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The integration of Qur'anic values in instructional strategies

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Abstract.

The integration of Qur'anic values in learning strategies is important for successful learning, but there is often a misunderstanding of the values contained in the Qur'an. With regard to that, this study aims to analyze the integration of Qur'anic values in learning strategies, focusing on verses related to learning, namely surah al-Alaq verses 1-5, Taha verse 114, al-Mujadilah verse 11, an-Nahl verse 125, an-Nur 30-31. Implementation of values at MTs. Mizabul Ulum West Lombok is the focus of research. Qualitative methods with thematic interpretation and descriptive analysis were used, as well as observation, interviews, and documentation studies as data collection techniques. The research findings show that Qur'anic values, such as the importance of reading, educational aids, patience, tolerance, and justice, underlie learning strategies. The implementation of lectures, discussions and habituation effectively support students' character building and understanding. Implementation challenges include lack of understanding and practical guidelines. This research has implications for the integration of Qur'anic values in learning strategies that improve learning quality and shape student character according to Islamic teachings. Results support Jean Piaget's theory of constructivism which emphasizes learning not only memorizing, but also internalizing values.

Keywords: Learning Strategies, Qur'anic Values, Value Internalization

INTRODUCTION

Al-Qur'an is the holy book revealed by Allah to Prophet Muhammad SAW as a guide for human life (Thalib, 2021). It contains various values that are not only related to worship, but also cover many other aspects of life, including learning. These values contain important wisdom that should be applied in daily life, especially in the field of education (Ikhwan, 2014). The Qur'an provides clear guidance on how Muslims should live their lives, including how to learn and teach properly. Therefore, Qur'anic values can be used as a foundation for developing effective learning strategies that are relevant to Islamic teachings (Bariyah, 2021).

However, although the Qur'an contains clear guidance on various aspects of life, not everyone is able to understand and implement these values properly. Much of this difficulty comes from the lack of deep understanding of the universal verses of the Qur'an and their application in contemporary life (Rozak, 2020). This lack of understanding is one of the reasons why some people, especially in the educational context, are unable to apply Qur'anic values correctly. In education, particularly Islamic education, this condition may affect the quality of learning received by students and reduce the effectiveness of learning in shaping student character in accordance with Islamic teachings (Zebua & Setiawan, 2020).

Islamic educational institutions should serve as environments that facilitate and implement the values contained in the Qur'an within every learning strategy they apply. Islamic educational institutions have an important role in educating the younger generation so that they can understand and apply the teachings of the Qur'an in their lives. Therefore, Islamic educational institutions need to have the willingness and capacity to explore Qur'anic values that are relevant to education and integrate them into various aspects of learning activities. The implementation

of Qur'anic values in education can function as a means of forming student character that reflects strong faith and piety, which in turn will produce individuals with noble character and a positive and constructive worldview (Putri et al., 2023; Syach, 2022).

Islamic education experts often emphasize that the distinguishing feature of Islamic educational institutions lies in their ability to explore Qur'anic values and make them the basis of action (Awaluddin et al., 2021; Munir & Adnan, 2008; Zebua & Setiawan, 2020). According to Syed Muhammad Naquib al-Attas (1997) Islamic education must be grounded in the values found in the Qur'an, because the Qur'an is the primary source of knowledge that teaches not only spiritual aspects, but also social, moral, and scientific dimensions. Furthermore, al-Attas argues that the purpose of Islamic education is to form a human being who is balanced in intellect, soul, and spirit, and who is taught useful knowledge for the welfare of both this world and the hereafter. Thus, Qur'an-based Islamic education has great potential to produce a generation that is not only intellectually intelligent, but also wise and morally upright.

One Islamic educational institution that has shown its commitment to integrating Qur'anic values into learning strategies is MTs Mizabul Ulum, West Lombok. In recent years, MTs Mizabul Ulum has focused attention on applying Qur'anic values related to learning within the learning strategies it implements. This institution seeks to make Qur'anic values the foundation for shaping student character through various innovative learning approaches that remain relevant to Islamic teachings. The implementation of Qur'anic values at this institution is not limited to routine studies of certain tafsir passages, but also includes their direct application in the daily learning process. This becomes one of the interesting aspects of this study, because not many Islamic educational institutions consistently integrate Qur'anic values into their learning practices.

The Qur'anic verses that are the main focus of this study include Surah Al-'Alaq verses 1–5, Surah Taha verse 114, Surah Al-Mujadilah verse 11, Surah An-Nahl verse 125, and Surah An-Nur verses 30–31. These verses contain guidance that is highly relevant in the context of learning strategies, such as the importance of reading, patience, tolerance, justice, and respect for individual rights. For example, Surah Al-'Alaq verses 1–5 emphasize the importance of reading (iqra') as the first step in acquiring knowledge, which becomes the foundation of learning. Surah Taha verse 114 teaches the importance of prayer and patience in the learning process, while Surah Al-Mujadilah verse 11 highlights the importance of justice and respect for individual rights. Surah An-Nahl verse 125 teaches the importance of conveying messages with wisdom and good manners, which is also relevant in the context of teaching and education. Meanwhile, Surah An-Nur verses 30–31 teach the importance of lowering the gaze and maintaining proper behavior in interactions between men and women, which can be applied in creating a respectful and ethical learning environment.

What is particularly interesting about MTs Mizabul Ulum, West Lombok, is that the institution does not merely study and interpret these verses, but also integrates the values contained in them into daily learning practices. The interpretation of these verses is carried out through a thematic tafsir approach, which aims to explore the meanings contained in the verses and relate them to the current educational context. The results of this interpretation are then used as the basis for designing learning strategies that cover not only cognitive aspects, but also student character development. For example, in practice, MTs Mizabul Ulum integrates the values of patience and tolerance taught in Surah Taha verse 114 by developing a learning approach that emphasizes cooperation among students and encourages them to remain patient when facing academic challenges. Similarly, the values of justice and respect for individual rights taught in Surah Al-Mujadilah verse 11 are applied by creating an inclusive classroom atmosphere that values mutual respect.

This study is important to conduct because teachers in Islamic educational institutions face many challenges in implementing Qur'anic values in learning strategies. Some of the problems encountered include a lack of deep understanding of verses related to learning and the absence of practical guidelines for integrating these values into learning activities. In addition, another common challenge is the limited availability of resources, both in terms of facilities and the teaching competence possessed by educators. Therefore, this study aims to analyze in depth how MTs Mizabul Ulum, West Lombok, implements Qur'anic values in its learning strategies, as well as to identify the challenges encountered in the implementation process.

This study is also expected to make a significant contribution to the development of Islamic education, especially in integrating Qur'anic values into learning. By understanding how MTs

Mizabul Ulum implements these values, it is hoped that the study will provide insight and inspiration for other Islamic educational institutions to optimize learning based on Qur'anic values. In addition, this research may also contribute to the development of Islamic educational theories, particularly in integrating spiritual and character values into effective learning strategies. Thus, this study is not only focused on interpreting Qur'anic verses, but also on their practical implementation in the field of education. It is hoped that the findings of this study will provide broad benefits for improving the quality of Islamic education, both in academic instruction and in the formation of student character based on Qur'anic values.

METHOD

This study employed a qualitative approach to analyze the integration of Qur'anic values into learning strategies, with a focus on relevant verses from the Qur'an and their implementation at MTs Mizabul Ulum, West Lombok. The thematic tafsir approach was applied to analyze verses related to learning, such as Surah Al-'Alaq verses 1–5, Taha verse 114, Al-Mujadilah verse 11, An-Nahl verse 125, and An-Nur verses 30–31. Thematic tafsir makes it possible to identify and understand the values contained in these verses in depth and to relate them to the context of Islamic education.

Data collection techniques included observation, interviews, and documentation studies. Observation was conducted to obtain a direct picture of the implementation of Qur'anic values in the learning process at MTs Mizabul Ulum, West Lombok. Interviews were carried out with teachers, students, and other relevant parties to explore their understanding and the challenges they faced in applying these values. Documentation studies were used to collect relevant materials, such as the curriculum, teaching materials, and learning records related to the integration of Qur'anic values. Descriptive analysis was used to systematically present the research findings. The results are expected to provide a deeper understanding of the importance of integrating Qur'anic values into learning strategies, as well as to identify the challenges and opportunities for implementation in the Indonesian educational context.

The analysis in this study focuses on how the values contained in relevant Qur'anic verses can be integrated into learning strategies in the school environment. The thematic tafsir approach enables the researcher to explore the meanings of the selected verses in greater depth by identifying the main themes that can be applied in education. Surah Al-'Alaq verses 1–5, for instance, emphasize the importance of reading and seeking knowledge, which becomes the basis for integrating scientific values into the learning process. In addition, other verses such as Taha verse 114 and Al-Mujadilah verse 11 contain important messages about patience, tolerance, and appreciation of knowledge, which can shape students' character in facing learning challenges.

In terms of implementation at MTs Mizabul Ulum, West Lombok, this study examines how lecture, discussion, and habituation methods are applied to internalize Qur'anic values in learning. These methods are not only used to deliver subject matter, but also to build discipline, tolerance, and a sense of justice among students. Habituation becomes the key to ensuring that these values are not merely taught, but also practiced in students' daily lives. Nevertheless, the study also notes challenges in implementation, such as the lack of deep understanding of Qur'anic values among teachers and students, as well as the limited practical guidelines available to support classroom application.

RESULT AND DISCUSSION

Interpretation of the Verses on Learning Strategy

Education from an Islamic perspective does not only include the teaching of academic knowledge, but also the formation of character, morality, and spirituality. The values contained in the Qur'an are highly relevant for application in learning strategies. Several verses in the Qur'an, such as Surah Al-'Alaq verses 1–5, Surah Taha verse 114, Surah Al-Mujadilah verse 11, Surah An-Nahl verse 125, and Surah An-Nur verses 30–31, provide deep guidance for shaping character and improving the quality of learning. In this study, the interpretations of the mufassir will be connected to the application of these values in learning strategies.

Surah Al-'Alaq Verses 1–5

Surah Al-'Alaq verses 1–5 constitute the first revelation received by Prophet Muhammad SAW, making them highly significant in the context of Islamic education. These verses emphasize the first command given to Prophet Muhammad SAW, namely to read (iqra').

اقرأ باسم ربك الذي خلق. 1 خلق الإنسان من علق. 2 اقرأ وربك الأكرم. 3 الذي علم بالقلم. 4 علم الإنسان ما لم يعلم. 5

Read in the name of your Lord who created, who created man from a clinging substance. Read, and your Lord is the Most Generous, who taught by the pen. He taught man what he did not know.

According to Tafsir Al-Jalalayn, the word *iqra'* in this verse has a very broad meaning. It does not refer only to reading written text, but also includes understanding, learning, and the search for knowledge. This verse shows that reading is the basis of all forms of knowledge and learning. Therefore, in the context of education, reading activities should become an integral part of learning strategies. Learning that integrates reading activities can improve comprehension and help students gain deeper knowledge (Al-Suyuthi, 1990). Imam Al-Qurtubi (2022) explains in his tafsir that learning should not focus solely on memorization, but also on understanding and comprehension. The act of reading here refers to reading with the purpose of understanding, not merely mechanical reading. In this context, learning strategies can include reading activities not only through textbooks, but also through literature relevant to the subject matter, so that students can develop knowledge more comprehensively. This is in line with constructivist theory, which emphasizes the importance of deep understanding in learning.

Surah Taha Ayat 114

Surah Taha verse 114 speaks about the importance of respecting time and beginning everything properly, including in education. The verse states:

فتعالى الله الملك الحق. ولا تعجل يا لقرآن من قبل أن يلقى إليك وحيه, وقل رب زدني علما

So exalted is Allah, the True King. And do not hasten with the Qur'an before its revelation is completed to you, and say, "My Lord, increase me in knowledge."

In Tafsir Ibn Katsir (2000) this verse teaches that we should always seek Allah's help in acquiring knowledge and use time wisely. An effective learning strategy does not only depend on the methods used, but also requires sincere intention from both educators and learners to continue seeking knowledge. This verse reminds us that in the learning process, we should always ask Allah to grant understanding and the ability to increase knowledge, while making wise use of limited time.

The application of this value in learning strategies is done by encouraging students to always pray and seek Allah's assistance in every learning activity. In addition, it is important for teachers to manage time well, avoid wasting time during lessons, and ensure that each activity is focused so that learning objectives are achieved effectively. In this way, learning can proceed smoothly, on time, and provide maximum benefit for students.

Surah Al-Mujadilah Verse 11

Surah Al-Mujadilah verse 11 teaches the importance of valuing knowledge and education. The verse states:

يا أيها الذين آمنوا إذا قيل لكم تفسحوا في المجالس فافسحوا يفسح الله لكم وإذا قيل انشذوا فانشذوا يرفع الله الذي آمنوا منكم والذين أوتوا العلم درجات

O you who believe, when it is said to you, "Make room in assemblies," then make room; Allah will make room for you. And when it is said, "Rise up," then rise up. Allah will raise those who have believed among you and those who were given knowledge by degrees.

Imam Al-Tabari explains in his tafsir that those who possess knowledge will be given a higher rank by Allah than those who do not. Therefore, knowledge is highly valued in Islam, and its application in education must be prioritized. In the context of learning, this indicates that respect for knowledge and for those who strive to seek it should be part of learning strategies.

In learning strategies, appreciation of students who show effort in learning should be applied. This can be done by giving recognition for their efforts and achievements, whether in the form of praise, awards, or respect. Such appreciation is not limited to academic results, but also includes effort and perseverance in the learning process. As a result, students will feel valued and motivated to continue learning.

Surah An-Nahl Verse 125

Surah An-Nahl verse 125 teaches the importance of using good and wise methods in teaching. The verse states:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بَالْتِي هِيَ أَحْسَنُ. إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

Call to the way of your Lord with wisdom and good instruction, and argue with them in the best manner. Indeed, your Lord is most knowing of those who have strayed from His way, and He is most knowing of those who are rightly guided.

In Tafsir Al-Qurtubi (2022) this verse explains that in conveying knowledge and da'wah, one must use a wise approach, in a good manner and with wisdom. Learning that is carried out in a kind and wise way will produce deeper understanding and better relationships between teachers and students.

The application of this value in learning strategies is to use a gentle, understanding approach that respects differences of opinion. Teachers should not only teach subject matter, but also use methods that make students feel comfortable and motivated to learn. Techniques such as group discussion, interactive lectures, and the use of engaging technology can improve learning effectiveness. When facing differences in opinion and diverse viewpoints, teachers also need to use methods that unite students' perspectives in a constructive and non-coercive way.

Surah An-Nur Verses 30–31

Surah An-Nur verses 30–31 speak about the importance of maintaining ethics and respecting others. The verses state:

قُلْ لِلْمُؤْمِنِينَ يَغُضُّوا مِنْ أَبْصَارِهِمْ وَيَحْفَظُوا فُرُوجَهُمْ ذَلِكَ أَزْكَى لَهُمْ إِنَّ اللَّهَ خَبِيرٌ بِمَا تَصْنَعُونَ. 30. وَقُلْ لِلْمُؤْمِنَاتِ يَغْضُضْنَ مِنْ أَبْصَارِهِنَّ وَيَحْفَظْنَ فُرُوجَهُنَّ وَلَا يُبْدِينَ زِينَتَهُنَّ إِلَّا مَا ظَهَرَ مِنْهَا وَلْيَضْرِبْنَ بِخُمُرِهِنَّ عَلَى جُيُوبِهِنَّ وَلَا يُبْدِينَ زِينَتَهُنَّ إِلَّا لِبُعُولَتِهِنَّ أَوْ آبَائِهِنَّ أَوْ آبَاءَ بُعُولَتِهِنَّ أَوْ أَبْنَاءِهِنَّ أَوْ إِخْوَانِهِنَّ أَوْ بَنِي إِخْوَانِهِنَّ أَوْ نِسَاءَهُنَّ أَوْ مَا مَلَكَتْ أَيْمَانُهُنَّ أَوْ التَّابِعِينَ غَيْرَ أُولَئِكَ الْإِرْبَةِ مِنَ الرِّجَالِ أَوْ الْطِفْلِ الَّذِي لَمْ يَظْهَرُوا عَلَى عَوْرَاتِ النِّسَاءِ وَلَا يَضْرِبْنَ بِأَرْجُلِهِنَّ لِيُعْلَمَ مَا يُخْفِينَ مِنْ زِينَتِهِنَّ. وَأَوْبُوا إِلَى اللَّهِ جَمِيعًا أَيُّهَا الْمُؤْمِنُونَ لَعَلَّكُمْ تُفْلِحُونَ. 31.

Tell the believing men to lower their gaze and guard their private parts; that is purer for them. Indeed, Allah is aware of what they do. And tell the believing women to lower their gaze and guard their private parts, and not to display their adornment except that which ordinarily appears thereof, and to draw their veils over their chests, and not to display their adornment except to their husbands, or their fathers... and repent to Allah all together, O believers, that you may succeed.

Imam Ibn Katsir (2000) explains that these verses teach the importance of maintaining personal honor and ethics in daily life, including in the educational context. In learning, ethics and morality are very important so that students are not only academically intelligent but also possess good character.

In learning strategies, this value can be applied by instilling ethical and moral values in students. This can be done by teaching students to respect others, maintain proper boundaries, and appreciate differences in society. Education that teaches ethics will help shape students' character more positively, so that learning focuses not only on knowledge, but also on the formation of noble character.

The Implementation of the Integration of Qur'anic Values in Learning Strategies at MTs. Mizabul Ulum, West Lombok

The integration of Qur'anic values in learning at MTs. Mizabul Ulum, West Lombok, is not only intended to improve the quality of education in academic terms, but also to shape students' character based on the values contained in the Qur'an. The learning process implemented at MTs. Mizabul Ulum focuses on holistic student development, covering cognitive, affective, and psychomotor aspects, all of which are inspired by the principles of Islamic teachings contained in the Qur'an. Based on the interpretation of several Qur'anic verses, such as Surah Al-'Alaq verses 1–5, Surah Taha verse 114, Surah Al-Mujadilah verse 11, Surah An-Nahl verse 125, and Surah An-Nur verses 30–31, these values have been implemented in various aspects of learning at this school.

Surah Al-'Alaq verses 1–5, which emphasize the importance of reading in the name of the Lord who created human beings and taught them what they did not know, serve as the main foundation for the implementation of learning strategies at MTs. Mizabul Ulum. According to al-Tabari, this verse shows the importance of seeking knowledge as a path toward human progress and development. Therefore, learning at this school begins with reading activities, which are not limited to reading the Qur'an, but also include scientific literacy. Every student is expected to read the Qur'an every morning before lessons begin. In addition, in general learning activities, students are assigned to read various reference books relevant to the subject matter (Syach, 2022; Thalib, 2021). Teachers facilitate students in writing summaries or reflections on what they have read, both in religious and general scientific contexts. This approach not only enriches students' insights, but also teaches them how to connect the knowledge they learn with Islamic values (Putri et al., 2023).

Surah Taha verse 114, which teaches the importance of seeking Allah's help and valuing time in the pursuit of knowledge, is implemented by encouraging students to always pray before starting learning activities. According to Syed Qutb (2017), prayer is a means of drawing closer to Allah and asking for guidance in the journey of seeking knowledge. Therefore, at MTs. Mizabul Ulum, prayer becomes an essential part of every learning activity. Students are taught to begin each lesson with prayer and to ask for Allah's blessing so that the knowledge they gain will be beneficial. In addition, efficient time management is also part of the learning strategy at this school. Class time is used as effectively as possible, maximizing every minute to develop students' potential, both academically and in character. Citing Nasaruddin & Mubarak (2022), efficient use of time in the learning process is very important so that educational goals can be achieved optimally.

The value derived from Surah Al-Mujadilah verse 11, which teaches that Allah elevates the rank of believers and those who are granted knowledge, is translated into the form of appreciation for students' effort and academic achievement. At MTs. Mizabul Ulum, students who demonstrate diligence in learning and strong academic performance are given recognition. According to Al-Attas (1979), appreciation of knowledge and the effort required to obtain it is part of an attempt to foster a spirit of learning. This recognition is not given only in the form of certificates, but also through acknowledgment of their contributions in class discussions or group projects. This approach provides additional motivation for students to continue improving the quality of themselves in learning. Teachers at MTs. Mizabul Ulum also actively encourage students not only to pursue academic grades, but also to develop noble character and morality in accordance with the teachings of the Qur'an.

The implementation of Surah An-Nahl verse 125, which teaches da'wah with wisdom and the best manner, is reflected in the wise teaching approach used by the teachers. As explained by Hamka (1992), a wise approach in education is more easily accepted by students because it does not merely prioritize theory, but also involves students actively in the learning process. At MTs. Mizabul Ulum, the methods used are not limited to lectures or explanation of material, but

also include discussions, case studies, and the use of creative learning media. In Islamic Religious Education classes, teachers invite students to discuss the application of Islamic values in daily life, including in the social and cultural contexts they face. In this way, students can understand the importance of Qur'anic values in their lives, rather than seeing them merely as theoretical concepts taught in class. Teachers also use more interactive methods to ensure that students are actively engaged in learning, which in turn improves their understanding of the material.

Finally, the integration of values from Surah An-Nur verses 30–31, which emphasize the importance of lowering the gaze and preserving personal honor, has been implemented by instilling moral and ethical values in every lesson. According to Al-Ghazali, ethics and morality are the main foundations of Islamic education and must be practiced in daily life. At MTs. Mizabul Ulum, ethical values such as maintaining courtesy, respecting others, and preserving personal dignity are used as the basis for character formation among students (Suryadarma & Haq, 2015). In every subject, whether Islamic Religious Education or general subjects, teachers constantly remind students to behave well, guard their speech, and lower their gaze in accordance with Islamic teachings. Teachers also provide good examples by living these principles in their daily lives so that students can emulate them. Through this approach, MTs. Mizabul Ulum seeks to create an environment that supports the formation of students' character, not only in academic excellence but also in noble morality.

By integrating Qur'anic values into learning strategies, MTs. Mizabul Ulum, West Lombok, has not only succeeded in shaping academically accomplished students, but also in forming their character in accordance with Islamic teachings. This holistic learning approach demonstrates that education which combines knowledge and morality will produce a generation that is not only intelligent, but also of noble character. As a result of the implementation of these Qur'anic values, students of MTs. Mizabul Ulum are expected to become individuals who are beneficial to society and able to bring positive change to their lives, both in this world and in the hereafter.

CONCLUSION

Based on the explanation above, it can be concluded that Qur'anic values such as the importance of reading, the use of educational tools, patience, tolerance, and justice form the foundation of the learning strategies applied in the school. These values are implemented through lecture, discussion, and habituation methods, which have proven effective in shaping students' character and understanding. Lectures are used to convey material directly, while discussions provide opportunities for students to exchange opinions and deepen their understanding. Habituation instills positive habits in accordance with Qur'anic values, which support students' understanding in moral and spiritual aspects. However, the main challenge in implementing these values is the limited deep understanding of Qur'anic values among some educators, as well as the absence of clear practical guidelines for applying them. This shows the need to improve teachers' understanding and skills in integrating these values. Overall, this study shows that integrating Qur'anic values into learning strategies can improve educational quality and shape student character in accordance with Islamic teachings.

These findings also support Jean Piaget's constructivist theory, which emphasizes that learning should prioritize understanding and internalization of values rather than merely memorizing information.

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