

ENHANCING PUBLIC SPEAKING WITH AJARAN CINTA ILMU QUR'AN RECITATION: STUDENT PERSPECTIVES

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Abstract

This study explores university students' experiences integrating a 10-minute *Tadabbur* (contemplative Qur'an recitation) session from the 'Ajaran Cinta Ilmu' e-book into their public speaking courses. Using a descriptive qualitative approach with surveys, interviews, and focus groups from 30 students, we investigated how this faith-based practice influences learning. Findings show that most students perceive significant benefits, including enhanced motivation for English learning, heightened spiritual connection, and comfort with the practice. Students also found 'Ajaran Cinta Ilmu' a valuable resource for connecting Qur'an verses to linguistic and scientific understanding, enriching academic pursuits. The consistent *Tadabbur* fostered a holistic appreciation of knowledge. While acceptance is high, prior exposure influenced students' ability to link Qur'an meanings to academic subjects. This study highlights culturally responsive pedagogy's potential for holistic student development by integrating religious texts into secular curricula.

Keywords: Public speaking; English education; contemplate Qur'an recitation; students perception

INTRODUCTION

The Qur'an, revered by Muslims as the ultimate divine guidance, stands not only as the cornerstone of Islamic faith but also as a profound educational guide, rich in positive values (Miladiyah et al., 2018). Beyond its spiritual and ethical dimensions, the Qur'an offers principles that resonate deeply with modern scientific knowledge (Sholichah, 2018; Maulina, 2021). Of particular relevance to language studies, the Qur'an contains verses that compellingly explore linguistic phenomena, including the origins and diversity of human languages, and underscore the ethical imperatives of effective communication.

Despite these profound linguistic insights, many contemporary students often remain largely unfamiliar with the Qur'an's inherent encouragement to study and appreciate linguistic diversity—a phenomenon presented as a significant manifestation of divine power. To address this, some educational settings have implemented 'Ajaran Cinta Ilmu,' an e-book comprising selected Qur'anic verses, as a 10-minute *Tadabbur* (contemplative recitation) daily practice before class. This innovative pedagogical approach encourages students to read, understand the meaning of the verses, and explicitly connect them to their language learning journey, thereby deepening their knowledge in both Islamic teachings and fundamental principles across various scientific disciplines (Gulen, 2005). Such initiatives reflect a growing trend in education to integrate values and cultivate character through diverse pedagogical methods (Wijirahayu, 2018; Wijirahayu & Armianti, 2020), including the use of digital resources for literacy and learning (Wijirahayu & Roza, 2022a; Wijirahayu & Roza, 2022b). Furthermore, they inform broader discussions around effective teaching practices and intercultural skill development in pre-service education (Maesaro & Wijirahayu, 2025).

Beside the recognized potential and the existence of practices like 'Ajaran Cinta Ilmu,' this study makes a significant contribution to the existing literature by directly addressing a notable gap concerning the pedagogical integration of Qur'anic recitation within higher education, specifically

within Public Speaking courses. While the Qur'an's multifaceted nature—encompassing spiritual guidance, scientific principles, and linguistic phenomena—is widely acknowledged, its practical application as an active learning tool in secular academic settings, particularly for enhancing public speaking skills through recitation from '*Ajaran Cinta Ilmu*,' remains remarkably underexplored.

This study aims to explore university students' experiences with the daily Qur'an recitation from the '*Ajaran Cinta Ilmu*' e-book in Public Speaking courses, recognizing this as a unique pedagogical intervention. It is also to investigate the perceived benefits for Public Speaking skills, alongside broader knowledge acquisition (including Islamic teachings and scientific principles), directly from the viewpoint of university-level students. Moreover, it is highlight the potential of integrating religious texts to foster holistic student development within a seemingly distinct academic discipline, offering critical insights into culturally sensitive and effective pedagogical strategies for language education.

Based on the identified gap and objectives, this study seeks to answer the following central research question. What are university students' experiences with the integration of Qur'an recitation from the '*Ajaran Cinta Ilmu*' e-book within their Public Speaking courses?

METHOD

This study employed a descriptive qualitative research approach to deeply explore the nuanced experiences of university students. Qualitative research, as articulated by Magilvy and Thomas (2009), involves exploring experiences and everyday life as they naturally occur in real-world settings. The core aim of a qualitative study is to construct a detailed and thorough understanding of the phenomenon of interest, centering on the cultural or lived experiences of individuals within their natural environments (Magilvy, 2003, p. 123).

In this paradigm, the researcher functions as the primary research instrument, facilitating data collection through various means such as personal interviews, focus groups, observations, and potentially participation or photographic documentation. Questions are inherently open-ended, and researchers consciously set aside preconceived notions to allow insights to emerge organically. The resulting data, typically in the form of text, narratives, and stories, are recorded digitally, on tape, film, photographs, or in written notes. These data are then meticulously analysed to identify recurring patterns, themes, and categories, ultimately providing a rich and detailed description of the lived experiences (Magilvy & Thomas, 2009).

The participants in this research were undergraduate pre-service teachers majoring in English Education. Specifically, we focused on students enrolled in Public Speaking classes taught by a lecturer who integrated Qur'anic recitation from the '*Ajaran Cinta Ilmu*' e-book into the curriculum. These participants were purposively selected to provide in-depth perspectives on their engagement with Qur'anic recitation within this unique academic context.

To gather comprehensive data reflective of student perspectives, a mixed-methods approach was utilized within this predominantly qualitative descriptive framework. While the primary focus remained on qualitative insights, a survey through a questionnaire was also administered to collect quantitative data regarding students' general perceptions of reciting the Qur'an in the classroom. The research instrument comprised a questionnaire featuring 10 structured and open-ended questions designed to capture both quantitative and qualitative insights into students' views on reading the Qur'an in the classroom. Participants completed the questionnaire, expressing their perspectives on this practice. The integration of this quantitative survey aimed to provide a broader descriptive overview of English students' perceptions of reciting the Qur'an in the classroom, complementing the rich qualitative data.

RESULTS AND DISCUSSION

The results and discussion are presented in a section consisting of several paragraphs. This section is the most dominant part of the whole article, which is 60%. To facilitate understanding and reading, the results of the research are described first, followed by the discussion section. Results and discussion subtitles are presented separately.

Result

The findings from this study offer compelling insights into university students' experiences with the integration of Qur'an recitation from the '*Ajaran Cinta Ilmu*' e-book into their public speaking courses. Consistent with the study's central aim of enhancing public speaking with '*Ajaran Cinta Ilmu*' Qur'an recitation from student perspectives, the data consistently reveal a largely positive reception and perceived benefits. This section will delve into these findings, exploring how the 10-minute *Tadabbur* sessions at the beginning of each class influenced student motivation, spiritual connection, and broader knowledge acquisition, as well as the pedagogical considerations for such an innovative approach.

Analysis of Figure 1: Impact of Qur'an Recitation on English Learning Motivation

Figure 1 clearly illustrates the perceived benefits of integrating Qur'an recitation before class on students' motivation to learn English. The survey findings indicate a strong consensus among respondents, with a significant majority of 87% agreeing that this practice enhances their motivation.

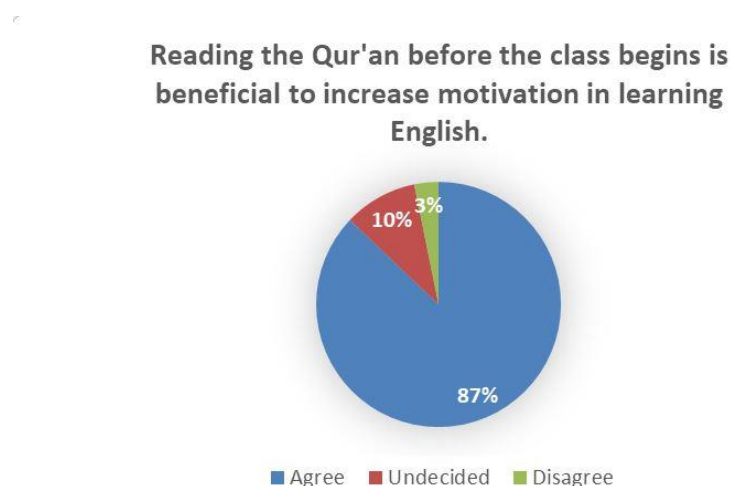


Figure 1. Reading the Qur'an before the class begins is beneficial to increase motivation in learning English

Conversely, a smaller portion of the student body holds different views: 10% expressed uncertainty, suggesting varied individual experiences or perhaps a neutral stance on the impact of the recitation. A negligible 3% of respondents disagreed, indicating that the perceived positive relation between pre-class Qur'an recitation and increased English learning motivation is widely accepted. These results underscore the strong positive perception among students regarding this unique pedagogical approach.

Analysis of Figure 2: Perceived Usefulness of '*Ajaran Cinta Ilmu*' in Public Speaking

Figure 2 illustrates the perceived usefulness of the '*Ajaran Cinta Ilmu*' e-book in guiding students' enthusiasm for gaining knowledge within the Public Speaking class. The survey results

show a strong positive reception: a significant 74% of respondents agreed that the e-book effectively fosters their learning spirit.

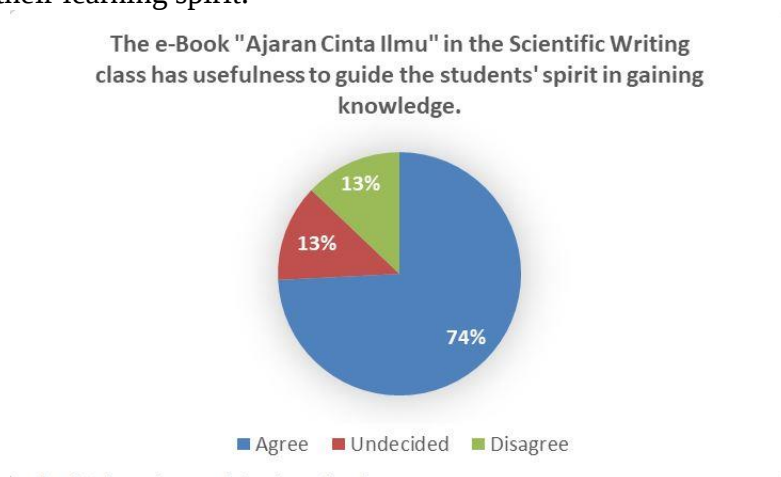


Figure 2. The e-Book "Ajaran Cinta Ilmu" in the Scientific Writing class has usefulness to guide the students' spirit in gaining knowledge

The remaining students held mixed views, with 13% being undecided and another 13% disagreeing with the statement. Despite these varying opinions, the findings predominantly indicate a positive response to the e-book, underscoring its utility in cultivating a passion for knowledge among students in this academic context.

Analysis of Figure 3: Relevance of Qur'an Surah Al-Alaq: 1-5 to Language Learning

Figure 3 demonstrates the strong perceived relevance of Qur'an Surah Al-Alaq: 1-5, as presented in the "Ajaran Cinta Ilmu" e-book, to the languages students are learning. The findings reveal a significant alignment, with 87.1% of respondents agreeing that these verses are relevant to their language acquisition journey.

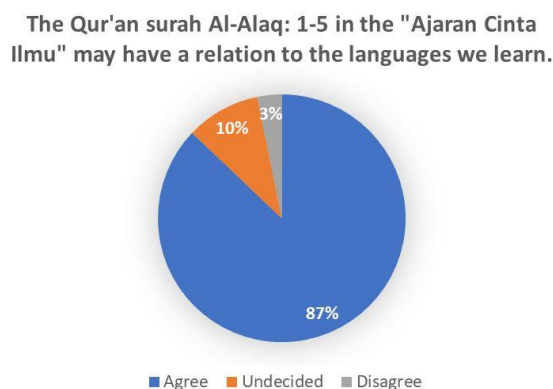


Figure 3. The Qur'an surah Al-Alaq: 1-5 in the "Ajaran Cinta Ilmu" may have a relation to the languages we learn

This suggests that students perceive the teachings within these specific verses as capable of enhancing their understanding and appreciation of language learning. A small minority of students held differing views: 9.7% were undecided, indicating some uncertainty or neutrality, while a negligible 3.2% disagreed. This overwhelmingly positive

reception underscores the widely acknowledged connection between these foundational Qur'anic verses and the study of language within an educational context.

Analysis of Figure 4: Perceived Benefits of Qur'an Recitation from 'Ajaran Cinta Ilmu'

Figure 4 highlights the widespread perception among students that reciting the Qur'an from the 'Ajaran Cinta Ilmu' e-book offers significant benefits. An overwhelming 90% of respondents agreed that this practice yields positive outcomes, underscoring its broad acceptance and perceived value.

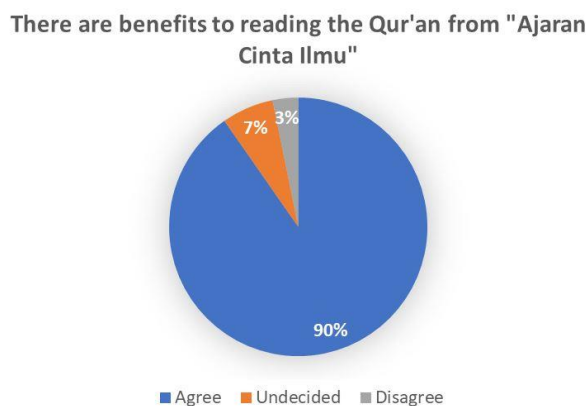


Figure 4. There are benefits to reading the Qur'an from "Ajaran Cinta Ilmu"

Only a small minority held different views, with 7% remaining undecided and a mere 3% disagreeing. These findings strongly suggest that the vast majority of students consider the integration of Qur'an readings from 'Ajaran Cinta Ilmu' a valuable enhancement to their educational experience, contributing positively to their learning process.

Analysis of Figure 5: Recitation of Surah An-Nisa: 80-82 for Enhanced Understanding of Islam and Language

Figure 5 illustrates that reciting specific Qur'anic verses in the classroom, particularly Surah An-Nisa: 80-82 from the "Ajaran Cinta Ilmu" e-book, is widely perceived to enhance students' understanding of both Islam and language.

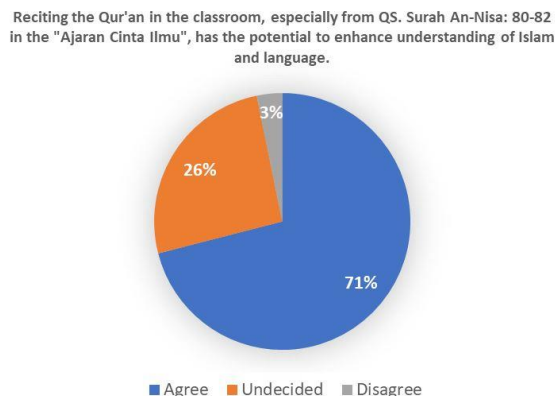


Figure 5. Reciting the Qur'an in the classroom, especially from QS. Surah An-Nisa: 80-82 in the "Ajaran Cinta Ilmu", has the potential to enhance understanding of Islam and language

The survey data shows that 71% of respondents agreed that this method is effective in achieving these dual objectives. While a notable 26% remained undecided, suggesting varying individual experiences or a neutral stance, only a small minority of 3% disagreed. This indicates a strong positive acceptance of integrating such Qur'anic recitation into educational practices, highlighting its potential to foster a deeper understanding of both religious teachings and linguistic concepts among students.

Analysis of Figure 6: Familiarity with Classroom Qur'an Recitation

Figure 6 reveals a high level of familiarity and acceptance among students regarding the practice of reciting the Qur'an in the classroom. A substantial 90% of respondents supported this practice, indicating widespread recognition and positive reception. Only a small minority held different views, with 7% remaining undecided and a mere 3% opposing the incorporation of Qur'an recitation into classroom activities.

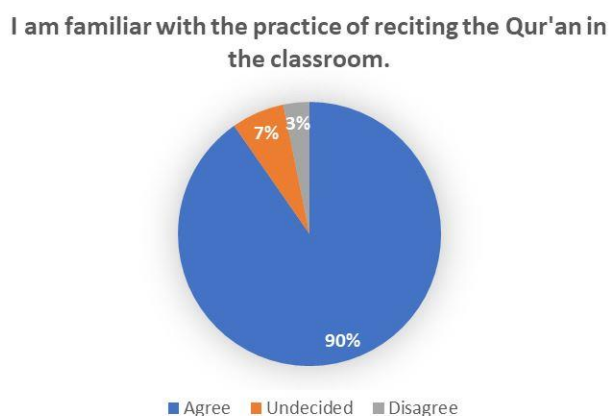


Figure 6. I am familiar with the practice of reciting the Qur'an in the classroom

These results collectively highlight the general acceptance of Qur'an recitation as a valuable pedagogical tool in educational settings. However, the qualitative insights gathered from the study provide further nuance. Some students in the Scientific Writing class expressed confusion, lack of understanding, and difficulty connecting the meaning of Qur'an verses to scientific concepts. This appears to stem from their relatively new experience with this practice in the classroom. In contrast, students who had previously encountered the "Ajaran Cinta Ilmu" integration in their Public Speaking class demonstrated better comprehension and ability to relate the Qur'an's meaning to science and linguistics, benefiting from their prior exposure. This suggests that initial exposure and continued practice are key factors in students' ability to grasp and apply the concepts presented through "Ajaran Cinta Ilmu."

Analysis of Figure 7: Perceived Positive Contribution of Qur'an Recitation to English Learning

Figure 7 clearly indicates a strong belief among students that integrating Qur'an recitation into classroom activities can positively contribute to their English language learning process. An overwhelming 90.3% of participants expressed agreement with this statement, highlighting a perceived synergy between Qur'an recitation and English language acquisition.

I believe that reciting the Qur'an in the classroom could positively contribute to our English learning process.

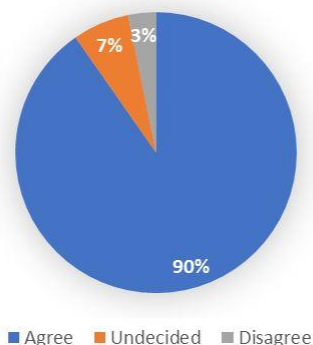


Figure 7. I believe that reciting the Qur'an in the classroom could positively contribute to our English learning process

Conversely, a small minority of students held differing views, with 6.5% remaining undecided and a negligible 3.2% disagreeing with the proposed integration. These results underscore the prevailing positive perception among respondents regarding the benefits of using religious texts to enhance language education methodologies.

Analysis of Figure 8: Comfort Level with Pre-Class Qur'an Recitation

Figure 8 demonstrates that students generally feel highly comfortable reciting the Qur'an from the "Ajaran Cinta Ilmu" e-book before classes begin. A significant majority, 87% of participants, agreed with this practice, indicating a widespread sense of ease and familiarity with integrating religious recitation into their classroom routine.

I feel comfortable when reciting the Qur'an from "Ajaran Cinta Ilmu" before the class begins.

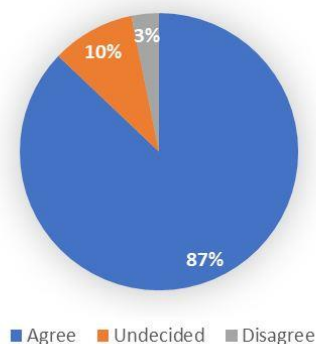


Figure 8. I feel comfortable when reciting the Qur'an from "Ajaran Cinta Ilmu" before the class begins

While 9.7% of respondents were undecided, suggesting some individual variability or neutrality, only a small minority of 3.2% disagreed with reciting the Qur'an from the specified curriculum before class. These results collectively reflect broad acceptance and comfort among students regarding the incorporation of this religious practice into their educational setting.

Analysis of Figure 9: Importance of Understanding 'Ajaran Cinta Ilmu' for English Education Scholars

Figure 9 highlights the widely recognized importance of comprehending the meaning of the surahs within the "Ajaran Cinta Ilmu" e-book, particularly for students specializing in English Education. A significant majority, 78% of participants, agreed with this perspective, underscoring the perceived relevance of understanding these religious texts within their academic field.

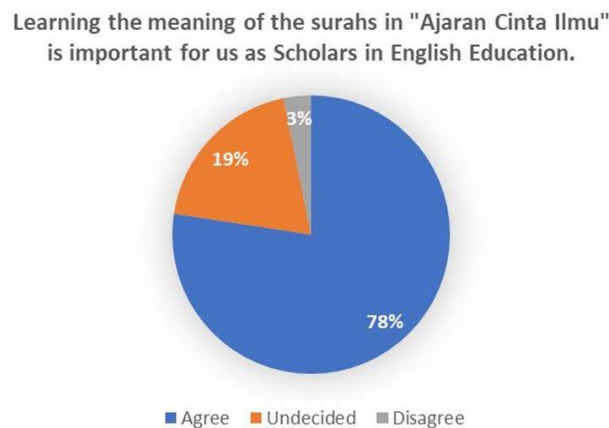


Figure 9. Learning the meaning of the versus in "Ajaran Cinta Ilmu" is important for us as Scholars in English Education

While 19% of respondents were undecided, suggesting some individual variations, only a small minority of 3% disagreed that learning the meaning of the Qur'an versus is crucial for English Education students. These results indicate a widespread recognition of the relevance and potential benefits of integrating and connecting the meanings of Qur'anic verses into the academic pursuits of English language education scholars.

Analysis of Figure 10: Learning Specific Versus for New Knowledge Acquisition

Figure 10 illustrates a collective understanding among respondents regarding the importance of learning the meaning of specific versus, such as QS. Fatir: 27-28, from the "Ajaran Cinta Ilmu" e-book, for fostering new knowledge. The 84% of participants agreed that comprehending these versus contributes to gaining new insights and understanding.

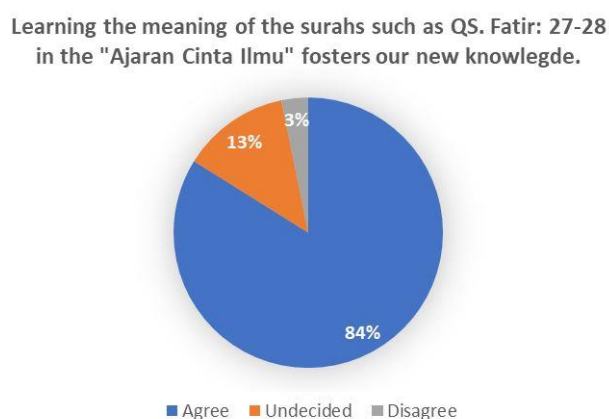


Figure 10. Learning the meaning of the surahs such as QS. Fatir: 27-28 in the “Ajaran Cinta Ilmu” fosters our new knowledge

Conversely, 13% were undecided, suggesting some individual variations or neutrality, while a small 3% disagreed with the idea that learning the meaning of these Qur'an versus expands knowledge. These outcomes collectively indicate a wide acknowledgment of the educational value of exploring religious texts within an academic context, particularly their perceived role in knowledge acquisition.

Discussion

The findings from this study offer compelling insights into university students' experiences with the integration of Qur'an recitation from the '*Ajaran Cinta Ilmu*' e-book into their public speaking courses. Consistent with the study's central aim of enhancing public speaking with '*Ajaran Cinta Ilmu*' Qur'an recitation from student perspectives, the data consistently reveal a largely positive reception and perceived benefits.

Enhanced Motivation and Spiritual Connection

A prominent theme emerging from the findings is the overwhelmingly positive impact on student motivation and spiritual connection. As evidenced by Figure 1 and Figure 7, a significant majority of students (87% and 90.3% respectively) believe that pre-class Qur'an recitation, particularly from '*Ajaran Cinta Ilmu*', increases their motivation for English learning and positively contributes to the learning process. This aligns with Miladiyah et al. (2018), who highlight the Qur'an as a foundational educational guide rich in positive values. The high comfort level (Figure 8, 87%) further indicates that this integration is not merely tolerated but embraced, fostering an environment where students feel at ease connecting their faith with their academic pursuits. This suggests that incorporating faith-based practices, when done sensitively and thoughtfully, can create a more holistic and engaging learning experience, potentially leading to increased intrinsic motivation. This aligns with broader discussions on the role of religious education in fostering character and engagement (Mulya et al., 2024) and increasing interest in learning through Qur'an recitation (Ulfadhilah & DwiNurkhafifah, 2025).

Fostering Broad Knowledge Acquisition and Critical Thinking

Beyond motivation, the study illuminates the perceived utility of '*Ajaran Cinta Ilmu*' in fostering broader knowledge acquisition and critical thinking. Figures 2, 9, and 10 collectively underscore this, with substantial majorities affirming the e-book's usefulness in guiding their spirit in gaining knowledge (74%), the importance of understanding *surah* meanings for English Education scholars (78%), and the ability of specific versus (e.g., Fatir: 27-28) to foster new knowledge (84%). This goes beyond mere spiritual growth, pointing towards an intellectual engagement where students actively seek to connect religious texts with scientific principles (Sholichah, 2018; Maulina, 2021). This integration of Islamic teachings with scientific concepts through recitation is further supported by literature exploring similar methods (Astutik et al., 2022). The strong agreement that Surah Al-Alaq: 1-5 has a relation to the languages learned (Figure 3, 87.1%) further exemplifies how students perceive direct linguistic insights from the Qur'an, addressing the gap identified by Irwandi (2019) regarding students' familiarity with the Qur'an's encouragement of linguistic diversity.

Pedagogical Considerations and Prior Experience

However, the findings also shed light on pedagogical considerations and the role of prior experience. While Figure 6 shows a high general familiarity with classroom Qur'an recitation (90%), the qualitative insights provided with this figure are crucial. Students new to the '*Ajaran Cinta Ilmu*' approach, particularly in Scientific Writing, reported difficulties in understanding and connecting Qur'anic meanings to scientific or linguistic concepts. This contrasts sharply with students who had prior experience with '*Ajaran Cinta Ilmu*' in Public Speaking, who demonstrated better comprehension. This disparity highlights the importance of scaffolding and prolonged exposure when integrating novel pedagogical approaches, especially those that bridge religious and secular knowledge domains. It suggests that while the concept is widely accepted, the depth of integration and student understanding may evolve with continued practice and exposure. This nuanced understanding of student adaptation to new curricula, particularly those with a religious component, is consistent with studies on developing religious moderation (Khaeriyah et al., 2025) and constructing Islamic education within modern contexts (Abrori, 2022).

Impact on Public Speaking Skills and Holistic Development

The perceived benefits extend directly to **enhancing public speaking skills and fostering a deeper understanding of language**. While not explicitly a "public speaking" outcome in every figure, the consistent positive response across all aspects of the '*Ajaran Cinta Ilmu*' integration (e.g., benefits in general, motivation, knowledge acquisition, comfort) collectively suggests an environment conducive to improved communication. Specifically, Figure 5 (71% agreement) indicates that reciting Qur'an, particularly Surah An-Nisa: 80-82, has the potential to enhance understanding of both Islam and language. This aligns with research on self-efficacy in English speaking skills (Amatullah, 2021) and the integration of values into language learning (Wijirahayu & Armianti, 2020; Wijirahayu, 2018). Given the ethical and communicative principles embedded in the Qur'an, as noted in the introduction, this holistic approach could naturally contribute to more confident, ethically-minded, and articulate public speakers. The integration, therefore, fosters holistic student development within a distinct academic discipline, aligning with Gulen's (2005) view on deepening knowledge in both Islamic teachings and fundamental principles.

In conclusion, this study provides empirical evidence supporting the positive impact of integrating '*Ajaran Cinta Ilmu*' Qur'an recitation into public speaking courses. Students largely perceive it as beneficial for motivation, broad knowledge acquisition, and even direct understanding of language. The findings underscore the potential for culturally responsive pedagogy that leverages religious texts to enrich secular academic curricula, provided that sufficient attention is paid to the learning curve associated with such an innovative approach.

CONCLUSION

The conclusion are not just repeating data, but in the form of meaningful substance. Conclusions can be in the form of a statement about what is expected, as stated in the chapter "Introduction" which in the end can produce a chapter "Results and Discussion " so that there is compatibility. In addition, it can also be added to the prospect of developing research results and prospects for future research applications (based on results and discussion).

This research highlights several key insights into how English students perceive the integration of Qur'an recitation, particularly through the "*Ajaran Cinta Ilmu*" e-book, into their classrooms. A significant majority of students believe that pre-class Qur'an recitation significantly enhances their motivation for English learning, fostering a more positive and engaging atmosphere. The "*Ajaran Cinta Ilmu*" e-book is also regarded as a valuable tool in Scientific Writing classes, effectively guiding students' enthusiasm for knowledge acquisition. There's a strong consensus that

specific Qur'anic verses, such as those from Surah Al-Alaq, are highly relevant to language learning, deepening students' understanding and appreciation of linguistic diversity.

Students are largely familiar with and supportive of classroom Qur'an recitation, viewing it as a beneficial addition to their educational experience and feeling comfortable with its integration. Furthermore, understanding the meaning of surahs within "Ajaran Cinta Ilmu" is seen as crucial for English Education scholars, fostering new knowledge and contributing positively to academic pursuits. However, the study also revealed the impact of prior experience: while students with previous exposure to the "Ajaran Cinta Ilmu" curriculum show better comprehension, newcomers sometimes struggle to connect the Qur'an to scientific and linguistic knowledge, emphasizing the importance of familiarity and consistent practice.

In essence, integrating Qur'anic recitation into the classroom clearly positively impacts student motivation and learning. It cultivates a deeper connection between religious texts and academic subjects, underscoring the significant potential of such practices to enhance educational outcomes and promote a holistic learning experience.

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