Educational Assistance in Eradicating Children's Al-Qur'an Illiteracy

**Mhd Alfat Gunawan[1✉], Mickail Ginting[2], Nikene Sampin[3],
Hujratul Fatimah Batubara[4], Nurul Hidayah[5]**
State Islamic University of North Sumatra Medan, Indonesia[1,2,3,4,5]
e-mail : muhammadalfatgunawan@gmail.com[1], maikelgtg22@gmail.com[2], hujratulfatimah@gmail.com[3],
nikenesampin@gmail.com[4], nurulhidayahunchu997@gmail.com[5]

Abstrak

Pengabdian masyarakat merupakan salah satu aspek penting dari tridharma perguruan tinggi. Adapun kegiatan pengabdian masyarakat yang dipraktikkan oleh mahasiswa UIN Sumatera Utara adalah pengabdian masyarakat (PEMA) pada semester 4 dan kuliah kerja nyata (KKN) pada semester 7. Penelitian ini bertujuan untuk mendeskripsikan bentuk pendampingan edukatif dalam pemberantasan buta huruf al-Qur'an pada anak di Desa Simpang Empat oleh mahasiswa KKN Kelompok 1 UIN Sumatera utara Medan. Fokus pembahasan ialah berkaitan dengan upaya pembinaan dan pendampingan yang dilakukan mahasiswa KKN kepada 40 anak di Desa Simpang Empat Kecamatan Lawe Bulan Kabupaten Aceh Tenggara. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi deskriptif. Hasil penelitian ini menunjukkan bahwa kegiatan pendampingan pemberantasan buta huruf al-Qur'an di Desa Simpang Empat terlaksana dengan baik, melalui tahapan perencanaan pendampingan, pelaksanaan, hingga monitoring dan evaluasi pendampingan, dengan indikator keberhasilan berupa kelulusan anak membaca *Iqra* jilid 1-6.
Kata Kunci: Buta Aksara al-Qur'an, Mahasiswa KKN, Pendampingan Edukatif.

Abstract

Community service is one of the important aspects of the tri dharma of higher education. The community service activities practiced by UIN North Sumatra students are community service (PEMA) in semester 4 and real work lectures (KKN) in semester 7. This study aims to describe the form of educational assistance in eradicating illiteracy in the Qur'an in children. in Simpang Empat Village by KKN Group 1 students at UIN North Sumatra Medan. The focus of the discussion is related to the coaching and mentoring efforts carried out by KKN students for 40 children in Simpang Empat Village, Lawe Bulan District, Southeast Aceh Regency. This study uses a qualitative approach with a descriptive study method. The results of this study indicate that the mentoring activities for eradicating illiteracy in the Qur'an in Simpang Empat Village were carried out well, through the stages of mentoring planning, implementation, monitoring and evaluation of mentoring, with success indicators in the form of graduation for children reading Iqra volumes 1-6.
Keywords: Al-Qur'an Illiteracy, KKN Students, Educational Assistance.

INTRODUCTION

The Qur'an is the word of God that guides human life. From an early age, the Qur'an is taught to children through non-formal institutions in the form of an al-Qur'an recitation park (TPA) or the family environment (Syafirin, *et.al.,* 2021: 1-14). Even earlier, pregnant mothers read the Qur'an to be heard to the fetus in the womb. This is a form of belief that teaching the Qur'an to children from an early age is a concrete effort for parents to provide life guidelines for children (Arobi, 2019: 39-52).

Studying the Qur'an is based on the initial stages in the form of introducing hijaiyah letters, where the letters are issued (*makharijul huruf*), pronunciation of letter sounds, and the rules of tajwid (Annuri, 2021). Based on the results of research by Sumantri (2020), information was found that there are 65% of the total Muslims in Indonesia are classified as illiterate and do not understand the rules of recitation. This is ironic, of course, the illiteracy of the Qur'an among Muslims, while the Qur'an is a way of life that must be read, understood, and practiced in everyday life (Abidin & Husein, 2022).

According to Mufidah & Mukhlisin (2020), the Qur'an is not a "rigid text" as a way of life, but a contextual guideline that is sustainable at every time and place until the end of time. In special terms, the practice of the Qur'an (contextualization of the Qur'an) is known as the living Qur'an (Assingkily, 2019: 19-36). This shows the enormous human need for extracting and practicing the values contained in the Qur'an (Farihah, 2017: 1-8). Thus, the Qur'an must be studied by Muslims from an early age.

Problems in teaching the Qur'an in Indonesia are usually based on the ability to recognize letters, pronounce letters, to read the Qur'an according to the rules of recitation (Mustaqim & Jazuli, 2021: 253-260). In this context, the researcher summarizes it as the illiteracy of the Qur'an. According to Muniarty, *et.al.* (2021), efforts to introduce the Qur'an should be given within the family, school, and community because the Qur'an is the main foundation for teaching and forming Islamic character in children.

Eradication of al-Qur'an illiteracy has been carried out nationally as one of the flagship programs of 2003 President Susilo Bambang Yudhoyono's term, with a special focus on the Muslim community to focus on illiteracy in the alphabet (Indonesian language) and illiteracy in the Qur'an (Assingkily, 2019: 186-225). Obstacles that often occur related to efforts to eradicate illiteracy in the Qur'an are the low number of human resources and the lack of facilities (institutions) where recitations are held. This is, of course, based on the welfare aspect of a teacher who recites the Qur'an which is not enough (Wahyuddin, 2020).

Community service activities were carried out by UIN North Sumatra Medan students from July to August 2022, one of which was located in Simpang Empat Village, Lawe Bulan District, Southeast Aceh Regency (group 1). Information obtained by students, that the people of Simpang Empat Village have a variety of livelihoods, ranging from farmers, entrepreneurs, entrepreneurs, and a small number of civil servants (PNS). These various professions require that most parents in Simpang Empat Village submit their children to study at the Al-Qur'an Recitation Park (TPA) at night (towards Maghrib until Isha time).

Likewise, obstacles were found in the teaching process, especially aspects of institutional management and teaching human resources (religious teachers) which were the factors causing the existence of children who were illiterate in the Qur'an. Information given by the Simpang Empat Village apparatus is due to welfare factors so that only 1 teacher teaches, plus managerial seriousness is also still lacking. How come? The teacher also has to find additional living expenses by pursuing a profession as a farmer.

Academic studies on the illiteracy of the Qur'an have been discussed from various aspects by previous researchers. Among them are discussing aspects of the study of mentoring reciting Iqra 'in children (Anwar & Yuliati, 2021), Al-Quran reading program at school/madrasah (Syahfitri, *et.al.*, 2022; Rahman, 2019: 277-293), eradication of illiteracy in the Qur'an in certain communities (Sofyan, *et.al.*, 2020; Sulistyorini & Andrianan, 2020; Sarni & Dunia, 2021: 40-48), program tahfiz and tahsin al-Qur'an (Maulana, 2017), the ability to read the Qur'an among students (Setiawan, 2015), factors that cause illiteracy of the Qur'an (Zulaiha & Busro, 2020:

259-272; Sinaga, 2021), and the role of the Qur'an teacher in eradicating illiteracy in the Qur'an (Nurhidin, 2022: 1-11).

Observing the description above, it was found that there was a gap analysis between this study and previous research. Where this research study discusses aspects of preparation steps, implementation of assistance, monitoring, and evaluation of educational assistance activities in eradicating al-Qur'an illiteracy for children in Simpang Empat Village (Southeast Aceh). Furthermore, researchers in this context are also actively involved in assisting the community as a form of community service (KKN duty) from the UIN North Sumatra Medan. The research in question is summarized in the title, "*Educational Assistance in Eradicating Al-Qur'an Illiteracy in Children in Simpang Empat Village, Southeast Aceh*". The novelty of the research by analyzing the illiteracy of the Qur'an is not carried out in formal or informal educational institutions. Instead, the teaching of the Qur'an is carried out by KKN students who devote themselves to the village. Through this research, it is hoped that further research can analyze educational studies for children based on direct community service.

METHOD

This study uses a qualitative approach with a descriptive study method. This is adapted to efforts to explore the nature or meaning of the phenomenon descriptively about the form of educational assistance in eradicating illiteracy in the Qur'an in children in Simpang Empat Village, Lawe Bulan District, Southeast Aceh Regency. To obtain data, researchers conducted observation techniques, interviews, and document studies. In addition, the researcher also presents various comparisons and other opinions from previous articles (research) obtained from credible sources (Assingkily, 2021). The research informants included the village head, guardians of the students who recited the Qur'an at TPQ, and the teacher of the Qur'an in Simpang Empat Village. After obtaining data in the form of interviews, observations, and documentation, the researchers analyzed the data using 3 techniques, namely (1) data reduction in the form of sorting research data based on the suitability of the research theme, (2) presenting data in the form of a systematic presentation of findings and discussions by comparing based on credible scientific articles, and (3) drawing conclusions. Finally, the data are declared valid if they match the findings based on the method (that is, they do not contradict the findings from the interview, observation, and documentation methods) and are in line with the findings based on the source (that is, informants 1 and others provide relevant information).

FINDINGS AND DISCUSSION

This community service activity is carried out as an effort to "complete" the tri dharma of higher education among students. The activities were carried out by group 1 KKN students at UIN North Sumatra Medan in Simpang Empat Village, Kec. Lawe Bulan, Kab. Southeast Aceh. The final product of the 1-month KKN activity was in the form of a learning module or tutorial on how to operate learning to eradicate illiteracy in the Qur'an in the village.

In the initial process of mentoring activities, researchers asked for permission to hold ceremonial activities and friendly gatherings with residents to inform them of the existence and superior programs of KKN students, one of which is evening recitation at the mosque or village hall. Recitation activities are held every Monday-Friday during KKN (18 July – 18 August 2022). Furthermore, this activity is intended as an effort to assist in learning for children in the village.

According to Santoso & Rusmawati (2019), learning mentoring activities are a form of intensive and periodic guidance provided by teachers to students, in this context of course from the Qur'an teacher to the Qur'an students. Furthermore, Pahmi, *et.al.* (2021: 55-59) explains that mentoring activities provide convenience to parents for the difficulties felt by children during the learning process. Kumala, *et.al.* (2020: 44-47) added that through mentoring activities children will have a fun, comfortable learning experience, and still maintain an educational feel.

The form of activities carried out during the mentoring, technically carried out face-to-face between KKN students and children in Simpang Empat Village, totaling 40 children per 19.00 - 20.00 WIB at the village hall. Follow-up actions are only given to children who have difficulty reading and there are still children who do not know the hijaiyah letters correctly. Thus, routine recitation activities were carried out for 40 children at the Simpang Empat village hall.

The activities are described in the following 3 (three) stages, namely the mentoring step, the mentoring implementation phase, and monitoring and evaluation. Here's the description:

Assistance Steps

Since the beginning of the Regular KKN activities, students have designed efforts to eradicate illiteracy in the Qur'an for children as the development of al-Qur'an literacy and one of the flagship service programs. This began with observation activities related to children's al-Qur'an literacy skills in Simpang Empat Village. Then, the results of the information related to these skills, become the basic material for KKN students in classifying children's recitations. In addition, the level of children's reading is also the basis of the classification, so the classification is divided into 3 (three) groups, namely group 1 reading Iqra volumes 1-3, group 2 reading Iqra volumes 4-6 and group 3 reading the Qur'an. a (finished Iqra volumes 1-6).

According to Retnowati & Aqiila (2017: 13-23), grouping is important to create teaching effectiveness. This is based on efforts to generalize children's understanding in accelerating the eradication of illiteracy in the Qur'an. Furthermore, Izzuddin, *et.al.* (2022: 137-144) explained that the grouping of children's learning can create an effective, conducive, and comfortable learning atmosphere. Likewise, Irwansyah & Retnowati (2019: 62-74) remind that the grouping of children is not intended to be a discriminatory act against children, but rather to provide teaching to children according to the stage of their ability to read the Qur'an or Iqra.

After conducting observations and grouping activities, KKN students identified children's problems so 20 children were included in the category of experiencing delays in reading the Qur'an. Of course, in this context, the indicator for students is the level of reading the child's Iqra starting from volumes 1-6. Based on the information obtained by the researchers, children experience delays in reading the Qur'an due to several factors, ranging from economic limitations so that parents do not send their children to recite the Qur'an at TPQ and the child's obligation to help with homework because parents have to farm until the evening.

According to Adawiah (2017: 33-48), parenting is indeed a major factor in honing children's skills. Komala (2015: 31-45) adds that intervention from parents is very much needed for children to participate in the Qur'an recitation park, even though at first the child feels forced, but then the child will get used to and enjoy the recitation activities. This is based on the opinion of Komariah, *et.al.* (2017: 373-378) which emphasizes that parenting is the most effective thing and will underlie the mindset and understanding of children, especially in teaching the Qur'an.

Based on the description above, it can be concluded that there were two efforts at the initial stage of mentoring carried out by KKN Group 1 UIN North Sumatra Medan students in eradicating illiteracy of the Qur'an in Simpang Empat Village, Southeast Aceh, including activities for classifying children's reading according to the Iqra volume into 3 (three) groups and identify the problems experienced by children, especially related to the family's economic limitations. In addition, it is expected to be a stimulus to village officials to pay attention to and facilitate learning of the Qur'an for children.

Implementation of Mentoring

Assistance in learning the Qur'an for children is a concrete form of eradicating illiteracy in the Qur'an. The efforts made by KKN students are through direct guidance (face to face) in children's recitations. For group 1 (reading Iqra volumes 1-3), the KKN student team introduced the hijaiyah letters to children and trained them to memorize them and pronounce the sounds of the letters correctly (*makharijul huruf*). This is done by students to children in turns one by one.

Based on the statement of one of the students, the following interview excerpt was given:

"...Yes, sir, we carry out mentoring for children, especially regarding reading the Qur'an. Moreover, we are UIN students, so one of our programs is to recite maghrib at the village hall with the children of Simpang Empat villagers. We divided them into groups and introduced hijaiyah letters properly and correctly. After the introduction of letters, then we invite children to read according to the stages of the Iqra volume that they already know" (Results of an interview with Niken, a student of KKN UIN SU Medan).

The interview excerpt above informs that letter recognition is the main basis for children to be able to continue the next stage of reading. This is in line with the opinion by Jayana (2021: 205-218), that letter recognition is the initial core of teaching the Qur'an to children. Maskur (2019: 1-16) adds that children will find it easier at the next stage if they first know the hijaiyah letters. Likewise, Ariefky (2020) synthesizes that letter recognition must be accompanied by teaching the correct pronunciation of letter sounds so that children are not mistaken in pronouncing hijaiyah letters.

According to Solehuddin (2018), the implementation of assistance to children in the process of eradicating illiteracy in the Qur'an becomes very important in the midst of children's busyness with digital tools, such as smartphones and various online game applications. Mansyur (2021) adds that children need appropriate assistance in the developmental phase of their age, be it religious and moral development as well as social and emotional. In this context, teaching the Qur'an is believed to be the right effort to help children develop in a positive and beneficial direction.

In line with the above, FR, a resident of Simpang Empat Village said:

"...The child reads Iqra and the implementation team listens and confirms if something is not right on one page. If you know the letters on one page for sure, you can continue to the next page. The process of assisting the eradication of illiteracy in the Qur'an takes place, we as guardians or parents of children are very happy and helped by the presence of this KKN team so that now our children can recite the Qur'an a little" (Excerpts from interviews with residents of Simpang Empat Village).

Based on the description above, it can be concluded that the implementation of mentoring activities carried out by KKN Group 1 UIN North Sumatra Medan students in eradicating illiteracy in the Qur'an in Simpang Empat Village, Southeast Aceh was carried out well through letter recognition efforts, the proper pronunciation of letter sounds. , and teaching the rules of recitation to children. Many parents see that they are helped by the implementation of these activities.

Monitoring and Evaluation

Monitoring and evaluation activities are a form of confirmation of the results of the mentoring process that has been carried out by the Group 1 KKN team for a full month in Simpang Empat Village. Measurement of success is determined by two main factors, namely the child's reading ability at each level (volume) of Iqra and the child's ability to complete Iqra volumes 1-6. This is used as a basic target, due to the limited time for students to carry out KKN activities and mentor children's learning.

The form of supervision or monitoring carried out by the students to children in Simpang Empat Village, was carried out for 2x, namely the second week and fourth week of KKN implementation. This is said to be limited, considering the short schedule for the implementation of KKN. Furthermore, this form of monitoring is like a tahsin al-Qur'an exam, where KKN students test the child's Iqra reading according to the reading level.

According to Rasiman & Prasetyowati (2017), evaluation is a form of effort to measure success according to predetermined indicators. Furthermore, Wijaya (2021: 6-10) explains that the evaluation function must be carried out objectively, both internally and externally. The service performed by KKN students is evaluated internally by checking the achievement of the indicators that have been set, as well as external evaluation of the community's response (guardians of the Qur'an students).

Furthermore, the student KKN team also tried to objectively evaluate children's reading using the iqra' method. This is used as a basis to see the extent of the child's ability, as well as the graduation rate of children taking exam volumes 1-6 held by the KKN team at the peak of the KKN implementation. Thus, the child will struggle in trying to successfully pass the Iqra reading test and avoid the category of illiteracy in the Qur'an.

The research above is in line with the findings of research by Ulfah, *et.al.* (2019: 59-69), that the level of reading Iqra starting from volumes 1-6 is an indicator of the success of children's reading. Anwar & Yuliana (2021) added that children will search through such a multilevel reading system, so they want to continue learning and immediately finish each reading. Furthermore, the student KKN team also objectively assessed children's reading using the Iqra method. This is used as the basis for seeing the extent of the child's ability, as well as the graduation rate of children who take exam volumes 1-6 held by the KKN team during the implementation of KKN. Thus, the child will struggle hard in trying to successfully pass the Iqra reading test and avoid being categorized as illiterate in the Qur'an.

The efforts that have been made by KKN students above are seen as a service task that should ideally be carried out by students. As stated by Anirah (2015: 1-31) that students separate the separator between the world of education and the wider community. In fact, through education, students are again made aware to remember and know the purpose of the education they are going through, namely gaining as much insight or provision as possible and sharing with the wider community because the reality of society measures students who have a bachelor's, or master's degree or are reluctant to involve themselves in community activities.

Alleviation or eradication of illiteracy in the Qur'an in elementary or early age children needs cooperation between parties, starting with teachers, parents, and adults in the community. The service tasks obtained by UIN SU Medan students in KKN activities in Simpang Empat Village are an effort that can help children recognize the letters of the Qur'an, sound pronunciation, and tajwid rules.

Based on the description above, it can be understood that the Qur'anic script Questions are a major concern for the community and the structural leadership that exists in each village. This is based on the belief that the Qur'an is primary literacy that should be taught to children. The goal is that children can gain the widest possible insight while still adhering to the Qur'an. Children who are close to the Qur'an and can prove it well, become one way to eradicate illiteracy of the Qur'an in children in the community.

CONCLUSION

Based on the results of the description and discussion above, it was concluded that the mentoring activity for eradicating illiteracy in the Qur'an in Simpang Empat Village was carried out well, through the stages of mentoring (including; division of iqra and al-Qur'an reading groups, as well as identification of obstacles that experienced by children), implementation (including; letter recognition, letter sound pronunciation and teaching the rules of recitation), to monitoring and evaluation of mentoring, with indicators of success in the form of graduation for children reading Iqra volumes 1-6.

BIBLIOGRAPHY

Abidin, A. R., & Husein, S. (2022). Upaya Mengatasi Buta Aksara Al-Qur'an di Kec. Tanete Riattang Timur Kabupaten Bone. *Al-Iltizam: Jurnal Pendidikan Agama Islam*, *7*(1), 190-198. https://mail.iainambon.ac.id/ojs/ojs-2/index.php/ALT/article/view/3052.

Adawiah, R. (2017). "Pola Asuh Orang Tua dan Implikasinya Terhadap Pendidikan Anak: Studi pada Masyarakat Dayak di Kecamatan Halong Kabupaten Balangan" *Jurnal Pendidikan Kewarganegaraan*, *7*(1), 33-48. https://ppjp.ulm.ac.id/journal/index.php/pkn/article/view/3534.

Anirah, A. (2015). "Optimalisasi Metodologi Pembelajaran Al-Qur'an dalam Meningkatkan Minat Baca Anak Santri (Studi Kasus TK/TPA Agung Darussalam Palu)" *Istiqra: Jurnal Hasil Penelitian, 3*(1), 1-31. https://jurnal.uindatokarama.ac.id/index.php/ist/article/view/207.

Annuri, A. (2021). *Panduan Tahsin Tilawah Al-Qur'an dan Ilmu Tajwid.* Jakarta: Pusat Al-Kautsar.

Anwar, R. N., & Yuliana, Y. (2021). Pendampingan Pemberantasan Buta Huruf Al Quran pada Anak Melalui Metode Iqra. *Jurnal Masyarakat Mandiri, 5*(5), 2556-2562. https://doi.org/10.31764/jmm.v5i5.5787.

Ariefky, H. (2020). "Implementasi Program Literasi Alquran di Sekolah Dasar Swasta Islam Al-Amjad Kota Medan" *Skripsi,* UIN Sumatera Utara Medan. http://repository.uinsu.ac.id/id/eprint/12347.

Arobi, M. (2019). "Rumah-rumah Tahfidz di Kota Banjarmasin: Profil, Program, dan Metode Pengajaran Al-Qur'an" *Tarbiyah: Jurnal Ilmiah Kependidikan, 8*(1), 39-52. http://jurnal.uin-antasari.ac.id/index.php/jtjik/article/view/2666.

Assingkily, M. S. (2019). "Living Qur'an as a Model of Islamic Basic Education in the Industrial Era 4.0" *Al Ibtida: Jurnal Pendidikan Guru MI, 6*(1), 19-36. https://www.jurnal.syekhnurjati.ac.id/index.php/ibtida/article/view/3876.

Assingkily, M. S. (2019). "Peran Program Tahfiz dan Tahsin Al-Qur'an dalam Meningkatkan Literasi Al-Qur'an Siswa di Madrasah Ibtidaiyah Nurul Ummah Kotagede Yogyakarta" *Jurnal Mudarrisuna: Media Kajian Pendidikan Agama Islam, 9*(1), 186-225. https://jurnal.ar-raniry.ac.id/index.php/mudarrisuna/article/view/4157.

Assingkily, M. S. (2021). *Metode Penelitian Pendidikan: Panduan Menulis Artikel Ilmiah dan Tugas Akhir*. Yogyakarta: Penerbit K-Media.

Farihah, A. (2017). "Efektivitas Metode Jal-Pin Al-Barqy Terhadap Keterampilan Membaca Al-Qur'an Mahasiswa Fakultas Teknik" *Halaqa: Islamic Education Journal, 1*(1), 1-8. http://ojs.umsida.ac.id/index.php/halaqa/article/view/819.

Irwansyah, M. F., & Retnowati, E. (2019). "Efektivitas Worked Example dengan Strategi Pengelompokan Siswa Ditinjau dari Kemampuan Pemecahan Masalah dan Cognitive Load" *Jurnal Riset Pendidikan Matematika, 6*(1), 62-74. https://journal.uny.ac.id/index.php/jrpm/article/view/21452.

Izzuddin, M., Supianto, A. A., Tibyani, T., Pardede, H. F., Yuliani, A. R., & Ramdan, A. (2022). "Peningkatan Performa Pengelompokkan Pola Berpikir Siswa dalam Belajar pada Media Pembelajaran Menggunakan Direct Batch Growing Self Organizing Map" *Jurnal Teknologi Informasi dan Ilmu Komputer, 9*(1), 137-144. http://jtiik.ub.ac.id/index.php/jtiik/article/view/5573.

Jayana, T. A. (2021). "Pendidikan Literasi Berbasis Alquran dalam Tinjauan Teologis, Historis, dan Sosiologis" *Islamic Review: Jurnal Riset dan Kajian Keislaman, 10*(2), 205-218. https://journal.ipmafa.ac.id/index.php/islamicreview/article/view/313.

Komala, K. (2015). "Mengenal dan Mengembangkan Kemandirian Anak Usia Dini Melalui Pola Asuh Orang Tua dan Guru" *Tunas Siliwangi: Jurnal Program Studi Pendidikan Guru PAUD STKIP Siliwangi Bandung, 1*(1), 31-45. https://journal.uny.ac.id/index.php/humanika/article/view/12071.

Komariah, N., Farid, F., & Effendi, S. H. (2017). "Faktor-faktor yang Berhubungan dengan Kemampuan Sosialisasi Anak" *Sari Pediatri, 18*(5), 373-378. https://saripediatri.org/index.php/sari-pediatri/article/view/984.

Kumala, D. R., Rohmah, Z., & Hidayatulloh, M. K. Y. (2020). "Pendampingan Belajar Menggunakan Media Ular Tangga Pembelajaran Bahasa Inggris Siswa SD di Bandarkedungmulyo" *Jumat Pendidikan: Jurnal Pengabdian Masyarakat, 1*(1), 44-47. http://ejournal.unwaha.ac.id/index.php/abdimaspen/article/view/1065.

Mansyur, M. H. (2021). "Iqra Sebagai Bentuk Literasi dalam Islam" *Hawari: Jurnal Pendidikan Agama dan Keagamaan Islam, 2*(1). https://journal.unsika.ac.id/index.php/hawari/article/view/5304.

Maskur, A. (2019). "Penguatan Budaya Literasi di Pesantren" *IQ (Ilmu Al-Qur'an): Jurnal Pendidikan Islam, 2*(01), 1-16. https://journal.ptiq.ac.id/index.php/iq/article/view/21.

Maulana, A. B. (2017). "Implementasi Program Tahsin Tilawah dan Tahfidz al-Qur'an dalam Menanamkan Nilai-nilai Agama Islam di SD IT Hamsas Stabat" *Tesis,* UIN Sumatera Utara Medan. http://repository.uinsu.ac.id/4102/1/SKRIPSI.pdf.

Mufidah, S. N. A., & Mukhlisin, M. (2020). Pembentukan Kecerdasan Linguistik dan Keterampilan Membaca Alquran Siswa Madrasah Tsanawiyah. *Jurnal Pendidikan Islam*, *4*(1), 59-78. https://www.journal.unipdu.ac.id/index.php/jpi/article/view/2119.

Muniarty, P., Wulandari, W., Ansyarif, A., Nurchairunisyah, N., Sari, F. M., Lalung, J., Fitrianingsih, A., Zidan, M. Z., Tupriatna, M., & Supratman, S. (2021). Pendampingan Baca Tulis Al Quran Bagi Anak-anak di Lokasi KKN Kelurahan Dodu Kota Bima. *Jumat Keagamaan: Jurnal Pengabdian Masyarakat*, *2*(2), 96-99. https://ejournal.unwaha.ac.id/index.php/abdimas_agama/article/view/1906.

Mustaqim, M., & Jazuli, M. (2021). "Implementasi Program Bimbingan Mengaji dalam Upaya Meningkatkan Kemampuan Membaca Al-Qur'an Mahasiswa Universitas Pamulang Tangerang Selatan" *JIIP: Jurnal Ilmiah Ilmu Pendidikan, 4*(4), 253-260. http://jiip.stkipyapisdompu.ac.id/jiip/index.php/JIIP/article/view/265.

Nurhidin, E. (2022). "Peran Guru Pendidikan Agama Islam dalam Meningkatkan Kualitas Literasi Membaca Qur'an Siswa Sekolah Menengah Atas" *Edudeena: Journal of Islamic Religious Education, 6*(1), 1-11. https://jurnalfaktarbiyah.iainkediri.ac.id/index.php/edudeena/article/view/136.

Pahmi, S., Suciani, A., Yulianti, R., Putri, C. S., & Sagita, T. (2021). "Pendampingan Belajar di Masa Pandemi Covid-19 untuk Meningkatkan Motivasi dan Minat Belajar Siswa di Desa Gegerbitung" *Jurnal Komunitas: Jurnal Pengabdian Kepada Masyarakat, 4*(1), 55-59. https://ojs.stiami.ac.id/index.php/jks/article/view/1635.

Rahman, M. I. (2019). "Pengentasan Buta Huruf Al-Qur'an di SMP Muhammadiyah 1 Sleman" *Jurnal PAI Raden Fatah, 1*(3), 277-293. http://jurnal.radenfatah.ac.id/index.php/pairf/article/view/3431.

Rasiman, R., & Prasetyowati, D. (2017). "Evaluasi Program Kuliah Kerja Nyata (KKN) Universitas PGRI Semarang Tahun 2016" *Seminar Nasional Hasil Penelitian, 1*(1). http://prosiding.upgris.ac.id/index.php/lppm2016/lppm2016/paper/view/1253.

Retnowati, E., & Aqiila, A. (2017). "Efektivitas Strategi Pengelompokan Berpasangan dalam Pembelajaran Matematika Model CORE" *Cakrawala Pendidikan, 1*(1), 13-23. https://www.neliti.com/publications/95336/efektivitas-strategi-pengelompokan-berpasangan-dalam-pembelajaran-matematika-mod.

Santoso, A., & Rusmawati, Y. (2019). "Pendampingan Belajar Siswa di Rumah Melalui Kegiatan Bimbingan Belajar di Desa Guci Karanggeneng Lamongan" *Jurnal Abdimas Berdaya: Jurnal Pembelajaran, Pemberdayaan dan Pengabdian Masyarakat, 2*(02). http://pemas.unisla.ac.id/index.php/JAB/article/view/7.

Sarni, S., & Dunia, J. P. (2021). "Gemar Qur'an: Gerakan Masyarakat Belajar Al-Qur'an di Desa Kaloling Kabupaten Bantaeng" *Wahatul Mujtama': Jurnal Pengabdian Masyarakat, 2*(1), 40-48. https://103.55.38.155/index.php/wahatul/article/view/343.

Setiawan, D. I. (2015). "Pelaksanaan Kegiatan Tahsin Al-Qur'an dalam Meningkatkan Kemampuan Membaca Al-Qur'an Mahasiswa di Ma'had Sunan Ampel Al-Aly Universitas Islam Negeri Maulana Malik Ibrahim Malang" *Disertasi,* UIN Maulana Malik Ibrahim Malang. http://etheses.uin-malang.ac.id/id/eprint/5138.

Sinaga, R. A. (2021). "Analisis Permasalahan dalam Pengimplementasian Pembelajaran Al-Qur'an di SMP Dinda Hafidzah Islamic School Marindal I" *Jurnal Ilmiah Mahasiswa Pendidikan Agama Islam (JIMPAI), 1*(4). http://jurnalmahasiswa.umsu.ac.id/index.php/jimpai/article/view/865.

Sofyan, S., Hasbi, M., & Nur, M. J. (2020). Pemberantasan Buta Huruf Al-Qur'an pada Warga dan Komunitas Pemulung di Tempat Pembuangan Akhir Sampah (TPA) Kelurahan Karyabaru, Palembang. *Jurnal Pengabdian Pada Masyarakat*, *5*(4), 993-1003. https://doi.org/10.30653/002.202054.663.

Solehuddin, S. (2018). "Keefektifan Program Literasi Alquran di Sekolah-Sekolah Swasta Non-Agama dalam Kerangka Penguatan Karakter (Kajian di Jawa Barat)" *Al-Bayan: Jurnal Studi Ilmu Al-Qur'an dan Tafsir, 3*(2). http://journal.uinsgd.ac.id/index.php/Al-Bayan/article/view/3790.

Sulistyorini, S., & Andrianan, Y. (2020). "Pelaksanaan Pembelajaran Tahsin Al Qur'an pada Remaja Masjid Ash-Sholihin Kelurahan Parangjoho Eromoko Wonogiri Tahun 2020" *Tesis,* IAIN Surakarta. http://eprints.iain-surakarta.ac.id/794/1/SKRIPSI%20SULIS-163111002%20FIX.pdf.

Sumantri, I. (2020). Pemberantasan Buta Huruf Arab (Al-Quran) dengan Metode Tarsana pada Pelajar Sekolah Dasar di Kecamatan Cigudeg. *PERADA, 3*(2), 177. http://ejournal.stainkepri.ac.id/index.php/perada/article/view/206.

Syafirin, M., Musabbihin, M., Ermawati, E. E. E., Nurhakikah, U., Salpiana, S., & Herawati, N. S. (2021). "Program Tahsin Al Tilawah dalam Meningkatkan Kemampuan Membaca Al-Qur'an Anak-anak di TPQ Maqomal Mahmud NW Dusun Timba Bune Timuk Desa Lenek Daya" *Empowerment: Jurnal Pengabdian pada Masyarakat, 1*(1), 1-14. https://journal.staidk.ac.id/index.php/pkm/article/view/197.

Syahfitri, R. (2022). Pelaksanaan Program Qira'atul Qur'an dalam Mengatasi Buta Huruf Al-Qur'an di SMP IT Baiti Jannati. *JIMPAI, 2*(1), 1-15. http://jurnalmahasiswa.umsu.ac.id/index.php/jimpai/article/view/1154.

Ulfah, T. T., Assingkily, M. S., & Kamala, I. (2019). "Implementasi Metode Iqro' dalam Pembelajaran Membaca al-Qur'an" *Ta'dibuna: Jurnal Pendidikan Agama Islam, 2*(2), 59-69. http://jurnal.unissula.ac.id/index.php/tadibuna/article/view/7591.

Wahyuddin, W. (2020). "Pengabdian Masyarakat: Melalui LPTQ dalam Memberantas Buta Huruf al Qur'an di Kabupaten Lebak" *Repository UIN SMH Banten*. http://repository.uinbanten.ac.id/8273/1/8.%20BUKU%20%20BER%20ISBN%20HASIL%20DARI%20PENELITIAN%20MEMBERANTAS%20BUTA%20HURUP%20AL%20QURAN%202018.pdf.

Wijaya, H. (2021). "Algoritma Sequential Searching untuk Pencarian Identitas Mahasiswa dalam Penilaian Monitoring dan Evaluasi Kuliah Kerja Nyata Tematik" *Akademika Jurnal, 18*(1), 6-10. https://www.ejournal.lppmunidayan.ac.id/index.php/akd/article/view/160.

Zulaiha, E., & Busro, B. (2020). "Ekses Ketidaktuntasan Pembelajaran Baca Tulis Alquran Terhadap Peningkatan Kuantitas Buta Huruf Arab di Kalangan Pelajar SMA/SMK Umum di Kota Bandung" *Al Quds: Jurnal Studi Alquran dan Hadis, 4*(2), 259-274. http://journal.iaincurup.ac.id/index.php/alquds/article/view/047.