

Development of the 'QAF' Teaching Materials based on the Relevance of Stories for Third Grade Elementary School Students

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Abstract

The observations and interviews conducted at SDN Harapan found that the teaching materials for memorizing the Qur'an in elementary schools, in general, have not produced a strong long-term memorization quality in students who memorize the Qur'an. This research aims to develop teaching materials for memorizing the Qur'an based on reasonable, practical, and effective stories. This type of research is research and development. The development model used is the Plomp model, which consists of 5 stages, namely analysis, design, development, implementation, and evaluation. Practicality test data was obtained from the results of observation analysis of learning implementation, which was used in this study, which was quantitative descriptive data analysis and qualitative descriptive data analysis. The research data collection instruments are a validation questionnaire for media and material experts, a questionnaire on the practicality of teacher and student responses, and a test in the form of a post-test. The post-test results obtained a score percentage of 80% and met the effective criteria. It can be concluded that the "QAF" teaching material based on the story developed meets the practical and effective criteria.

Keywords: Teaching materials, QAF, Reasonable Stories.

Introduction

As a guide, the Qur'an is studied early to be understood, civilized, and practiced in private and public life. This makes the Qur'an learning system continue to develop, not only in reading and writing but also in memorization. In Indonesia itself, we meet many Al-Qur'an Education Institutions (LPQ). The number is also increasing every year. This can be proven through data from the Ministry of Religion (<https://emispendis.kemenag.go.id>) in 2021-2022, there are around 171,577 registered LPQs, and in 2023, there will be an increase of 20,000 institutions to 196,871 LPQs. This LPQ comes in various forms, such as Qur'an Kindergarten (TKQ), Qur'an Education Park (TPQ), Islamic Boarding Schools, etc.

With the increasing number of LPQs today, the method of memorizing and knowing the Qur'an is also developing. Initially, it only focused on the *Talaqqi* method until new methods continued to emerge, such as the *Muyassar* method, the *Kauny* method, the *Tawazun* method, and others. Teachers also continue to compete in developing teaching materials that are interesting and effective for students. These innovations have played a role in increasing the number of Qur'an memorizers in Indonesia to date.

Memorizing the Quran is easy because Allah SWT Himself has promised it in the Quran. However, it does not mean there are no obstacles in the process. The results of observations in the field showed that there were obstacles in memorizing the Qur'an, such as boredom experienced by students during the memorization process and difficulties in connecting one verse to another. This happens because students do not understand the verses or stories contained in them. Especially in today's digital era, gadgets have a lot of negative impacts that are very influential in the learning and memorization process. Such as abuse of time, decreased productivity, and disturbances in concentration and focus on children.

Based on the above explanation, teachers need teaching materials to facilitate and increase students' interest in memorizing the Qur'an based on reasonable stories. This reasonable-based teaching material will present the reasonableness or correlation of each verse and discuss its story. Thus, the researcher researched and developed teaching materials entitled "Development of Teaching Materials 'QAF' Based on Reasonableness of Stories of Grade III Elementary School Students. "The use of reason-based teaching materials for this story is expected to attract students' attention to memorize the Qur'an in a fun and easy way, memorizing but not memorizing, memorizing, and telling a story without the

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need to think hard about the continuation of the verse. This teaching material can be applied to all groups, from early to old age. As for this research, we designed teaching materials for Al-Fil letters for grade III elementary school students. Along with the development of the increasingly advanced times, especially regarding technology. Likewise, with the influences of Western life, we do not want it to erode the enthusiasm of the current generation to continue to maintain *kalaamullah*. Departing from here, we innovate teaching materials to help students memorize the Quran as easily as possible so that there is no longer a difficult reason to memorize the Quran.

Method

The type of research used in developing "QAF" teaching materials based on reasonable verses is R&D (Research and Development). The development model used in the development of "QAF" teaching materials based on reasonable verses is the ADDIE Model. This research model consists of five stages, namely (A) analysis, (D) design, (D) development, (I) implementation, and (E) evaluation (Cahyadi, 2019). Research and development methods are methods used to produce a certain product and can test the effectiveness of the products that have been developed (Winarso et al., 2017). The model used by this researcher aims to develop a reasonable-based "QAF" teaching material in order to test its validity, practicality, and effectiveness.

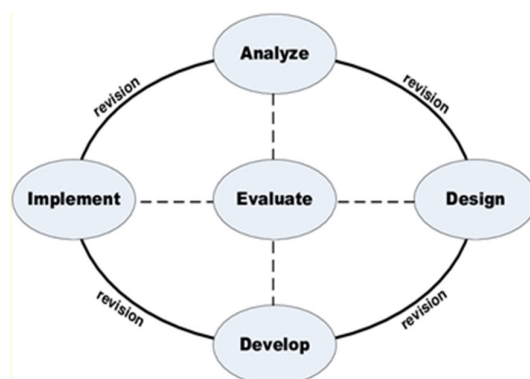


Figure 1. Stages of the ADDIE Model (Branch, 2010)

ADDIE model flowchart explanation:

1. The analysis stage is to analyze the problems and needs of students. Observations and interviews were conducted to find problems and analyze student needs related to the development of teaching materials.
2. The design stage is the planning stage of the teaching materials "QAF" design based on a reasonable story made by adjusting to the selected meter.
3. The development stage is developing teaching materials following the initial design planning that has been made and prepared according to the design stages.
4. The implementation stage is the stage of implementing teaching materials that have been developed in real situations in the classroom in the learning process to determine the effectiveness and practicality of "QAF" teaching materials based on reasonable stories.
5. The evaluation stage is to evaluate the "QAF" teaching materials based on the reasonableness of the story developed. In addition, it is also to find out the suitability and ability of the method to achieve the desired learning outcomes and to evaluate the shortcomings that exist in the "QAF" teaching material based on reasonable stories.

The data analysis techniques used in this study are quantitative descriptive data analysis and qualitative descriptive data analysis. Quantitative descriptive data analysis was used to process questionnaire data and test sheets. The questionnaire is a data collection technique that provides questions or written statements to respondents. A questionnaire was given to students to find out the level of interest in memorizing students before and after using the "QAF" teaching material based on the reasonableness of stories (Winarso et al. Raharjo2, 2017). In addition, descriptive data analysis is used to process data in the form of responses (criticism/suggestions/responses). Quantitative descriptive data and qualitative descriptions were obtained from validity, practicality, and effectiveness data. A learning enabler is said to have high quality if it includes the characteristics of validity, practicality, and effectiveness.

Result dan Discussion

Result

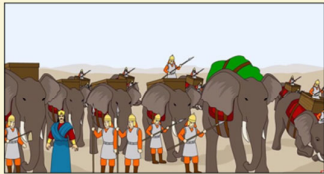
This development research results in a teaching material product, "QAF," based on reasonable stories. Reasonable is the knowledge that explains the relationship between a sentence and a sentence or a letter with another letter. It is reasonable that stories can be used as a learning medium for memorizing the Quran (Tahfidz). The "QAF" teaching material is reasonable-based stories that contain material that is easy for students to understand, there are meanings of verses, words, and pictures that make it easier for students to describe and understand the stories contained in the verses which are then explained in the form of narratives so that students can read them.

This teaching material needs to be tested on several subjects: classroom teachers, grade III students in limited tests, and grade III students in broad/field tests. The "QAF" teaching material based on the reasonableness of the story that we compiled is a reasonable story in Surah Al-Fil with systematics 1) the meaning of the word, 2) the complete meaning of the verse, 3) the illustration that illustrates the sentence, and 4) the story or the content of the verse as shown in the picture below.

1 Ayat ke-1

الْفِيل	بِأَسْحَابٍ	رَبِّكَ	فَعَلَ	كَيْفَ	قَرَأَ	أَلَمْ
Gajah	Terhadap golongan (tentara)	Tuhanmu	Berbuat/ bertindak	bagaimana	Kamu perhatikan	Apakah tidak

Artinya: Apakah kamu tidak memperhatikan bagaimana Tuhanmu telah bertindak terhadap tentara bergajah?



4

Pada gambar diatas, ada sekelompok pasukan gajah yang yang dipimpin oleh Abrahah yang bertekad menghancurkan Ka'bah dan meratakannya dengan tanah. Penyerangan ini dilakukan Abrahah bermaksud mengalihkan masyarakat Arab berkilat dari Makkah menuju Yaman. Sebab dia sadar bahwa kedudukan Kabah di kalangan masyarakat Arab sangat istimewa.

Jadi untuk mengingat ayat di atas, kita bisa mengingat dari gambar ilustrasinya. Bayangkan, seolah olah anda melihat langsung peristiwa itu. "ada sekelompok gajah yang digunakan oleh pasukan Abrahah untuk menyerang Kabah".

Ayat ke-2

تَضَلَّلِينَ	بِئْسَ	كَيْدُهُمْ	يَجْعَلُ	أَلَمْ
Kesesatan/ sia-sia	dalam	Tipu daya mereka	Dia jadikan	Apakah tidak

Artinya : Bukankah Dia telah menjadikan tipu daya mereka (untuk menghancurkan Ka'bah) itu sia-sia?



Abrahah mengirim utusan kepada para penduduk Mekah untuk memberitahu mereka bahwa dia datang bukan untuk memerangi mereka. Akan tetapi, dia datang untuk menghancurkan Ka'bah. Ketika pasukan sudah mendekati Makkah, Abrahah memerintahkan untuk merampas harta orang-orang Arab. Di antara harta tersebut adalah unta Abdul Muththalib bin Hasyim, kakek Nabi saw, unta yang berjumlah dua ratus ekor itu dibawa oleh salah seorang tentara. Kemudian Abdul Muththalib mendatangi Abrahah untuk meminta kembali untanya. Abrahah pun terkejut dengan hal itu dan berkata: "Apakah kamu ingin berbicara denganku tentang dua ratus unta yang aku rampas darimu dan tidak membicarakan Ka'bah yang merupakan agamamu dan nenek moyangmu padahal aku datang untuk menghancurkannya. Tidakkah kamu ingin membicarakan hal itu denganku?" Abdul Muththalib menjawab: "Aku adalah pemilik unta-unta tersebut. Sedangkan Ka'bah mempunyai pemilik sendiri yang akan melindunginya dari seranganmu." Dengan sombongnya Abrahah berkata: "Dia tidak akan dapat mencegahku" Abdul Muththalib kembali menjawab: "Itu urusanmu." Abdul Muththalib dan para penduduk mekkah yakin bahwa Ka'bah adalah milik tuhan dan akan senantiasa menjaganya.

2

3

Figure 2. Systematics of "QAF" teaching materials

Results of validation of "qaf" teaching materials based on reasonable stories

To find out the validity of the QAF teaching materials (Surat Al-Fiil: 1-5) based on a reasonable number of stories of grade III elementary school students that have been developed and validated by two people, namely media expert validators and material expert validators. Media experts carry out the first validation process. Validators validate the products developed by the researcher by filling out a media validation sheet in the form of a questionnaire and providing a checklist (✓) in the columns available on the validation sheet. Media validation was carried out on November 16, 2023. The results of validation by media experts can be seen in Table 1.

Table 1. Media Expert Validation Results

No.	Assessed aspects	Item number	X	Y
1.	The cover of teaching materials has an identity that includes the class and the name of the material.	1	5	5

2.	Cover teaching materials following the material studied, namely the depiction of the letter Al-Fiil (elephant)	2	5	5
3.	The background used is interesting	3	4	5
4.	The content of the teaching materials is following the material studied.	4	4	5
5.	The content of teaching materials is systematic and interesting	5	4	5
6.	Pictures in teaching materials can convey the content of the material	6	5	5
7.	Teaching materials are presented following the tahfidz material of Surah Al-Fiil verses 1-5	7	3	5
8.	Preparation of teaching materials according to the steps of making them	8	4	5
9.	Teaching materials are based on stories as a tool to help understand and remember the material	9	5	5
Sum			39	45

Information:

X = Score obtained, Y = Maximum score

Table 1 shows that the total score of the validation results of media experts is 39 or 86%. The score shows that the "QAF" teaching material based on the story of grade III elementary school students that has been developed meets valid criteria and does not need revision, so it can be used in the learning process. Meanwhile, the second validation is the validation of *tahfidz* material experts on the "QAF" teaching material based on the reasonableness of stories. The results of the validation of the subject matter expert can be seen in Table 2.

Table 2. Material Validation Results

No.	Assessed aspects	Item number	X	Y
1.	The depth of the material is following the KD, Indicators, and Objectives of Defense.	1	5	5
2.	The material presented is following the learning objectives that students must achieve.	2	5	5
3.	The material in the teaching materials is relevant to the competencies that students must master.	3	5	5
4.	The depth of the material is following the level of student development.	4	4	5
5.	Reasonable-based teaching materials are easy to learn.	5	5	5
6.	Reasonably based teaching materials encourage curiosity.	6	4	5
7.	Reasonably-based teaching materials encourage students to build knowledge.	7	5	5
8.	Reasonably based teaching materials encourage students to develop new understandings.	8	4	5
9.	Teaching materials based on reasonable stories motivate students to memorize.	9	5	5
10.	Reasonable-based teaching materials are easy to use anywhere and anytime.	10	4	5
11.	The language used is following the level of development of students' thinking.	11	4	5
12.	Clarity of use of language.	12	5	5

13.	The language used is as per EYD.	13	5	5
Sum			57	65

Description: X = Score earned, Y = Maximum score

Table 2 shows that the total score of the validation results of the material experts is 57 or 87%. This means the QAF teaching materials based on the story developed met the valid criteria. However, during validation, material experts provide comments and suggestions as revision material by researchers. Then, the revised "QAF" teaching materials will be used for limited-scale and field trials.

Results of the Practicality Test of Teaching Materials

The practicality of the "QAF" teaching materials that have been developed is assessed based on the responses of students and teachers to learning that uses "QAF" teaching materials based on reasonable stories. The results of student and teacher responses to the use of interactive multimedia-based "QAF" teaching materials are as follows:

Table 3. Results of Questionnaire Data on the Practicality of Teacher Responses

No.	Statement	Assessment Score				
		1	2	3	4	5
Aspects of Material Content						
1.	The material in the teaching materials is following the KD, Indicators, and Learning Objectives.					
2.	The material presented is following the learning objectives that students must achieve.					
3.	The teaching material "QAF" based on reasonableness can be used as a learning resource in the material "Tahfidz Surat Al-Fiil Class III Elementary School."					
Systematics						
4.	The "QAF" teaching material is based on a reasonable story that presents the material "Tahfidz Surat Al-Fiil" well, making it easier for teachers to understand it.					
5.	The "QAF" teaching material is based on a reasonable story and presents easy tasks for teachers to understand.					
6.	Learning using "QAF" teaching materials based on stories makes students more active in the classroom.					
7.	The "QAF" teaching material is based on reasonable stories to improve students' critical thinking skills.					
Language						
8.	The language used is following the EYD.					
9.	The selection of student language follows the development of third-grade elementary school students.					
Display						
10.	The pictures and captions in the teaching materials "QAF" are reasonable, and the story is clear and easy to understand.					

11. The selection of colors in the "QAF" teaching materials is based on a reasonable, interesting story and according to the characteristics of the students.

NUMBER OF SCORES	52
MAX SCORE	55
SCORE PERCENTAGE	94%

The results of the questionnaire of teachers' responses to the "QAF" teaching materials based on the story obtained a percentage of 94%, which shows that the practicality of the teaching materials is in the category of very practical, very complete, and can be used without improvement. In addition to the teacher response questionnaire data results, the product's practicality can also be seen from the student response questionnaire after using the "QAF" teaching material based on reasonable stories. The following are the results of the questionnaire of student responses to the "QAF" teaching material based on reasonable stories.

Table 4. Results of the Student Response Questionnaire

No.	Statement	Limited Trial		Field Trial	
		Number of		Number of	
		"Yes" answers	Percentage	"Yes" answers	Percentage
1.	The teaching material "QAF" catches your attention when memorizing the letter Al-Fiil.	2	50%	5	50%
2.	The "QAF" teaching material motivates you to be independent.	4	100%	10	100%
3.	The material in this "QAF" teaching material will increase your knowledge about the story of Al-Fiil's letter.	4	100%	10	100%
4.	This "QAF" teaching material helps you memorize the letter Al-Fiil more easily.	4	100%	8	80%
5.	The language used in the "QAF" teaching materials is easy to understand	3	75%	10	100%
6.	The display of teaching materials catches your eye.	3	75%	8	80%
7.	The pictures in the "QAF" teaching materials are clear and grab your attention.	4	100%	8	80%
Overall average		85%		84%	

Based on [Table 4](#), the results of the Student Response Questionnaire show that the average score of student response to the use of "QAF" teaching materials based on reasonable stories at the limited trial and field trial stages was 85% and 84%. The score is included in the good category, namely the "QAF" teaching material based on reasonable practical stories to be used in the learning of grade III students.

Results of the Practicality Test of Teaching Materials

The effectiveness of the "QAF" teaching material is reasonable-based, this story is obtained from the learning outcomes of students using evaluation questions or post-test results distributed to students after learning using the "QAF" teaching material based on reasonableness stories. The data on student learning outcomes using "QAF" teaching materials is as follows.

Table 5. Student Learning Outcome Data in Limited Trial

No.	Name	MOH	Post-Test Scores	Information
1.	Nur Aulia	70	90	Complete
2.	Widya	70	92	Complete
3.	Maulidina	70	80	Complete
4.	Asthma	70	65	Incomplete
Sum			327	
Average			81,75	

Average class score = $\frac{\sum \text{learning outcome score of each student}}{\sum \text{many students in a single class}} = \frac{327}{4} = 81.75$

$\sum$ many students in a single class $\sum 4$

KBK = $\frac{\text{Number of students reaching KKM}}{\text{Total number of students}} = \frac{3}{4} = 75\%$

Total number of students 4

Table 6. Student Learning Outcome Data in Field Trials

No.	Name	MOH	Post-Test Scores	Information
1.	Nabila Nur	70	92	Complete
2.	Kuni	70	90	Complete
3.	Balqis	70	80	Complete
4.	Alasty	70	65	Incomplete
5.	Zakiyah	70	85	Complete
6.	Luthfiah	70	60	Incomplete
7.	Amelia	70	82	Complete
8.	Wiwin	70	84	Complete
9.	Melinda	70	85	Complete
10.	Naila	70	75	Complete
Sum			798	
Average			79,8	

Average class score = $\frac{\sum \text{learning outcome score of each student}}{\sum \text{many students in a single class}} = \frac{798}{10} = 79.8$

$\sum$ many students in a single class $\sum 10$

KBK = $\frac{\text{Number of students reaching KKM}}{\text{Total number of students}} = \frac{8}{10} = 80\%$

Total number of students 10

Based on Table 5, the data on student learning outcomes in the trial was limited to the number of 4 students, as many as three students who completed their memorization results after using the "QAF" teaching material based on reasonable stories. From these results, it can be calculated that as many as 75% of students are complete. Meanwhile, based on Table 6. Data on Student Learning Outcomes in Field Trials: Out of 10 students, as many as eight completed after working on post-test questions and using "QAF" teaching materials based on reasonable stories. The results show that 80% of students are complete. Student completeness is guided by the KKM of ≥ 70 , which SDN Harapan has set. The results of the analysis of student learning outcome data on limited trials and field trials of the effectiveness of teaching materials "QAF" based on reasonably effective stories are used for grade III elementary school students.

Discussion

In this research and development, the researcher produced a product, namely the teaching material "QAF," based on the story in Surah Al-Fil verses 1-5 for grade III elementary school students. The specifications of the "QAF" teaching material consist of verses and word meanings, the meaning of the verse in its entirety, illustrations, and brief explanations.

1. Sentences and meanings of words

At the beginning of the section, students are expected to read the verse and know the meaning of the verse of the word. In addition to making it easier to memorize verses, students will indirectly get new Arabic vocabulary in each verse.

2. The full meaning of the verse

After knowing the word's meaning, students must also know the meaning of the verse. When the fragments of words in the verse are composed, they often produce slightly different meanings and even very different meanings.

3. Illustrative images

Students will be shown an illustration that illustrates the story in the verse. This illustration serves to make it easier for students to understand the verse, clarify the meaning, provide an initial overview of the story being discussed, and make it easier for students to remember the concept and flow of the story. Images can be displayed through a projector or in physical form (print or image on a whiteboard).

4. Brief explanation of the verse

In this section, students will be presented with a brief explanation of the story contained in the verse. Such as the reason for the descent of the verse (asbabun nuzul) in general and the flow of the story in the verse.

Based on the results of product validation analysis in the use of reasonable-based "QAF" teaching materials, a field trial was reviewed by media experts and material experts. The results of the validation analysis of media experts scored 86%, and the validation experts of material experts scored 87%. The results of this percentage are included in the category of very valid, very effective, and very complete without improvement. This is supported by the opinion of Riski (2019) that the purpose of teaching materials is to help students learn something, provide various types of teaching material choices so as to prevent boredom in students, make it easier for students to carry out learning, and make learning activities more interesting.

This product is said to be practical based on the results of the test, which is assessed from the teacher's response and the responses of third-grade elementary school students. From the results of the students' responses, the average result reached 85% in the limited trial, while in the field trial stage, the practicality score of 10 students was 84% in the very practical category. Based on the teacher's response, the result was 94%, with a very practical category. The teacher also commented on the questionnaire by stating that the "QAF" teaching material based on stories is good and suitable for learning for grade III elementary school children. This is following the opinion of Riski (2019) regarding the function of teaching materials for students namely students can learn without having to have teachers or other student friends, students can learn anytime and anywhere they want, and it helps students' potential to learn independently, and as a guideline for students who will direct all their activities in the learning process as well as an additional learning resource for students.

The "QAF" teaching material product based on the reasonableness of the story that has been developed has also been declared effective because it positively impacts student learning outcomes. The effectiveness of the "QAF" teaching materials is evidenced by the percentage of completeness of student learning outcomes in field trials, reaching 80% of 8 students who achieved KKM while those below KKM there were two students. The KKM of ≥ 70 guides student completeness. According to Azizah (2013), interactive multimedia-based teaching materials can improve student learning outcomes so that the teaching materials that have been developed are suitable for use in learning activities. Thus, this interactive multimedia-based teaching material, "TEMUAN" is very effective in learning for grade V elementary school students.

Conclusion

Based on the analysis of the results of the research that has been presented, it can be concluded that the validity of the "QAF" teaching material product based on the story meets the valid criteria based on media experts obtaining a score of 86%. Meanwhile, the validation of material experts obtained a score of 87%. Based on the final number of media experts and material experts, a percentage of 86.5% was obtained, which means that the teaching material "QAF" (Tahfidz Surat Al-Fil verses 1-5) is based on reasonable, story-based stories for grade III elementary school students show very valid criteria, very effective, very complete, and can be used without improvement and are ready to be applied in the learning process in elementary school. The practicality of the "QAF" teaching material product based on a reasonable story based on student responses reached 84.5% in field trials, and the teacher's response obtained a percentage of 94%. From these results, the teaching material "QAF" (Tahfidz Surat Al-Fil verses 1-5) is based on reasonable stories for grade III elementary school students, which are stated to be very practical to use. The effectiveness of the teaching material "QAF" (Tahfidz Surat Al-Fil verses 1-5) is based on a reasonable story, which is declared effective judging from the results of the 80% percentage of the field trial learning results so that it can be applied to classroom learning.

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