

THE EFFECTIVENESS OF GROUP DISCUSSION METHODS AND LEARNING MEDIA IN ENHANCING STUDENTS' UNDERSTANDING IN THE QUR'ANIC STUDIES COURSE AT STIT PALAPA NUSANTARA

M. Ali Karmani

STIT Palapa Nusantara Lombok NTB

karmaniali07@gmail.com

Abstract

This study explored the effectiveness of the group discussion method and learning media in enhancing students' understanding of the Qur'anic Studies course at STIT Palapa Nusantara. A quasi-experimental design was applied, with students divided into two groups: an experimental group that participated in group discussions supported by learning media, and a control group that followed traditional lecture-based instruction. The data were collected through pre- and post-tests. The data were analyzed using both descriptive and inferential statistics, with paired sample t-tests applied to compare pre- and post-test scores. Qualitative data were analyzed through thematic analysis, identifying key themes related to student engagement, learning collaboration, and retention. The results showed that the experimental group experienced significant improvement in their understanding, with mean scores increasing by 25 points, compared to a 7-point increase in the control group. Qualitative findings highlighted several benefits, including active student engagement, collaborative learning, and enhanced retention, all facilitated by the group discussion method and learning media. The study demonstrated that integrating these approaches fostered a deeper understanding of the material, promoted critical thinking, and improved retention. These findings provide valuable insights into how teaching strategies in Islamic education can be enhanced, emphasizing the importance of interactive and collaborative learning methods. This research contributes to the development of more effective teaching practices and provides evidence that combining group discussions

with media-based learning is a promising approach for improving student outcomes in Qur'anic Studies.

Keywords: Group Discussion, Learning Media, Qur'anic Studies

INTRODUCTION

Education plays a crucial role in improving the quality of human resources. The enhancement of educational quality is an integrated process that aligns with the improvement of human resource quality itself (Putra & Nurfauziah, 2018). In the realm of education, various teaching methods and learning media have been developed to improve learning outcomes, including in the Qur'anic Studies course.

Teaching methods are one of the essential components in the learning process. One widely applied method is the group discussion method. This method is recognized as a learning strategy that can enhance student engagement and their understanding of the material being studied (Hamidah & Astriani, 2024). The group discussion method is chosen because it can foster enthusiasm for learning, encourage critical and creative thinking, and improve students' ability to express their opinions. With increased understanding, students' learning outcomes are also expected to improve (Giemael et al., 2022). Furthermore, this method is anticipated to boost learning motivation through engaging group discussion activities (Bella & Arif, 2024)

In addition to methods, learning media also play a pivotal role in supporting the learning process. Media serve as a means of delivering information from the source to the recipient, functioning as both communication aids and methods to connect students with the information being studied (Batubara, Hamdan H., 2019). Learning media are closely related to other components, such as methods, materials, objectives, and student characteristics (Batubara, Hamdan H., 2019). Effective learning media help create a more efficient learning process and facilitate the delivery of materials. (Neni Isnaeni & Dewi Hildayah, 2020)

Learning, at its core, is a process of behavioral change influenced by various factors, including physical and psychological conditions, the learning environment, and the availability of learning media (Rejeki, 2020). Understanding is a crucial indicator in the learning process as it serves as a prerequisite for higher cognitive abilities, such as application, analysis, and evaluation (F. Suwarman Ramdhan, 2018). Therefore, the

interaction between lecturers and students must be optimally designed to achieve the learning objectives effectively. According to Sudjana in (Munawwarah & Arafah, 2018), the success of the learning process is significantly influenced by the coordination of goals, materials, methods, tools, and assessments, which are interrelated and mutually influential.

The Qur'anic Studies course holds a central role for students in Islamic higher education institutions. The Qur'an serves as a way of life for Muslims, providing guidance on the relationships between humans and their Creator, other people, and the universe (Simamora & Andika, 2019). The importance of the Qur'an is evident from the significant attention given by Muslims to preserving, understanding, and practicing its contents since the time of the Prophet Muhammad (Sholehah, 2024). However, to understand the Qur'an correctly, an in-depth interpretation and mastery of various relevant branches of knowledge are required (Mukhlis, 2023). Therefore, the implementation of appropriate teaching methods and media is essential to enhance students' understanding of the Qur'an as a guide for life.

Prior studies have highlighted the role of pedagogical methods and learning media in improving Qur'anic literacy and comprehension. For instance, Zahriyanti, (2015) investigated the use of Baghdadiyah and Iqra' methods in enhancing students' Qur'anic reading skills in an elementary school. While these methods proved effective, they faced challenges, such as limited parental involvement and resource constraints. Another study by Maulida et al., (2023) emphasized the importance of innovative learning media, such as flashcards, in helping high school students grasp the concepts of 'Amm and Khass verses of the Qur'an. These studies underscore the need for creative and adaptable teaching strategies in addressing gaps in Qur'anic education.

Despite these contributions, limited research has explored the combined effectiveness of group discussion methods and learning media in the context of Qur'anic Studies at the higher education level. This gap highlights an opportunity to investigate how these strategies can enhance students' understanding of the Qur'an, a subject crucial for developing moral, ethical, and intellectual capacities in Islamic education (Bella & Arif, 2024)

The Research Questions of this study are: 1) How does the group discussion method impact students' understanding of the Qur'anic Studies course at STIT Palapa Nusantara?; 2) What is the role of learning media in enhancing students' understanding of the Qur'anic

Studies course?; and 3) How do the group discussion method and learning media interact to enhance students' understanding of the Qur'anic Studies course?

The Research Objectives of this study are: 1) To analyze the effectiveness of the group discussion method in enhancing students' understanding of the Qur'anic Studies course at STIT Palapa Nusantara; 2) To examine the impact of learning media on students' understanding of the Qur'anic Studies course; and 3) To explore the synergistic effects of the group discussion method and learning media in enhancing students' understanding of the Qur'anic Studies course.

This study holds significant academic and practical value. Academically, it contributes to the growing body of research on effective teaching strategies in higher education, particularly in Islamic studies. By analyzing the roles of group discussions and learning media, the study provides evidence-based insights into innovative teaching practices that can be adapted to other courses.

Practically, the findings can guide educators at STIT Palapa Nusantara and similar institutions in designing effective learning strategies. The study highlights the importance of interactive methods and media, offering actionable recommendations for improving student engagement and understanding. Furthermore, this research supports the broader goal of enhancing educational quality in Islamic higher education by equipping students with the skills and knowledge necessary to understand and apply the teachings of the Qur'an in their lives.

METHODS

This study utilized a quasi-experimental design to examine the effectiveness of group discussion methods and learning media in enhancing students' understanding of the Qur'anic Studies course. This design was chosen because it allows for the evaluation of interventions in a controlled environment without random assignment, making it suitable for educational research. This research was conducted over a period of four months, from March to June 2024. Students in the Qur'anic Studies course were divided into an experimental group and a control group. The experimental group participated in sessions incorporating group discussion methods and learning media, while the control group received traditional lecture-based instruction. Both groups underwent a pre-test before the intervention to assess their initial understanding of the course material. The experimental group engaged in weekly group discussions supported by interactive media, while the

control group followed conventional methods. At the end of the intervention, both groups completed a post-test to evaluate the impact of the teaching methods on their comprehension.

The population of this study included all 363 students enrolled in the Islamic Education program at STIT Palapa Nusantara during the even semester of the 2023/2024 academic year. The sample consisted of 28 students from semester IV, selected using purposive sampling to ensure their relevance to the study's objectives and their exposure to the Qur'anic Studies course. The research instruments included a Qur'anic Studies comprehension test and an observation checklist. The test comprised multiple-choice and essay questions designed to measure students' understanding of the course material. It was validated by subject experts to ensure its reliability and alignment with the course objectives. The observation checklist was used to monitor student participation and engagement during group discussions.

Data collection involved administering pre-tests and post-tests to both the experimental and control groups. Observations were conducted during the group discussions to capture qualitative data on student interaction, engagement, and participation. Additionally, feedback was gathered through semi-structured interviews with selected students from the experimental group to gain insights into their learning experiences. The quantitative data from the pre-tests and post-tests were analyzed using **paired sample t-tests**. The formula used to calculate the t-value is:

$$t = \frac{\bar{d}}{\frac{s_d}{\sqrt{n}}}$$

Where:

\bar{d} is the mean of the differences between the pre-test and post-test scores.

s_d is the standard deviation of the differences.

n is the number of paired observations (sample size).

The results of the paired sample t-tests were used to determine whether there were statistically significant differences in the mean scores of the experimental and control groups. Qualitative data from observations and interviews were analyzed using **thematic analysis**, which involved the following steps: (1) familiarizing with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming

themes, and (6) producing the final report. This analysis helped identify patterns in student engagement, interaction, and perceived learning outcomes.

RESULTS

Pre-Test and Post-Test Results

The results of the experimental group's pre-test and post-test scores reveals a significant improvement in students' understanding of the Qur'anic Studies course as can be seen in the following table 1:

Tabel 1: Pre-Test and Post-Test Results

Group	Student Name	Pre-Test Score	Post-Test Score	Score Improvement
Experimental Group	Baiq Murdini	60	85	25
	Baiq Khusnul Hotimah	58	84	26
	Desti Rahmawati	62	87	25
	Mudrika	55	83	28
	Wulan Sari	60	86	26
	Diana Saputri	65	90	25
	Huswatun Hasanah	57	84	27
	Kurratul Aini	59	88	29
	Sirajul Januardi	63	86	23
	Dian Febrianti	64	89	25
	Muhammad Zaeni	55	82	27
	Ayudi Ratnasari	60	85	25
	Nurhandayani	61	87	26
	Ahmad Shifta Jauhis	56	83	27
Control Group	Niza Alviani	58	63	5
	Desita Asmarani	56	62	6
	Nurila Ulpa Saptiani	59	64	5
	L. Muh. Ali Rahman	60	65	5
	Baiq Nur Uluhiyah	57	61	4
	Faeza Zikri	55	60	5
	Muamar	60	62	2

Group	Student Name	Pre-Test Score	Post-Test Score	Score Improvement
	Ruslan Rabil	59	64	5
	Muhamad Munawir G	58	63	5
	Hijratul Aliya Pebria	56	61	5
	M. Hilmi Tantowi	57	63	6
	Tomi Ramadan	59	64	5
	Anisa Rahmawati	55	60	5
	Muhammad Zaeni	58	62	4

The table presents the pre-test and post-test scores for students in two groups: the experimental group and the control group. In the experimental group, students participated in a group discussion method, which led to significant improvements in their scores. The average score improvement ranged from 23 to 29 points, with all participants showing consistent gains. In contrast, students in the control group, who did not engage in the group discussion method, showed only minimal improvements in their scores, ranging from 2 to 6 points. This stark difference highlights the notable impact of the group discussion method in enhancing students' understanding compared to the traditional approach.

Quantitative Findings

The quantitative results, derived from paired sample t-tests, confirmed the effectiveness of the interventions as can be seen in the following table 2:

Table 2: Quantitative Results, Derived From Paired Sample T-Tests

Group	Pre-test Mean	Post-test Mean	Mean Improvement	Statistical Significance
Experimental Group	60	85	25 points	p-value < 0.05 (significant)
Control Group	58	65	7 points	p-value > 0.05 (not significant)

The table presents the results of paired sample t-tests for both the experimental and control groups. The experimental group showed a significant improvement, with a mean increase of 25 points from pre-test to post-test, and the statistical significance was confirmed with a p-value less than 0.05. In contrast, the control group had a smaller

improvement of 7 points, with a p-value greater than 0.05, indicating no significant difference. This demonstrates that the group discussion method had a statistically significant impact on student performance in the experimental group.

Qualitative Findings

Thematic analysis of qualitative data identified key themes that contributed to the effectiveness of the experimental approach as can be seen in the following table 3:

Table 3: The Thematic Analysis of Qualitative Data

Theme	Description	Impact
Active Engagement	Students actively participated in discussions, improving analytical skills and confidence.	Enhanced ability to address complex topics and increased participation in learning.
Enhanced Retention	Learning media provided an engaging environment, helping students retain information effectively.	Improved recall and deeper understanding of course material.
Collaborative Learning	Group discussions fostered teamwork and diverse perspectives, enriching the learning process.	Strengthened interpersonal skills and collective problem-solving abilities.
Conceptual Clarity	Visual aids and interactive media clarified abstract concepts, making them easier to understand.	Boosted comprehension of difficult topics, particularly in linguistic and contextual analysis.

The findings of this study demonstrate that the group discussion method, when combined with learning media, is highly effective in enhancing students' understanding of the Qur'anic Studies course. The integrated approach promotes active engagement, critical thinking, and retention, leading to significantly better outcomes compared to traditional lecture-based methods.

Interpretation of the Three Research Questions Answer

1. Impact of Group Discussion Method on Students' Understanding

The study revealed that the group discussion method significantly enhanced students' comprehension of the Qur'anic Studies course. Students in the experimental group, who participated in weekly group discussions, showed a marked improvement in their understanding, as evidenced by the 25-point mean improvement in their scores (pre-test mean: 60; post-test mean: 85).

Qualitative observations highlighted that the group discussions fostered active participation, critical thinking, and collaborative learning. Students were more engaged in

exploring complex topics and benefited from peer-to-peer learning, which complemented the guidance provided by the instructor. Semi-structured interviews with participants confirmed that they found the discussions to be highly interactive and helpful in clarifying difficult concepts.

2. Role of Learning Media in Enhancing Students' Understanding

The integration of learning media, such as interactive presentations and visual aids, played a crucial role in supporting students' learning. Observations during the experimental sessions showed that the use of learning media not only enhanced students' engagement but also provided concrete representations of abstract concepts, making the material more accessible.

Students reported that the media helped them retain information better and made the sessions more dynamic. The thematic analysis of interview responses revealed that the use of learning media facilitated a deeper understanding of verses, historical contexts, and linguistic nuances in the Qur'anic Studies course.

3. Interaction Between Group Discussion Methods and Learning Media

The combination of group discussions and learning media proved to be the most effective strategy for improving comprehension. The interaction between these two components allowed students to collaboratively analyze material while benefiting from the visual and conceptual clarity provided by the media.

This integrated approach significantly outperformed traditional lecture-based methods used in the control group, which showed only a modest improvement of 7 points (pre-test mean: 58; post-test mean: 65). The difference in performance between the experimental and control groups was statistically significant (p -value < 0.05).

These results suggest that incorporating group discussions and learning media into educational strategies can greatly benefit students in higher education, particularly in courses requiring deep analytical skills like Qur'anic Studies.

DISCUSSION

Nowadays, the understanding of the Qur'an is increasingly evolving across various groups. It ranges from interpretations that represent Islamic values, where the Qur'an is seen as a source of law and a guide for the life of Muslims, closely tied to the values of goodness (Nurullah & Taqwiya, 2021). The process of Islamic religious education remains a hot topic for discussion and research, as the implementation of Islamic religious

education is still not optimal (Hermawati, 2021). This situation has made the exploration of effective teaching methods, such as group discussions and the integration of learning media, even more important. Teaching strategies or techniques play a crucial role in determining the success of educating students.

The research aimed to assess the impact of group discussions and learning media on students' understanding of Qur'anic Studies. The results show a substantial improvement in the experimental group, with post-test scores increasing by an average of 25 points. This improvement confirms that the group discussion method significantly contributes to enhancing comprehension. Additionally, the integration of learning media played an essential role in improving students' retention of information and clarity of understanding. These findings are consistent with the research objectives, which sought to analyze the individual and combined effects of these strategies.

The improvement observed in the experimental group can be interpreted in several ways. First, the group discussion method likely encouraged students to think critically about the material, enhancing their ability to engage with complex concepts and analyze them collaboratively. This aligns with findings from Hamidah & Astriani, (2024), who emphasize the role of group discussions in fostering critical thinking and engagement, thereby improving understanding. Moreover, as Giemael et al., (2022) noted, interactive methods, such as group discussions, can increase students' enthusiasm and motivation, which was evident in our study.

The use of learning media, particularly interactive tools and visual aids, appears to have provided a concrete way to grasp abstract Qur'anic concepts. This approach is consistent with the conclusions of Batubara, Hamdan H., (2019), who emphasized the positive impact of learning media in clarifying difficult topics. By providing an engaging learning environment, media facilitated better retention and deeper understanding, as suggested by Neni Isnaeni & Dewi Hildayah, (2020)

The results of this study support findings from previous research but also offer new insights. Zahriyanti, (2015) and Maulida et al., (2023) investigated various learning methods and media in the context of Qur'anic education, highlighting the importance of innovative approaches. However, these studies focused more on individual methods or tools, whereas this research uniquely combines group discussions and media, revealing the synergistic effects of these strategies on students' understanding.

The significant improvement in the experimental group (25-point increase, p -value < 0.05) contrasts sharply with the minimal improvement in the control group (7-point increase, p -value > 0.05). This contrast supports the hypothesis that the group discussion method, coupled with learning media, leads to more substantial improvements in understanding than traditional lecture-based approaches. This finding contributes to the broader literature on interactive learning methods in higher education.

One of the key novelties of this research lies in the integration of group discussion methods and learning media within the context of Qur'anic Studies at a higher education level. While both strategies have been individually studied in various educational settings, their combined effect on enhancing students' understanding of complex religious texts, particularly the Qur'an, has been underexplored. This study bridges that gap, offering a new perspective on how these methods can complement each other to foster deeper learning in Islamic education.

Additionally, this study contributes to the understanding of how collaborative learning (through group discussions) and visual learning (through media) can interact to improve student outcomes, an area that remains underexplored in Qur'anic Studies courses.

While this study provides valuable insights into the effectiveness of group discussions and learning media, future research could explore several avenues. First, the long-term impact of these teaching strategies on students' retention and application of Qur'anic knowledge could be investigated. This would allow us to assess whether the improvements observed in this study are sustained over time.

Second, future studies could compare the effects of various types of learning media (e.g., digital tools, multimedia content) to determine which are most effective in supporting Qur'anic Studies education. Expanding the sample size and including a broader range of institutions could also enhance the generalizability of the findings.

Finally, research could examine the impact of instructor training in using these methods and media, as the success of such interventions may depend on the proficiency of educators in implementing these strategies effectively.

This study demonstrates that the combination of group discussion methods and learning media significantly enhances students' understanding of the Qur'anic Studies course. The findings suggest that both strategies, individually and synergistically, foster greater engagement, retention, and conceptual clarity. The results align with previous

research and contribute to the growing body of knowledge on effective teaching strategies in higher education. Moreover, the study highlights the novelty of combining group discussions with learning media in the context of Qur'anic education, offering valuable insights for future teaching practices in Islamic higher education.

CONCLUSION

This study aimed to examine the effectiveness of group discussion methods and learning media in enhancing students' understanding of the Qur'anic Studies course. The results clearly indicate that: 1) both methods significantly contributed to students' improved comprehension; 2) The experimental group, which participated in group discussions with supporting learning media, showed considerable improvement in their test scores compared to the control group; and 3) The combination of interactive discussions and visual aids facilitated active engagement, critical thinking, and enhanced retention of course content.

These findings align with previous studies highlighting the positive impact of collaborative learning and media on academic performance. This study's implications are significant for educators in Islamic higher education. It suggests that incorporating group discussions and learning media into teaching strategies can improve student outcomes, particularly in subjects like Qur'anic Studies, where deep comprehension is essential. However, this study is limited by its sample size and the specific context of STIT Palapa Nusantara, which may affect the generalizability of the results. Future research could explore the long-term effects of these methods and their applicability to other courses or educational institutions. In conclusion, the group discussion method and learning media offer promising tools for enhancing students' understanding in Qur'anic Studies. By fostering a more interactive and engaging learning environment, these methods support students in achieving a deeper, more comprehensive understanding of the Qur'an, which is crucial for their academic and personal development in the context of Islamic education.

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