

Competencies and strategies of Al-Qur'an Hadith teachers in developing student potential through LPTQ extracurricular

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DOI:10.18326/attarbiyah.v9i1.75-90

Submitted:
5 May 2024

Accepted:
15 June 2024

Published:
30 June 2024

Abstract

This study aims to analyze the competencies and strategies of al-Qur'an Hadith teachers in developing student potential through LPTQ (Tilawatil Qur'an Development Institute) extracurricular activities. This research uses a qualitative approach based on case studies with data collection techniques through observation, interviews, and documentation studies. The data collected was then analyzed using the Miles and Huberman technique, namely data reduction, data presentation, and conclusion drawing. The research findings explain that teacher competence in fostering this LPTQ extracurricular program is personality and pedagogical competence. For management strategies, there are five strategies used, namely choosing the right time, learning methods, grouping students according to their talents, monitoring, and instilling Islamic values. There are several forms of LPTQ extracurricular activities that can develop student potential, namely the Qur'an tahfidz program, syarhil Qur'an, fahmil Qur'an, tilawatil Qur'an, and khat Al-Qur'an. The theoretical implication of this research is to be a treasure in extracurricular management strategies to develop student potential.

Keywords: Student potential, extracurricular, competence,

INTRODUCTION

Education has an important role in human development not only academically but also in shaping the character and potential of students holistically. One of the important aspects in education to develop students' potential is to conduct good coaching. This coaching can be done in the classroom or outside the classroom. Extracurricular activities, namely activities carried out outside of class hours as a means of guidance, training, developing the potential and talents of students which will be useful for their achievements and expertise (Aziz et al., 2020). Based on the provisions in Law No. 20/2003 on the National Education System, Article 3 emphasizes that the main purpose of national education is to develop the individual potential of learners. In addition, Article 12 paragraph (1b) confirms that every learner in every educational institution has the right to receive educational services that are in accordance with his or her potential, interests and capacities. The implementation of extracurricular activities is also regulated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 62 of 2014 concerning Extracurricular Activities in Primary and Secondary Schools. Extracurricular services are school initiatives to support and facilitate the development of student potential through various activity programs organized by the school.

Increasing student potential through extracurricular activities has become a major focus for many educational institutions (Arifudin, 2022). One of the extracurricular activities that has important value in fostering student potential is extracurricular LPTQ (Tilawatil Qur'an Development Institute). Extracurricular activities according to Syatibi in (Yudianto, 2020) is a program initiative outside of learning hours that aims to support students' self-development according to their needs, potential, talents, and interests which are carefully planned and held specifically by educational staff or experts who have appropriate qualifications and authority in the school environment. The development of student potential through LPTQ extracurricular activities is not only related to spiritual aspects, but also includes character development, improving academic quality, and strengthening students' Islamic identity (Sasmita & Mustika, 2019). In this context, the role of teachers is very important, both in terms of competence and strategies for managing these extracurricular activities.

In the context of fostering student potential through LPTQ, the role of teachers is very important (Fajrin, 2023). The teacher acts as the main facilitator in organizing these

extracurricular activities, and has a great responsibility in directing students in the learning process. Therefore, a Al-Qur'an and Hadith teacher must have superior competence. Teacher competence refers to the ability of an educator to carry out their duties and responsibilities effectively and purposefully.

One of the competencies that must be possessed by an educator in order to foster student potential through this extracurricular LPTQ is pedagogical and personality competence. Pedagogical competence includes the ability to teach, guide, and assess students in learning (Akbar, 2021). Meanwhile, personality competence includes good attitudes and behavior, such as exemplary, patience, and compassion (Zola & Mudjiran, 2020). Apart from teacher competence, an effective management strategy is also very important in LPTQ extracurricular coaching. Effective management strategies can help create a supportive learning atmosphere for students to learn optimally and can increase student motivation and interest in these activities.

The previous explanations of various theories confirm that fostering student potential is very important to do to explore students' talents and interests. However, this requires teachers who are competent and have good management strategies as well. Like the initial research that researchers conducted at MAN (State Madrasa Aliya) 2 Langkat, that a lot of madrasah students found extraordinary potential in the field of the Qur'an. Seeing the many talents possessed by MAN 2 Langkat students, it is necessary to have a forum for student development that is well organized and managed so that all student potential can be developed to the fullest.

Furthermore, the results of preliminary research on the student potential development program through LPTQ extracurricular activities found that this program runs well and systematically with a more structured division of classes according to their fields, such as tilawah, calligraphy writing, syarhil Qur'an and tahfidz Qur'an. Of course, a strategy like this will be easier to carry out in the implementation process and also certainly requires teachers who are competent in carrying out the process of fostering student potential. This is because every teacher at MAN 2 Langkat is required not only to do coaching in the classroom but also must be able to do student coaching outside the classroom.

Several studies that have been conducted previously obtained data such as research on Guiding Student Leadership Potential Through Extracurricular Services

(Reka, Burhanuddin, & Sunandar, 2020), Muhadharah Extracurricular Strategy in Training Mi Students' Public Speaking Skills (Santoso, Sholihah, & Muti, 2021), Implementation of Extracurricular Development of Tilawatil Quran (PTQ) in Improving Students' Qur'an Recitation Art Skills at MAN 2 Langkat (Tarigan, Kodrah, & Syahputra, 2023), Development Strategy of Da'wah Syarhil Qur'an in Padepokan Syarhil Qur'an Lampung (Fajrianty & Susanti, 2017), Management of Extracurricular Activities in the Religious Field in Developing Student Morals (Himyari, Jailani, & Malik, 2023). Based on the previous literature, the distinction of this research can be emphasized compared to other studies. While other studies focus on developing leadership character and aspects of religiosity, This research focuses on analyzing the abilities and strategies of Al-Qur'an hadith teachers in developing student potential through LPTQ extracurricular activities.

METHOD

This type of research uses qualitative methods with a case study approach. Starting from the many potential students who need to be developed in the field of Al-Qur'an and also how the competence of Al-Qur'an Hadith teachers in the process of fostering student potential. This research was conducted at Madrasah Aliyah Negeri 2 Langkat which was carried out for 3 months starting from January to April 2024.

The source of data for this research comes from research informants, namely the head of the madrasa, deputy head of the madrasa in the field of student affairs, Al-Qur'an Hadith teachers, and also students who take part in LPTQ extracurricular activities. In addition, data sources are also from documents related to the implementation of LPTQ extracurricular activities. In the data collection process, the methods applied are observation, interviews, and documentation studies. Observation was used to directly observe student coaching activities in depth. Interviews were used to obtain more in-depth information related to the observations that had been made. Meanwhile, documentation studies were conducted to analyze all documents related to LPTQ extracurricular coaching activities. Data analysis was conducted using the Miles and Huberman method involving the steps of data reduction, data presentation, and conclusion drawing. To ensure the validity of the data obtained, efforts were made through data cross-checking or data triangulation techniques.

RESULT AND DISCUSSION

Competence of the Al-Qur'an Hadith Teacher in Developing Student Potential through LPTQ Extracurricular

The competence of the Al-Qur'an Hadith teacher in fostering student potential through LPTQ extracurricular activities is a very important aspect in the context of religious education in madrasah (Cikka, 2020). In the context of LPTQ extracurricular activities, the competence of the Al-Qur'an Hadith teacher has a significant influence in influencing student development such as knowledge, appreciation, and practice of the Al-Qur'an. Therefore, the discussion of the competence of the Qur'an Hadith teacher in fostering student potential through extracurricular LPTQ includes several main aspects involving understanding the Qur'an, learning skills, motivation and inspiration, understanding of fostering student potential, and collaboration with relevant stakeholders.

Data collected from interviews with Mr. Ahmad Mursalin (Al-Qur'an Hadits Teacher) can be concluded that in fostering student potential, the competencies that must be possessed by a teacher are personality and pedagogical competencies. Furthermore, Mr. Ahmad Mursalin said that this personality competence includes exemplary, authority, having a stable soul and this is intended so that a teacher can become a teacher *suritauladan* for their students. While pedagogical competence includes a teacher's knowledge of Qur'anic science.

First, personality competence is the ability that must be possessed by a teacher related to his personality, including a steady, stable, mature, wise, and authoritative personality attitude possessed by the teacher (Solong & Husin, 2020). The personality competence possessed by a teacher actually has an important role in fostering student potential through LPTQ extracurricular activities. From the findings of the research conducted, the researcher concluded that in terms of personality, Mr. Ahmad Mursalin has an attitude that always nurtures and guides his students to continue their enthusiasm for learning without favoritism. When there are students who experience difficulties in the coaching process at LPTQ, Mr. Ahmad Mursalin always provides solutions and teaches them patiently and uses methods that are easily understood by his students. This is also like the results of interviews with several students who take part in LPTQ extracurricular activities explaining that Mr. Ahmad Mursalin also has a firm attitude in acting so that it adds to his authority as a teacher

and LPTQ coach. So that students always follow what Mr. Ahmad Mursalin directs and become role models for other students, especially those in LPTQ.

Second, pedagogical competence is a competency that is the basis of the teacher in carrying out student development through extracurricular LPTQ. Teacher pedagogical competence is a competency that includes the teacher's ability to carry out education, development, and supervision of Islamic learning (Manik et al., 2023). This competency is the foundation for teachers to carry out Al-Qur'an and Hadith education effectively and efficiently.

From the research data collected by researchers, it can be concluded that the pedagogical competence possessed by the Al-Qur'an Hadith teacher in the process of fostering student potential through extracurricular LPTQ includes the ability to carry out activities which include syarhil Qur'an, fahmil Qur'an, khatil Qur'an, hifdzil Qur'an, and tilawah Qur'an. In addition, Mr. Ahmad Mursalin also uses various internet media as part of training at LPTQ such as providing impressions of Qur'anic recitations from the best reciters. This is also similar to the results of interviews with several students who take part in LPTQ extracurricular activities who explained that during coaching at LPTQ they use various methods according to their respective fields to facilitate student understanding. Not only that, once a month monitoring or evaluation will be carried out regarding the achievements of participants during coaching at LPTQ.

For this reason, the Al-Qur'an Hadith teacher in carrying out student development through LPTQ extracurricular activities has an important task in developing students' pedagogical competence. Teachers must be able to understand the needs of students, organize activities learning according to the students' level of proficiency, and supervising effective and efficient learning. As observed by researchers, Mr. Ahmad Mursalin not only has the ability to implement learning in the classroom, but is also able to carry out education outside the classroom. Like coaching students through LPTQ extracurricular activities carried out by Mr. Ahmad Mursalin, namely by grouping students according to their talents, such as syarhil, fahmil, tilawah, khat, and tahfidz. Things like this show that the Al-Qur'an Hadith teacher has good pedagogical competence in understanding the needs and organizing student learning activities.

Furthermore, the competence possessed by the Al-Qur'an Hadith teacher is not limited to knowledge of the knowledge contained in the textbooks, but also in the field of tilawatil Qur'an which is useful for the process of fostering student potential. For example, Mr. Ahmad Mursalin has good knowledge related to tilawatil Qur'an, tajweed science, and also calligraphy art. Expertise like this is what makes Mr. Ahmad Mursalin have advantages and good pedagogical competence not only in the classroom but also outside the classroom during the process of coaching students in the LPTQ extracurricular.

Furthermore, every teacher must continue to develop competence. For this reason, teachers can participate in various activities that can improve their competence, such as seminars, workshops, teacher training, Subject Teachers' Consultative Organization (MGMP). As the results of interviews with Deputy Head of Madrasah can be concluded that all teachers in MAN 2 Langkat are required to attend training as an effort to improve their competence as a teacher. Furthermore, the school also facilitates teachers to be able to improve their competence, such as calling presenters to come directly to the madrasah, sending teachers to attend training at the district and provincial levels.

There are other factors that can affect teacher competence, such as educational qualifications, teaching experience, infrastructure, and support from the madrasah (Rofaah, 2016). The following is a description of each:

First, Infrastructure Facilities. Infrastructure facilities are factors that affect the competence of teachers in carrying out educational tasks. Infrastructure facilities include everything that can be used to facilitate the learning process, such as facilities, tools, and media learning. The conclusion of the interview with Mr. Ahmad Mursalin is that facilities are very influential factors in the development of each teacher's competence. Moreover, teachers who have good competence can certainly use infrastructure in helping students to understand material more easily, facilitate the learning process, and help students develop better competencies.

Second, Social Environment. The social environment is a factor that influences teacher competence in carrying out educational tasks. This social environment consists of the teacher's relationship with students, peers, principals, parents, and the surrounding community. The results of interviews with Mr. Ahmad Mursalin as the Al-Qur'an Hadith teacher and LPTQ extracurricular coach can be concluded that if the teacher gets a good

environment, an environment that supports developing his competence, the teacher feels excited in improving his competence. Conversely, if the environment is not good, the teacher's competence is also not good.

Third, Technology Development. Technological developments have played a significant role in influencing the competence of the Hadith Qur'an teacher in fostering extracurricular LPTQ. Along with technological advances, Al-Qur'an Hadith teachers are required to keep abreast of these developments in order to provide effective coaching in LPTQ extracurricular activities. The results of interviews with LPTQ extracurricular coaches regarding how technological developments affect teacher competence are that technological advances provide easier and faster access to learning resources for tilawatil Al-Qur'an. Through the internet and learning applications, Al-Qur'an Hadith teachers can easily access various kinds of Qur'an recitations from famous reciters, tajweed lessons, and other references and learning materials.

LPTQ Extracurricular Management Strategy

The management of LPTQ extracurricular activities is one of the important aspects for Al-Qur'an Hadith teachers in strengthening religious education in madrasah. The Al-Qur'an Hadith teacher needs to develop effective strategies to ensure the sustainability and success of extracurricular activities. As concluded by the results of interviews with LPTQ extracurricular coaches, there are several strategies implemented, namely planning strategies including effective time management, implementation venues, and student coaching activities. The implementation of activities includes fostering student talent according to their fields, fostering students' morals, and the use of appropriate learning methods. Periodically monitoring and evaluating students regarding the results of their coaching.

Activity Planning

The initial strategy carried out by the LPTQ coach is to carry out good planning including effective time management in carrying out LPTQ extracurricular activities. Teachers need to plan a structured schedule of activities, ensuring sufficient time for practice, evaluation, and monitoring student progress. As the results of the researchers' observations that this LPTQ activity is carried out once a week on Friday from 14.00 to 17.00 pm. However, this time can also change if the students are preparing for the competition. In addition, there

is planning related to coaching activities that will be carried out in LPTQ such as coaching students according to their talents (*syarhil, fahmil, tahfidz, khat, and tilawah*), and fostering student morals.

Activity Implementation

First, fostering student talent according to their fields. A Al-Qur'an Hadith teacher must have the ability to analyze and see the potential of his students so that it can continue to be fostered and developed better. As the results of interviews with Mr. Ahmad Mursalin can be concluded that the first way to see the potential of each student is to give a Al-Qur'an reading test before entering MAN 2 Langkat as one of the requirements. After that the teacher can recommend it or direct it where to develop its talents. In addition, the results of the researchers' observations also found that in fostering the potential of students divided into five different classes according to the talents of the students and each class will certainly focus on their respective fields, the five classes are *tahfidz Qur'an* class, *tilawatil Qur'an*, *syarhil Qur'an*, *fahmil Qur'an*, and *khat Qur'an* or calligraphy.

Second, the use of varied and innovative learning methods can increase the effectiveness of LPTQ extracurricular management. As the results of the researchers' observations that each field has different methods in the coaching process. For example, in the field of *tahfidz* using the method of *tasmi* and *murojaah* in memorizing the Qur'an, the field of *tilawatil Qur'an* using the method of training songs with *tausih*, which is a kind of poetry that is sung, *syarhil Qur'an* using the method of memorization and public speaking training to deliver the syllabus, *fahmil Qur'an* using the method of memorization in memorizing a collection of question packages, and *khat Qur'an* using training in writing *hijaiyah* letters in pieces and then writing them in the form of verses.

Third, character building and Islamic values should be the main focus of LPTQ extracurricular management. Qur'an and Hadith teachers need to take advantage of this opportunity to not only develop Qur'an recitation skills, but to strengthen students' character, teach Islamic values, and form a pious person. From the results of interviews with several students, it can be concluded that while they are fostered in LPTQ extracurricular activities, they not only learn about the Qur'an, but are also taught how to be civilized and polite to others, to instructors, and also to teachers at the madrasa. This is a good step to shape student character in the midst of accelerating globalization so that the Islamic generation has morals and character in accordance with the Qur'an and Sunnah.

Monitoring and Evaluation

Regular monitoring and evaluation is an important strategy in the management of LPTQ extracurricular activities. The results of interviews with coaches and several students can be concluded that evaluation is a routine activity carried out, evaluations are carried out every month or every two months to see how far the students have progressed. The form of evaluation is also adjusted to each field, for example, for the *tahfidz* class, the overall memorization test will be carried out, the *fahmil* Qur'an class will be tested by the instructor regarding the memorization of the question package, *syarhil* Qur'an will be tested to what extent in the delivery of the *syarahan* and its grouping, khat will be seen from the extent of its beauty and ability to write Arabic calligraphy.

Development of Student Potential Through Tilawatil Qur'an Extracurricular Activities

Based on the results of interviews and observations made, the implementation of LPTQ extracurricular activities at Madrasah Aliyah Negeri 2 Langkat is running well in accordance with what has been programmed before. Furthermore, in an interview with Mr. Ahmad Mursalin as the Al-Qur'an Hadith teacher, there are several coaching activities carried out in LPTQ extracurricular activities, including:

First, Tahfidz Qur'an

Tahfidz Al-Qur'an is an activity that focuses on memorizing the Qur'an by reading or listening to it with the aim of training individuals to be able to remember and memorize the entire 30 juz Al-Qur'an properly (Khoiriah, 2023). This Qur'an tahfidz coaching is routinely carried out every Friday after the lesson is finished. As the results of interviews with Al-Qur'an Hadith teachers as well as LPTQ extracurricular coaches and also WKM student affairs, the purpose of this tahfidz Qur'an activity is as a facility and training for students who initially have talent in memorizing the Qur'an, as well as to accommodate students who want to memorize the Qur'an.

The results of interviews with coaches and several other students can be concluded that the Qur'an *tahfidz* activities at MAN 2 Langkat use the method of *tasmi* and *murajaah* in its implementation. The *tasmi* method is a method of memorizing the Qur'an by depositing memorization to *muhafidz* or someone who listens to it with the *mushaf* regularly. Meanwhile, *murojaah* is a method of repeating memorization so as not to forget easily (Hendrawati et al., 2020). Furthermore, the students said that in a week they get a memorization assignment of at

least 1 page and are deposited with the instructor every Friday. Then every fourth week of the month there will be an evaluation in the form of murojaah of the memorization that has been deposited.

Second, Tilawah Al-Qur'an

Tilawah Al-Qur'an is the process of reading the Qur'an correctly and in accordance with the principles of *tajweed* science, carried out with all the heart and understanding (Azizah, 2022). As the results of interviews with the LPTQ MAN 2 Langkat extracurricular coach that this Qur'an *tilawatil* activity aims to teach students how to read the Qur'an correctly and in accordance with the rules of *tajweed* science. In addition, students will also be taught the art of reading the Qur'an or what is called *nagham*. *Nagham* in Arabic means song or rhythm (Albadi et al., 2021).

The Qur'an recitation program at MAN 2 Langkat uses a systematic and structured method. As the results of interviews with the LPTQ MAN 2 Langkat extracurricular coach and several students who participated in this program explained that the first step of the students in a month was divided into several stages. The first week students will be taught about the rhythms of the Qur'an based on *maqro* which is often recited such as surah al-Isra verse 1 in a way that the instructor will give an example to the students and after that the students follow it. The second and third weeks will continue to change *maqro* or recitation of verses that are familiar to read. Then in the fourth week there will be an evaluation related to the rhythm that has been learned.

Furthermore, the results of interviews with coaches regarding the method of learning the rhythm also use the singing of verses adapted to the rhythm of the Qur'an, such as *bayati*, *hijaz*, and *nahawand*. With the hope that students can more easily understand it with this poetry method and then apply it in reading the Qur'an.

Third, Syarhil Qur'an

Syarhil Qur'an is a *da'wah* activity with a unique method, combining 3 elements in it at once in conveying the content of the Qur'an, One of the roles owned is *pensyarah*, which is an individual who acts as an orator or lecturer who conveys the content of the Qur'an with certain methods. *Qori* or *Qoriah* is a person who chants the holy verses of the Qur'an using the rhythm of the song, and *saritilawah* is a person who translates the meaning of the verse that has been recited (Fajrianty & Susanti, 2017).

The results of interviews with coaches and several students who explore this field can be concluded that in the implementation process using the memorization method in the form of material and verses of the Qur'an related to the explanation to be conveyed. Not only that, based on the observations of researchers, there is also a unique activity where each student will be trained vocally first. The purpose of the vocal training is so that when delivering the explanation, the voice sounds more challenging and has a vocal O. In the field of *syarhil* Qur'an, students will be coached and trained in good rhetoric, so that when appearing in public what is conveyed can be easily understood by many people.

Forth, Fahmil Qur'an

Fahmil Qur'an is a form of activity that aims to deepen understanding and knowledge of the Qur'an. In this activity, participants will learn to understand the meaning, interpretation, and wisdom contained in the verses of the Qur'an (Putra & Al Farabi, 2023). In addition, *fahmil* Qur'an activities can also involve discussion, study, and analysis of various historical, social, and cultural contexts related to the Qur'an. The main objective is to improve the understanding and application of the teachings of the Qur'an in daily life, so that participants can become more skilled in practicing the values and teachings contained in the Qur'an (Putra & Al Farabi, 2023). As the conclusion of the interview with the coach that the purpose of this activity is to improve students' understanding in the field of religion, such as *fiqh*, *aqidah akhlak*, and also the content in the Qur'an.

From the data collected through interviews and observations, researchers can conclude that in practice the *fahmil* Qur'an activities at MAN 2 Langkat use the memorization method, namely memorizing packages of national MTQ questions. In addition, students are also taught related to the book of *Fathurrahman* to trace vocabulary in the Qur'an, the science of *Mawaris* (the science of dividing inheritance property), and also the art of reading the Qur'an. Every week the students will be given 5 memorization packages and once a month there will be an evaluation of their memorization. This is done as a preparation for them to improve their religious knowledge and also in preparation for the Qur'an recitation competition.

Fifth, Khat Qur'an

Khat Qur'an is an art form that prioritizes the beauty of Arabic writing and aesthetics in writing the verses of the Qur'an. In this activity, participants learn to write Arabic letters

With various typical calligraphy styles, such as *Kufi*, *Thuluth*, *Naskh*, and others, using various media, ranging from paper, canvas, to other materials (Setiawan, Vestia, & Satrial, 2023). The main focus is to enhance the beauty of the writing of the Qur'anic verses and appreciate the majesty and beauty of the words contained therein (Efendi, Piliang, & Zahir, 2023).

From the results of interviews with the mentor and several students, it can be concluded that in the learning process the students will be trained first to write the *hijaiyah* letters separately one by one with the form that has been exemplified. After that students will be given *naskhi* or pieces of Al-Qur'an verses to be written in the form of beautiful calligraphy. Not only that, the text of the selected verse pieces is in accordance with the competition script in the *Qur'an tilawatil musabaqah* activity.

CONCLUSION

Based on the discussion that the researchers described above, conclusions can be drawn, namely: In developing student potential through LPTQ extracurricular activities, a teacher must have personality and pedagogical competencies. In addition, there are also several factors that influence the development of teacher competence including infrastructure (facilities), social environment, and technological developments. The management strategy carried out by the Al-Qur'an Hadith teacher as well as the LPTQ extracurricular coach in fostering student potential is effective time management, fostering student talent according to their fields, selecting appropriate learning methods, evaluating or mentoring students regarding the results of their coaching periodically, instilling Islamic character values to students who take part in LPTQ extracurricular activities. The coaching carried out in the LPTQ extracurricular program is divided into five classes according to the talents and interests of the students, namely the Qur'an tilawah class, syarhil Qur'an, fahmil Qur'an, tahfidz Qur'an, and khat Qur'an or calligraphy.

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