

THE EFFECT OF SPIN WHEEL ON STUDENTS COGNITIVE ABILITY IN TAJWEED LEARNING

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Abstract: The low ability of students at SMK Muhammadiyah 1 Wates in understanding recitation material is the background for this research. Learning media is something that is highlighted because it has an influence on the learning process. Success in learning is influenced by learning media, one of the efforts made to overcome the problem is the use of the spin wheel. This research aims to test the effect of the spin wheel on students' cognitive abilities to understand recitation material. The method used in this research is a quantitative method with a quasi-experiment design approach through time series design calculations. Samples were taken using purposive sampling technique. Data were analyzed using descriptive statistics, t-test and f-test. The validity of the research shows that there is a positive influence of using the spin wheel in learning recitation on students' cognitive abilities, as evidenced by an increase in the average posttest score tested. The results of the t-test show sig 0.000 or <0.05 and the f-test shows f_{count} 17.031 or $> f_{table}$ 4.121, which means there is a significant positive influence of using the spin wheel on students' cognitive abilities.

Keywords: Spin Whell, Cognitive Intelligence, Qur'anic Learning

Abstrak: Rendahnya kemampuan peserta didik di SMK Muhammadiyah 1 Wates dalam memahami materi tajwid menjadi latar belakang penelitian ini. Media pembelajaran menjadi hal yang disoroti karna memiliki pengaruh terhadap proses belajar. Keberhasilan dalam belajar dipengaruhi oleh media pembelajaran, salah satu upaya yang dilakukan untuk mengatasi masalah adalah pemanfaatan spin wheel. Penelitian ini bertujuan menguji pengaruh spin wheel terhadap kemampuan kognitif peserta didik untuk memahami materi tajwid. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif dengan pendekatan *desain* quasi experiment melalui perhitungan time series design. Sampel diambil dengan teknik purposive sampling. Data dianalisis dengan statistik deskriptif, uji-t dan uji-f. Validitas penelitian menunjukkan adanya pengaruh positif penggunaan spin wheel dalam pembelajaran tajwid terhadap kemampuan kognitif peserta didik, dibuktikan dengan peningkatan nilai rata-rata posttest yang diujikan. Hasil uji-t menunjukkan sig 0,000 atau $< 0,05$ dan uji-f menunjukkan f_{hitung} 17,031 atau $> f_{tabel}$ 4,121 yang artinya terdapat pengaruh positif signifikan penggunaan *spin wheel* terhadap kemampuan kognitif peserta didik.

Kata Kunci: Spin Whell, Kecerdasan Kognitif, Pembelajaran Al-Qur'an

INTRODUCTION

Every Muslim is obliged to study and understand the content of the Qur'an. A person's ability to read the Qur'an is the initial capital that must be possessed before studying and understanding the contents of the Qur'an. Practice is an important thing to do so that one can read the Qur'an properly and correctly (Prisma et al., 2023). Practice in improving the ability to read the Qur'an must go through several processes and stages starting from recognizing letters, spelling in accordance with the nature of the letters, introduction to the laws of tajweed and rules in accordance with the rules of tajweed (Amir, 2019).

Tajweed in language means correcting or improving the pronunciation of the letters in the Qur'an. (Amir, 2019). Broadly speaking, tajweed is the study of how to pronounce and spell each letter according to its makhraj, train the tongue in reading each letter of the Qur'an which is arranged into a word and each Qur'anic word which is arranged into a sentence, reading the Qur'an according to the provisions of the length or shortness of the harakat, reading by removing the sound of the letters that are turned off, reading with thick and thin pronunciation, heavy and light, hissing and not, bouncing and not bouncing (Sari Ratna et al., 2023).

This gives the conclusion that tajweed is a way of how a person reads or pronounces the letters of the Qur'an in accordance with the rights of letters and mustahak letters, namely by reading

according to the nature of letters and reading according to the provisions of the characteristics that must be shown if at any time letters are affected by other letters. Reading the Qur'an must use the right way so as not to change the meaning and meaning, in reading the Qur'an correctly it takes a practice to be fluent when reading it. The recommendation to be able to read the Qur'an fluently has been explained in Surah Al-muzamil verse 4 in the following Qur'anic text:

أَوْزِدْ عَلَيْهِ وَرَتِّلِ الْقُرْآنَ تَرْتِيلاً

Meaning: *or more than half of it. and read the Quran slowly (Q.S. al-muzamil: 4).*

A person's ability to read the Qur'an fluently or tartil must be trained from childhood, especially from the age of 5 years, because at that age children have a higher speed of memory and curiosity than adults. However, the reality that occurs today is that many children still find it difficult to read the Qur'an fluently and have not been able to understand basic tajweed science due to lack of motivation to learn. Teachers have the duty and responsibility to guide and provide understanding to students about how to read and understand the laws of tajweed in the Qur'an. Some factors that have the potential to be the reason students have low learning motivation are: 1) learning strategies that are not in line with the characteristics of students, 2) there is no variation in learning methods when delivering tajweed material, 3) or the media used in learning is less

interesting to students. (Ratnawati et al., 2020). Interesting learning media is considered by researchers to be able to improve information retention. Interesting learning media can also make it easier for students to remember material. Learning media that presents visual or audio design is one of the interactive learning media compared to the learning style using printed media such as books, this happens because students feel new experiences in learning and are more interactive with the material presented, not only that educators will get relatively fast feedback from students. (Saas et al., 2020).

Researchers conducted observations in class 11 of SMK Muhammadiyah 1 Wates and the results were in the form of the reality of the dominance of teaching media in providing printed subject matter and the lecture method in delivering tajweed material by the teacher. Learning does not use any type of contemporary media that is interesting to be one of the factors, thus causing students' disinterest in participating in learning. This is indicated by the large number of students who are sleepy and indifferent to the teacher who is explaining. Another problem was found in the number of 23 11th grade Accounting students at SMK Muhammadiyah 1 Wates who were not fluent in reading the Qur'an and were not familiar with tajweed. One of the students with the initials AM said: "the teacher's delivery method is boring and lacks in

inviting students to participate actively in learning". The inactivity of students in the learning process is caused by the lack of varied learning media. (Abdullah, 2017). The use of appropriate learning media can increase students' understanding, the same applies to tajweed learning, the use of media is very influential in increasing understanding and is an effort to help students remember longer. (Maulidina et al., 2023)

Based on the pre-research, it is known that one of the reasons for the lack of interest of students in paying attention to the material explained by the educator is the lack of variation in media utilization. Spin wheel is a media that can be used to improve students' understanding of learning tajweed. Spin wheel is a rotating wheel available on the platform site, its appearance is in the form of a circle like a wheel containing pictures, numbers or letters that can be played by rotating by touching the control button then the rotating wheel will run around until it stops on one of the images. The spin wheel or spinning wheel implemented on the platform site has the same way of working as a conventional spin wheel that functions to draw or determine something randomly, it's just that what distinguishes between conventional spin wheels and spin wheels on the web is the way it is used. The conventional spin wheel is rotated by manually turning the steering gear while the spin wheel on the platform is only touched or tapped on the control button. The use of spin wheels aims to

simplify learning materials, provide new impressions and experiences for students and develop how conventional spin wheels work in learning, spin wheels available on the platform have several features that are advantages over conventional spin wheels including: 1) has a feature to speed up or slow down the motion of the rotary wheel. 2) digitally packaged so that it is more interesting than conventional 3) has the feature of adjusting the color so that it is more varied so that it is not boring 4) it is easier to change the content that will be randomized in rotation compared to conventional spin wheels. (Herwin et al., 2023)

Some previous researchers support the use of spin wheels in learning that can have a positive influence on students, the use of spin wheels is considered relevant to use at all types of school levels. Based on the results of the research and discussion Istiqomah, (2022) shows a change related to increasing understanding in students at SMKN 4 Kota Serang-Banten, this happens because the rotary wheel is able to provide a new and memorable learning experience and contains a series of tajweed material which is packaged briefly and simply so that it is effective in increasing students' understanding of learning. According to Fadlilah & Abidin, (2021) learning tajweed using the rotating wheel media in the Qur'an Education Park, Ajung District, Jember Regency provides effectiveness in learning because it is able to create a

learning atmosphere that is fun and not boring. (Khoirunnida, 2021)

The utilization of spin wheels and conventional rotary wheels in learning has a similar way of working, namely rotating to draw or randomly select something by rotating a circular rotation board which will then stop at one of the parts that will be pointed to by an arrow. Spin wheel trains students to be able to understand the material in the content and train the balance of the right and left brain in preparing answers according to the content indicated by the arrow. Advantages include 1) gives learners impressions and experiences in learning. 2) Making the learning atmosphere more interactive. 3) there is an opportunity for students to actively participate in the learning process. 4) present the material to be conveyed in a simple way. 5) stimulate students' ability to solve problems quickly and accurately, think critically, and the ability to draw conclusions in a short time. 6) increase the attractiveness of students in learning. (Simbolon, 2019)

Spin Wheel in learning can be accessed virtually through the website <https://pickerwheel.com/> in terms of students having to understand the spin board on the spin wheel which contains tajweed material on the laws of nun mati and tanwin. Researchers are interested in testing the use of spin wheels in tajweed subjects to improve students' understanding at SMK Muhammadiyah 1 Wates. Researchers want to know the

impact of using spin wheels in learning tajweed law of nun mati or tanwin. The goal is to know the understanding of tajweed of students before using the spin wheel and after using the spin wheel in learning. The material limitations used in the research conducted in class 11 of SMK Muhammadiyah 1 Wates are the reading laws of twin or dead nun which include, Ikhfa, Idzhar, Iqlab and idghom. The law of twin or dead nun that meets the letter ba (ب) will be classified as Iqlab law. The ruling of twin or dead nun meeting the letters qaf (ق), zha (ظ), tha (ط), shad (ص), dhad (ض), sin (س), fa' (ف), kaf (ك), za' (ز), shin (ش), dzal (ذ), tsa' (ث), dal (د), jim (ج), and ta' (ت) will be classified as the law of Ikhfa. Tanwin or dead nun that meets the letters ra (ر) and lam (ل), belongs to the law of idghom bilagunnah while the law of tanwin or dead nun that meets the letters wau (و), mim (م), nun (ن), ya (ي) belongs to the law of idghom bigunnah. And the law of tannins or dead nuns that meet the letters a'in (ع), ha (هـ), kha (ح), ghain (غ), kho (خ), and hamzah (ء) belong to the law of idzhar. (Marzuki, 2020).

METHOD

This research has been conducted on class XI Accounting students of SMK Muhammadiyah 1 Wates, Kulon Progo Regency, this research was conducted on 22 - 31 October 2023 even semester of the 2023/2024 school year. In this study there are two variables, namely the

independent variable and the dependent variable.

1. Variabel bebas (x)

Independent variables are variables that affect other variables or cause changes in other variables (Sugiyono, 2010). The independent variable in this study is the use of spin wheels in learning tajweed.

2. Variabel terikat (y)

The dependent variable is the variable that is influenced by the independent variable or that is the result of the independent variable. (Sugiyono, 2010). The dependent variable in this study is the cognitive ability of students in learning tajweed.

This study uses a quantitative approach where in the process of collecting data in the form of tests. The test method is used to obtain data on Accounting XI class students on tajweed material on the law of dead nun or tanwin. This research design is a type of quasi-experiment design and time series design. Researchers use the design form of the pretest and posttest Control Group Design type. The purpose of this study is to test and prove the theory that has been previously discovered. (Hermawan, 2019).

The population in this study were all students of SMK Muhammadiyah 1 Wates in the 2023/2024 school year with a total of 284 students divided into 12 classes or study groups. The study group that was used as a sample to be given treatment was Class 11 Accounting with

37 students, including 8 men and 29 women. The sample was determined based on purposive sampling, the reason for using this type of technique is that there are certain criteria that support achieving the research objectives. (Anwar, 2009). The research subject in this article is a group or class with more than 30 students who are given different treatments that are sampled as a minimum size in a study. (Emzir, 2017).

Data collection techniques using non-tests include observation and documentation, in this study researchers involved themselves to participate in the subject situation before and after the implementation of learning, using documentation and written tests.

This research instrument is in the form of a test with material restrictions in accordance with what will be tested and given a determination of the time allocation in the process then one class will be given a pretest four times, this is done to measure the ability of students, find out the initial conditions before using spin wheels in learning and see how the consistency of students in answering tests. Then given the experimental and control treatments in which each treatment is given four times (Sugiyono, 2012), after students are given four treatments as the theory developed by Sugiyono to create differences in students before and after getting treatment, then students are given posttests or tests four times with the same purpose (Abraham & Supriyati, 2022). The pretest and posttest questions used in the

test consisted of 20 questions that were the same and had been tested for validity and reliability. The criteria for class selection in this study are classes where half or more than half of all students do not understand tajweed and have never been touched by teachers who teach tawid using learning media other than printed books.

This study limits the indicators of students' understanding of tajweed, namely the ability of students to recognize and determine the law of nun mati or tanwin. Data collection uses multiple choice test techniques to measure students' cognitive abilities. Instrument testing is carried out on tests that will be presented to students regarding validity and reliability. The test carried out only focuses on the cognitive of students, before presenting the test the reliability test using the Cronbach alpha formula shows the number 0.930. This figure shows that the test instrument that will be presented to students is very reliable to be used as a test in collecting data. Data analysis and presentation carried out in this study using descriptive statistics to make it easier for readers to retrieve information. Descriptive statistics used in this study used a partial correlation t-test with a significant level of 0.05 and calculated using the SPSS 23 application. There are two hypotheses taken in this study, namely H₀, namely there is no effect on the use of spin wheels in learning and H_a, there is an effect of using spin wheels in tajweed learning. The research

findings are descriptive data and narrative data.

RESULTS AND DISCUSSION

Descriptive statistical analysis is the initial stage carried out to determine the learning outcomes obtained by students. (Maswar, 2017). In the initial

stage, values were taken using pretest and posttest, each of which was carried out four times to be compared, then calculated using statistical formulas and the results of descriptive analysis were obtained as follows:

Tabel.1 Hasil Penilaian Kognitif

	Pretest 1	Pretest 2	Pretest 3	Pretest 4	Posttest 1	Posttes 2	Postest 3	Posttest 4
Mean	59,63	59,83	60,30	60,80	86,67	86,23	93,13	93,33
Median	58,00	60,00	57,00	59,00	88,00	85,50	93,00	94,00
Mode	52,00	60,00	50,00	50,00	88,00	83,00	90,00	90,00
Minimum	43	45	41	41	70	70	83	83
Maximum	80	80	88	88	100	100	100	100

The results of pretest 1 to pretest 4 are the results of cognitive tests taken from students before using spin wheels in tajweed learning, it was found that the test of students' abilities had an average value that was not much different in each pretest, namely in pretest 1 an average value of 59.63 was found, in pretest 2 an average value of 59.83 was found, in pretest 3 an average value of 60.30 was found, in pretest 4 a value of 60.80 was found. The middle value of pretest 1 shows a value of 58.00, in pretest 2 shows a value of 60.00, in pretest 3 shows a value of 57.00 and in pretest 4 shows a value of 59.00. The mode value as a value that often appears in the assessment results of students who have not used spin wheels in learning is found that in pretest 1 shows a value of 52.00, in pretest 2 shows a value of 60.00, and in pretest 3 and pretest 4 shows the same value of 50.00 while the lowest or minimum value of students who have not used spin wheels in learning is 43 and the maximum value obtained by

students after getting a learning treatment using spin wheels is 100.

The posttest results presented in tabular form show an increase in the average value after students use spin wheels in learning, namely posttest 1 found an average value of 86.67, in posttest 2 showed an average value of 86.23, in posttest 3 showed an average value of 93.13, in posttest 4 showed an average value of 93.33. The median value as the middle value found in the results of the cognitive assessment of students shows that posttest 1 shows a middle value of 88.00, posttest 2 shows a middle value of 85.50, posttest 3 shows a middle value of 93.00, posttest 4 shows a middle value of 94.00. The mode value as the value that often appears shows that posttest 1 has a mode value of 88.00. Posttest 2 has a mode value of 83.00. and in posttest 3 and posttest 4 it was found that there was a similarity in numbers, namely by showing a value of 90.00 while the lowest value obtained from

the results of the cognitive assessment of students after using spin wheels in tajweed learning showed a value of 70 and the maximum value or highest value of 100.

It can be concluded that in each pretest and posttest value tested to students before and after using the spin wheel in learning shows a different value but not far from before, this shows that there is consistency and after being compared between the cognitive test scores of students after using the spin wheel in learning there is an increase when viewed from the average value that comes out on each pretest and posttest. The value obtained from the descriptive analysis results are as follows:

Table. 2 Pretest Overall Average Score before using spin wheel

Mean	Median	Mode	Minimum	Maximum
Mean	Mean	Mean	Mean	Mean
60,14	58,50	53,00	42,50	84,00

Table. 3 Pretest Overall Average Score After using spin wheel

Mean	Median	Mode	Minimum	maximum
Mean	Mean	Mean	Mean	Mean
89,84	90,13	87,75	76,50	100,00

The table above shows an increase in the number of test results taken from students after using spin wheels in tajweed learning. Before students use spin wheels in learning, the ability of students in the test only gets 84.00 as the highest average number in the group tested, then after using spin wheels it increases to 100.

The influence of spin wheels in increasing students' knowledge on the tajweed material taught. The ability of students' understanding influenced by the spin wheel is calculated using the t-test and f-test. The t-test results are calculated with the SPSS 23 application as follows:

Tabel. 4 Coefficients Hasil Penilaian Kognitif

Unstandardized Coefficients		Standardized Coefficients
B	Std. Error	Beta
45,004	11,044	
2,488	,118	,572

a. Dependent Variable: Pemahaman Tajwid

The SPSS 23 application in hypothesis testing shows the results of the t test stating that t count has a number $4.075 > 2.030$ from the t table indicating that H_a is accepted while H_o is rejected, this is because there is an influence from the use of spin wheels in tajweed learning. The significant value shows 0.000 or < 0.05 , which means that there is a huge influence on the use of spin wheels in learning on tajweed ability in the realm of knowledge.

The value of B shows the number 4.488 indicating that if students are able to operate the spin wheel properly, it will increase the value of students by 4.488. The results of the f-test were calculated using the SPSS 23 as the results of the ANOVAa calculation of the Test of the Effect of All Variables appear in the following calculation table:

Tabel. 5 ANOVA^a Hasil Penilaian Uji Pengaruh Semua Variabel

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	234,120	1	234,120	17,031	,000 ^b
Residual	481,124	35	13,746		
Total	715,243	36			

a. Dependent Variable: Pemahaman Tajwid

b. Predictors: (Constant), Penggunaan spin wheel

From the calculation of the data described in the table, it can be concluded that for the F test because $F_{count} 17.031 > F_{table} 4.5$ then H_0 is rejected, this means that there is a positive effect of using spin wheel in increasing students' understanding in tajweed learning.

The results showed that the use of spin wheel in learning tajweed had an influence in improving the cognitive abilities of students, the increase obtained was less than 20 so it was still classified as a low increase. The hypothesis test shows 0.000 or < 0.05 , this means that there is an influence on the use of spin wheels in learning tajweed at SMK Muhammadiyah 1 Wates.

The use of spin wheels in learning is very influential in increasing students' understanding of learning, this opinion is also confirmed by Ufah, (2019) in his research explains that learning media with conventional spin wheels can influence and bring students' understanding in a more positive direction. The use of spin wheels in tajweed learning has such a significant effect, as previously explained, that before using spin wheels in learning there is boredom and drowsiness felt by students when learning takes place, not only that, it is also found that more than half of the

number of students still do not recognize basic tajweed knowledge. However, after being given a treatment using spin wheels in tajweed learning, there is a change in learning style and an increase in students' interest and cognitive knowledge in learning, this is evidenced by the increasing value after and before using spin wheels in learning. Learning media has an influence on increasing students' understanding (Istiqomah, 2022). The spin wheel on the platform [<https://pickerwheel.com/>] is one of the solutions in answering the weaknesses that exist in the use of conventional spin wheels in learning. The use of spin wheels in the platform has the same workings and functions and is able to answer the weaknesses in the use of conventional spin wheel media in learning such as: 1) requires a lot of time to prepare and assemble. 2) requires a lot of time and labor in its manufacture. 3) requires a cost budget in making learning media (Aulia, 2016). Technological advances that are able to present a platform [<https://pickerwheel.com/>] that provides a digital spin wheel are a solution in answering the weaknesses that exist in the use of conventional spin wheels. In order for the learning process carried out by educators to run effectively and

efficiently, it requires the use of technology in preparing learning media. (Mujahidin et al., 2012).

CONCLUSION

The results of pretest 1 to pretest 4 are the results of cognitive tests taken from students before using spin wheels in tajweed learning, it was found that the average value of students' abilities was not much different in each pretest, namely in pretest 1 an average value of 59.63 was found, in pretest 2 an average value of 59.83 was found, in pretest 3 an average value of 60.30, in pretest 4 a value of 60.80 was found. The middle value of pretest 1 shows a value of 58.00, in pretest 2 shows a value of 60.00, in pretest 3 shows a value of 57.00 and in pretest 4 shows a value of 59.00. The mode value as a value that often appears in the assessment results of students who have not used spin wheels in learning is found that in pretest 1 shows a value of 52.00, in pretest 2 shows a value of 60.00, and in pretest 3 and pretest 4 shows the same value of 50.00 while the lowest or minimum value of students who have not used spin wheels in learning is 43 and the maximum value obtained by students after getting a learning treatment using spin wheels is 100. There is an increase in the value of students even though it is still relatively low because it is still below 20. The results of the t-test show sig is 0.000 or <0.05 and the f-test shows fhitung 17.031 or > from ftabel 4.121 means that there is an influence in the use of spin

wheels on cognitive students at SMK Muhammadiyah 1 Wates. The use of spin wheels in learning provides new experiences for students and stimulates thinking in understanding tajweed material written in a simple spin wheel.

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