur'anic literacy development programs were measured through a questionnaire administered to 68 respondents from the Islamic Educational Management Study Program.

*Table 1. Students' Perceptions of Program Effectiveness*

Category	Frequency	Percentage (%)
Very High	5	7.35
High	27	39.71
Moderate	10	14.71
Low	26	38.24
Total	68	100

The data show that the largest proportion of respondents (39.71%) perceived the program effectiveness to be in the high category. Meanwhile, 7.35% of respondents rated the program as very highly effective, and 14.71% categorized it as moderately effective. Although 38.24% of students remained in the low category, the combined proportion of respondents in the moderate-to-very-high categories exceeded half of the total sample.

These findings suggest that the majority of students viewed the Qur'anic literacy development programs positively. Students reported that the programs contributed to improvements in their ability to read the Qur'an, recognize tajwid rules, and strengthen their engagement with Qur'anic learning activities. The findings also indicate that structured religious guidance provided through Ma'had Al-Jami'ah plays an important role in supporting students' religious competencies.

### **Program Effectiveness Based on Learning Achievement**

In addition to students' perceptions, program effectiveness was evaluated through academic achievement in the Tahsinul Qira'ah course. Learning outcomes were used as an objective indicator to determine whether the programs contributed to students' Qur'anic literacy development.

*Table 2. Distribution of Students' Achievement in Tahsinul Qira'ah*

Cohort	Dominant Grade	Percentage (%)
2020	B+	37
2021	B+	30

The results indicate that B+ was the most frequently obtained grade among students in both cohorts. Students from the 2020 cohort recorded the highest concentration of B+ grades at 37%, while students from the 2021 cohort recorded 30%. Moreover, the majority of students achieved grades within the good performance category, and no students received grades categorized as poor academic achievement.

The dominance of B+ grades suggests that most students successfully met the expected learning outcomes of the Tahsinul Qira'ah course. These findings provide empirical evidence that the Qur'anic literacy development programs contributed positively to students' learning performance.

### ***Integrated Evaluation of Program Effectiveness***

The integration of quantitative and qualitative findings demonstrates that the Qur'anic literacy development programs implemented by Ma'had Al-Jami'ah were generally effective in strengthening students' Qur'anic literacy. Quantitative data reveal positive student perceptions and satisfactory academic achievement, while qualitative findings indicate that the programs were implemented systematically through complementary instructional and mentoring activities.

The convergence of these findings suggests that effectiveness is not only reflected in students' subjective evaluations but also supported by measurable learning outcomes. Therefore, the effectiveness of the programs can be understood as the result of sustained institutional efforts combining formal coursework, character-building activities, and individualized mentoring. Such an integrated approach provides a supportive environment for developing students' Qur'anic literacy competencies within the context of Islamic higher education.

## **Discussion**

### ***Strengthening Qur'anic Literacy through Structured Development Programs***

The findings demonstrate that the Qur'anic literacy development programs implemented by Ma'had Al-Jami'ah IAIN Palopo contribute positively to strengthening students' Qur'anic literacy. The effectiveness of the programs is reflected in both students' positive perceptions and their academic achievement in the Tahsinul Qira'ah course. These findings suggest that Qur'anic literacy development in Islamic higher education requires more than conventional classroom instruction; it necessitates a structured and continuous support system that integrates academic, spiritual, and character-building dimensions.

From the perspective of educational effectiveness, a program can be considered effective when its implementation leads to the achievement of predetermined objectives. In this study, the primary objective of the Qur'anic literacy development program was to improve students' ability to read the Qur'an accurately and confidently. The predominance of positive responses among participants, combined with satisfactory learning outcomes, indicates that the program largely succeeded in achieving this goal. These findings support the argument that systematic instructional interventions remain essential for addressing disparities in Qur'anic reading proficiency among university students.

The effectiveness of the program can also be understood through the complementary nature of its components. The Tahsinul Qira'ah course provides students with formal instruction in Qur'anic recitation and tajwid, while Character Building Training (CBT) reinforces religious values and encourages regular Qur'anic engagement. In addition, special mentoring sessions offer individualized support for students who require further assistance. This integrated structure reflects a holistic educational approach in which cognitive, affective, and practical dimensions of learning are developed simultaneously. Such an approach is consistent with contemporary Islamic educational perspectives that emphasize the integration of knowledge, character formation, and spiritual development.

The findings are consistent with previous studies reporting positive outcomes of Qur'anic literacy programs. Satturi (2018) found that structured Qur'anic guidance

significantly improved learners' reading abilities through systematic instruction and continuous practice. Similarly, Zahra (2019) reported that organized Qur'anic reading and writing programs enhanced students' literacy competencies. The present study confirms these findings within the context of Islamic higher education and demonstrates that structured institutional support remains an important factor in improving students' Qur'anic literacy.

However, the findings also reveal that not all students experienced the same level of effectiveness. A considerable proportion of respondents still fell within the low effectiveness category. This variation suggests that differences in prior educational experiences, motivation, learning habits, and initial Qur'anic literacy levels may influence students' responses to the program. Therefore, strengthening diagnostic assessment and providing differentiated mentoring may help address diverse student needs and improve program outcomes more equitably.

### ***The Role of Ma'had Al-Jami'ah in Islamic Higher Education***

The findings highlight the strategic role of Ma'had Al-Jami'ah as an institutional mechanism for strengthening religious competencies among university students. While higher education institutions are primarily associated with academic and professional development, Islamic universities also carry the responsibility of nurturing students' spiritual and religious capacities. In this regard, Ma'had Al-Jami'ah serves as a bridge between formal academic learning and the cultivation of Islamic values.

The success of the programs examined in this study suggests that Ma'had Al-Jami'ah functions not merely as a supplementary religious institution but as an integral component of student development within Islamic higher education. Through its Qur'anic literacy initiatives, Ma'had Al-Jami'ah creates learning opportunities that extend beyond classroom instruction and encourage students to engage more actively with the Qur'an. This finding supports the view that religious development programs can contribute significantly to the formation of graduates who possess both academic competence and strong Islamic character.

An important contribution of this study lies in its integrated evaluation approach. Previous studies have frequently assessed Qur'anic literacy programs through implementation processes or participant perceptions alone. In contrast, this study combines students' perceptions with objective learning achievement data to evaluate program effectiveness. The integration of these two indicators provides a more comprehensive understanding of educational outcomes and reduces the limitations associated with relying on a single source of evidence.

Furthermore, the findings contribute to broader discussions on Islamic educational quality assurance. As Islamic higher education institutions continue to strengthen their academic reputation and global competitiveness, maintaining students' religious competencies remains equally important. Programs such as those implemented by Ma'had Al-Jami'ah demonstrate that institutional commitment to Qur'anic literacy development can complement academic excellence and support the holistic mission of Islamic higher education.

Overall, the study suggests that strengthening Qur'anic literacy requires sustained institutional support, structured instructional design, and continuous mentoring. The

experience of Ma'had Al-Jami'ah IAIN Palopo provides empirical evidence that integrated Qur'anic literacy programs can play a significant role in enhancing students' religious competencies and supporting the broader objectives of Islamic higher education.

## **Conclusion**

This study demonstrates that the Qur'anic literacy development programs implemented by Ma'had Al-Jami'ah IAIN Palopo play a significant role in strengthening students' Qur'anic literacy within the context of Islamic higher education. The programs are implemented through an integrated framework consisting of Tahsinul Qira'ah courses, Character Building Training (CBT), and special mentoring sessions. The findings indicate that the majority of students perceived the programs positively, while learning achievement data revealed satisfactory performance in the Tahsinul Qira'ah course. The convergence of perceptual and achievement-based evidence suggests that the programs are generally effective in supporting the development of students' Qur'anic reading competencies.

This study contributes to the growing body of research on Qur'anic literacy and Islamic educational evaluation by proposing an integrated approach to program assessment that combines students' perceptions and learning achievement. The findings highlight the strategic role of Ma'had Al-Jami'ah as an institutional mechanism for fostering religious competencies alongside academic development in Islamic higher education. The study further suggests that structured instruction, continuous mentoring, and character-based religious programs are essential elements in strengthening students' engagement with the Qur'an.

Despite these contributions, the study is limited to a single study program within one Islamic higher education institution. Future research may expand the scope by involving multiple universities, incorporating longitudinal data, and examining additional dimensions of Qur'anic literacy development. Such efforts would provide a broader understanding of how institutional religious programs contribute to student development across diverse contexts of Islamic higher education.

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