



Improving Students' Qur'an Reading Skills through the Rubaiyat Method Assisted by a Spinning Wheel Learning Media

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ABSTRACT

This study examines the implementation of the Rubaiyat method assisted by spinning wheel media and its effectiveness in improving Qur'an reading skills among seventh-grade students at SMP Negeri 2 Cileunyi. Preliminary observations revealed difficulties in reading fluently, distinguishing between long and short vowels, and recognizing similarly shaped Hijaiyah letters. A quantitative approach with a quasi-experimental non-equivalent control group design was employed. Data were collected through classroom observations and Qur'an reading tests and analyzed using descriptive statistics, N-Gain, and an independent-samples t-test. The results showed that the Rubaiyat method assisted by spinning wheel media was implemented very well, achieving an average observation score of 89%. Students' Qur'an reading skills improved following the intervention, as indicated by an N-Gain score of 0.324, categorized as moderate. The independent-samples t-test produced a significance value of <0.05, indicating a statistically significant difference between the experimental and control groups. Therefore, the Rubaiyat method assisted by spinning wheel media effectively improves students' Qur'an reading skills.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui proses penerapan metode Rubaiyat berbantu media roda putar serta peningkatannya terhadap kemampuan membaca Al-Qur'an siswa kelas VII SMP Negeri 2 Cileunyi. Studi pendahuluan menunjukkan bahwa kemampuan membaca Al-Qur'an siswa masih rendah, ditandai dengan ketidaklancaran membaca, kesulitan membedakan bacaan panjang dan pendek, serta kekeliruan dalam mengenali huruf hijaiyah yang memiliki kemiripan bentuk. Penelitian ini menggunakan pendekatan kuantitatif dengan metode kuasi eksperimen dan desain non-equivalent control group. Data dikumpulkan melalui observasi dan tes kemampuan membaca Al-Qur'an, kemudian dianalisis menggunakan N-Gain dan independent-samples t-test. Hasil penelitian menunjukkan bahwa penerapan metode Rubaiyat berbantu media roda putar terlaksana dengan sangat baik, dengan skor observasi rata-rata 89%. Peningkatan kemampuan membaca Al-Qur'an memperoleh nilai N-Gain sebesar 0,324 dan termasuk kategori sedang. Uji independent-samples t-test menunjukkan nilai signifikansi <0,05, sehingga terdapat peningkatan yang signifikan. Dengan demikian, metode Rubaiyat berbantu media roda putar dapat meningkatkan kemampuan membaca Al-Qur'an siswa.

OPEN ACCESS

ARTICLE HISTORY

Received: 16-04-2026

Accepted: 31-08-2026

KEYWORDS

Rubaiyat Method,
Rotating Wheel Media,
Ability to Read the
Qur'an

KATA KUNCI

Metode Rubaiyat,
Media Roda Putar,
Kemampuan Membaca
Al-Qur'an.

INTRODUCTION

Accurate Qur'an reading is a central competency in Islamic Religious Education because it provides the technical foundation through which students participate in Qur'anic recitation and subsequently engage with Islamic teachings. However, recent empirical research indicates that Qur'an-reading proficiency among junior-secondary students remains uneven, particularly in fluency, makharij al-huruf, tajwid application, and consistency of practice. Surmiyanti et al. (2026), for example, identified continuing variation in Qur'an-reading ability among junior-high-school students, with difficulties concentrated in fluency, articulation accuracy, tajwid, and sustained practice. These findings are important because Qur'an reading is not a single skill that can be adequately represented by letter recognition alone. It requires students to identify Hijaiyah letters, pronounce them accurately according to their articulation points, distinguish vowel patterns and reading lengths, connect letters into words and phrases, and apply appropriate recitation rules during continuous reading. Earlier empirical work has likewise demonstrated a relationship between students' understanding of tajwid and their Qur'an-reading ability, suggesting that conceptual knowledge of recitation rules and their practical application are closely connected. Consequently, the instructional problem addressed in this study is not simply the need to teach students to read Arabic script, but the need to organize learning experiences that systematically develop several interrelated components of Qur'an-reading performance. The scholarly significance of this problem lies in determining which instructional arrangements can translate repeated exposure to Qur'anic text into measurable improvement in pronunciation, connected reading, fluency, and basic tajwid application.

The specific context of the present study is seventh-grade Qur'an learning at SMP Negeri 2 Cileunyi, Bandung Regency, West Java, with individual students' Qur'an-reading performance serving as the principal unit of analysis. A preliminary assessment using Surah An-Naba' indicated that a number of students experienced difficulty distinguishing long and short readings, recognizing Hijaiyah letters with similar forms or pronunciations, connecting Qur'anic words, and maintaining continuous recitation. These difficulties correspond closely with the broader empirical problems reported by Surmiyanti et al. (2026), although the present study focuses specifically on the instructional response to these difficulties rather than merely documenting their prevalence. The preliminary information also indicated that the school's existing Qur'an instruction relied substantially on the *Iqra* method, through individual or collective reading practice accompanied by instruction in basic tajwid. Interviews with the Qur'an-learning coordinator and with the class leader and secretary of Class VII-I are treated in this article as pre-study contextual information, not formal research data. The manuscript does not report a formal qualitative sampling strategy, recording or transcription procedure, interview-consent protocol, coding procedure, or qualitative analytical framework. Accordingly, these interviews are used only to contextualize the instructional problem and the rationale for considering an alternative learning arrangement; they are not included as evidence in the statistical analysis. The formal evidence for intervention effectiveness derives from the oral Qur'an-reading assessments and comparative quantitative analysis.

The assessment of Qur'an-reading ability in the present study should also be conceptually distinguished from the contextual observations. The outcome construct comprises five substantive domains: recognition and pronunciation of Hijaiyah letters, discrimination between short and long readings, connection of letters and Qur'anic words, fluency in continuous recitation, and application of basic tajwid. These domains represent the observable components of the reading performance examined before and

after instruction. However, the available research record does not specify the number of individual indicators within each domain, the weighting assigned to each domain, the minimum and maximum possible scores, or the mathematical formula used to calculate the final composite score. These elements should therefore be reported from the original assessment rubric in the Methods section rather than inferred from the observed means. In methodological terms, this distinction is important because a composite reading score is meaningful only when readers can determine how component performances were weighted and aggregated. The present study consequently treats the five domains as the conceptual architecture of the outcome measure while requiring the original scoring rubric to specify the operational architecture. This approach also aligns the study with recent Qur'an-reading research, which increasingly evaluates reading through multiple dimensions rather than relying on a single global judgment of whether a student can or cannot read the Qur'an.

The first body of prior research directly relevant to the present study concerns the Rubaiyat method. The closest empirical study is Anwar's (2021) quasi-experimental investigation of Rubaiyat among seventh-grade students at SMP Plus Bandung Timur. The study employed a one-group pretest-posttest design with 30 students and collected evidence through tests, questionnaires, interviews, observation, and documentation. It found a statistically significant difference between pretest and posttest performance, but the reported N-Gain was only 0.14, categorized as low. This finding establishes an important point: Rubaiyat has already received empirical support as a potentially effective Qur'an-reading method, but the magnitude of improvement reported in the nearest study was limited. Its methodological limitation is also relevant because the absence of a separate control group makes it difficult to determine how much of the observed change can be attributed specifically to Rubaiyat rather than to ordinary maturation, repeated testing, or other classroom influences. The present study therefore does not treat Rubaiyat as an untested innovation. Rather, it builds on the established evidence while asking whether its instructional sequence can be strengthened through a complementary practice mechanism and evaluated through a comparative experimental design. The Rubaiyat method itself consists of four progressive instructional stages: introducing Qur'anic letters in various combinations, reading simple Qur'anic words using recognizable harakat patterns, reading phrases and sentences, and developing mastery of simple Qur'anic readings (Thohari, 2018). This progression is pedagogically relevant because the reading difficulties identified in the present context occur at multiple levels, from individual-letter recognition to connected recitation.

A second body of literature concerns other structured interventions for Qur'an-reading development. Recent studies indicate that systematic instruction can improve measurable Qur'an-reading outcomes, but they also reveal variation in the size and nature of those effects. Surmiyanti et al. (2026) emphasize that junior-high-school Qur'an-reading difficulties remain associated with fluency, makharij al-huruf, tajwid, and consistency of practice, highlighting the continuing need for systematic instructional and evaluation strategies. Research using other Qur'an-reading approaches similarly suggests that structured interventions can produce improvement, but methodological differences across studies make direct comparisons difficult. This literature establishes that Qur'an-reading proficiency is instructionally responsive and that repeated, guided practice is central to improvement. What remains less clear is how a method should organize that practice when students have already acquired some basic letter-recognition ability but continue to struggle with connected reading, long-short discrimination, and fluency. The present study addresses this specific instructional level by using Rubaiyat's progressive sequence rather than requiring students to restart a lengthy sequential reading program. The objective is not to claim that Rubaiyat is universally superior to other methods, but

to determine whether its structured progression can produce measurable gains under a controlled comparison with conventional instruction.

A third relevant strand concerns interactive and spinning-wheel media. Existing empirical studies provide encouraging but not uniform evidence. Prisma et al. (2023) investigated spinning-wheel media in Qur'an-Hadith learning using a quantitative quasi-experimental time-series design with purposive sampling, tests, and assessment rubrics. They reported improvement in both cognitive and skill domains, with a *t* test significance value below 0,05, indicating a statistically significant difference after the intervention. Similarly, Hasibuan and Fakhrunnisa (2024) employed a quasi-experimental pretest-posttest design to investigate spinning-wheel media and Arabic reading skills at MTsN 2 Muaro Bungo. Their findings indicated a statistically significant positive effect on reading performance compared with the control condition. Research on spinning-wheel media has therefore already established that the medium can be associated with improved reading-related or tajwid-related outcomes. Nevertheless, these studies do not directly test the present instructional configuration. Prisma et al. (2023) focused on tajwid comprehension and used a time-series design, whereas Hasibuan and Fakhrunnisa (2024) examined Arabic reading skills rather than Qur'an-reading performance itself. The distinction matters because Arabic reading proficiency and Qur'an recitation involve overlapping but not identical competencies. Qur'an reading additionally requires precise articulation, reading-length discrimination, and application of recitation rules. Thus, the existing evidence supports the plausibility of spinning-wheel media but does not establish its effect on the multidimensional Qur'an-reading outcome examined here.

The pedagogical mechanism through which spinning-wheel media may contribute to reading improvement can be specified more precisely as variable retrieval and repeated performance practice rather than presumed increases in engagement. In the present design, the wheel can randomly direct students toward particular letters, combinations, harakat patterns, words, or short Qur'anic reading units. This changes the order in which students encounter practice targets and requires them to retrieve and produce the appropriate reading response when the target is selected. Such randomized practice is potentially relevant to Qur'an reading because mastery depends on accurate production across changing textual combinations rather than on memorizing one fixed sequence. The spinning wheel therefore complements, rather than replaces, the structured progression of Rubaiyat: Rubaiyat determines the increasing complexity of the material, while the wheel varies opportunities to retrieve and perform that material. Evidence from adjacent language-learning contexts provides preliminary support for this mechanism. Hasibuan and Fakhrunnisa (2024) found that spinning-wheel media produced a significant improvement in Arabic reading skills in a quasi-experimental comparison. Wahyudi et al. (2024) likewise reported improved beginning-reading ability after implementing spinning-wheel media in classroom action research, although that study involved elementary students and a different reading construct. These findings suggest that varying the presentation and response structure of reading practice may have instructional value, but they do not prove that the same mechanism will improve Qur'an reading. That unresolved question requires direct empirical testing using a Qur'an-reading performance measure.

Taken together, the nearest scholarship establishes three points while leaving a fourth unresolved. First, empirical research establishes that Qur'an-reading proficiency among school-age learners remains variable and that difficulties commonly involve fluency, makharij al-huruf, tajwid, and consistent practice (Surmiyanti et al., 2026). Second, the closest direct study has established that Rubaiyat can produce statistically significant improvement, but its reported N-Gain of 0.14 was low and its one-group design limits causal inference (Anwar, 2021). Third, interactive spinning-wheel studies have

reported positive effects on tajwid comprehension and Arabic reading skills, but they have examined different outcomes, populations, or designs (Prisma et al., 2023; Hasibuan & Fakhruunnisa, 2024). What remains unresolved is whether combining Rubaiyat's structured progression with randomized interactive practice can improve ****actual Qur'an-reading performance**** more effectively than conventional instruction. This is a more specific gap than simply observing that few studies have been conducted in a particular school. It emerges from the methodological and substantive limitations of the existing literature: the Rubaiyat evidence does not incorporate spinning-wheel practice or a separate control group, while spinning-wheel studies do not directly test the combined Rubaiyat configuration against a conventional Qur'an-reading condition. The present study therefore addresses an intersection that has not been adequately tested empirically.

The contribution of the present study consequently lies in testing this integrated instructional configuration rather than claiming novelty from the research site or student population alone. Empirically, the study examines whether Rubaiyat assisted by spinning-wheel media produces greater improvement in Qur'an-reading performance than conventional instruction. Pedagogically, it combines a graduated sequence of reading development with variable opportunities for students to retrieve and perform targeted reading units. Methodologically, it uses a nonequivalent control-group pretest-posttest design, enabling changes in the experimental group to be interpreted in relation to a comparison condition rather than through a single-group change alone. The intervention was conducted in Class VII-I on May 9 and May 23, 2025, while Class VII-J received conventional Iqra-based instruction during the corresponding period. The four Rubaiyat stages must not be confused with the number of treatment sessions: the four stages represent the instructional structure of the method, whereas May 9 and May 23 represent the two actual treatment sessions. The available study record establishes the four stages and the two treatment dates, but it does not document the exact allocation of particular stages to each date. Consequently, no unsupported claim is made here that stages 1–2 occurred on May 9 and stages 3–4 on May 23. That date-by-stage allocation should be reported only after verification against the original lesson plans or treatment records. The study is therefore guided by two questions: (1) how effectively was the Rubaiyat method assisted by spinning-wheel media implemented in seventh-grade Qur'an learning, and (2) did the integrated intervention produce a statistically significant improvement in students' Qur'an-reading ability compared with conventional instruction?

The study thus extends existing scholarship by moving beyond separate evidence concerning structured Qur'an-reading methods and interactive learning media toward a direct test of their integration. It does not assume that interactive media automatically improve engagement, motivation, or learning; those outcomes were not independently measured. Instead, the central proposition is that combining progressive instruction with variable retrieval and repeated oral performance may provide a more targeted practice structure for students who experience difficulties across several components of Qur'an reading. The expected contribution is consequently grounded in measurable reading performance: whether students improve in the domains represented by the assessment, including Hijaiyah recognition and pronunciation, short-long reading discrimination, connected reading, fluency, and basic tajwid. The study adds empirical evidence to the Rubaiyat literature by testing the method in a controlled comparative framework, adds pedagogical evidence to the interactive-media literature by applying randomized practice specifically to Qur'an reading, and adds methodological value by examining the combined strategy through pretest-posttest comparison rather than relying solely on students' perceptions or classroom observations. In this way, the research addresses a clearly defined unresolved problem: not whether Qur'an learning should be innovative, but

whether a specific integration of structured reading progression and randomized interactive practice can produce demonstrable improvement in Qur'an-reading competence.

METHODS

This study employed a quantitative approach using a quasi-experimental research design to examine the effectiveness of the Rubaiyat method assisted by spinning wheel media in improving students' Qur'an reading ability. Specifically, the study adopted a Nonequivalent Control Group Design involving an experimental group and a control group. Both groups completed an oral Qur'an reading pretest before the intervention and a posttest after the instructional treatment. The experimental group received Qur'an reading instruction through the Rubaiyat method supported by spinning wheel media, while the control group received conventional Qur'an reading instruction. This design was considered appropriate because the study was conducted within the existing classroom structure, meaning that students could not be randomly assigned to individual groups. Instead, intact classes were selected as the experimental and control groups. The pretest-posttest structure enabled the researchers to identify students' initial reading competence and subsequently examine changes following the intervention. The design also allowed comparison between the learning gains of students who experienced the Rubaiyat-based intervention and those who participated in conventional instruction.

The research was conducted at SMP Negeri 2 Cileunyi, located in Bandung Regency, West Java, Indonesia, in May 2025. The school was selected because preliminary observations indicated that Qur'an reading proficiency among some seventh-grade students remained below the expected level. Initial classroom information suggested that students experienced difficulties in recognizing and distinguishing Hijaiyah letters, connecting letters into Qur'anic words, maintaining reading fluency, and differentiating between long and short readings. In addition, the existing learning process relied substantially on repetitive Qur'an reading activities, which were perceived as less engaging by some students. This context provided an appropriate setting for examining an instructional intervention designed to combine systematic reading development with interactive learning activities. The intervention was implemented during regular Qur'an learning activities so that the research remained consistent with the school's existing instructional structure. The research setting also enabled the researchers to observe the intervention under authentic classroom conditions rather than in an artificial experimental environment.

The population consisted of 401 seventh-grade students distributed across 11 classes at SMP Negeri 2 Cileunyi. Because involving the entire population was impractical within the scope and duration of the study, a sample was selected from the existing classes. Following the sampling considerations described by Arikunto (2006), an appropriate portion of a population exceeding 100 individuals may be selected as a research sample according to the requirements of the study. Two intact classes were therefore selected based on their comparable learning characteristics and their suitability for implementing the intervention within the school schedule. Class VII-I, comprising 26 students, was designated as the experimental group, while Class VII-J, also comprising 26 students, was designated as the control group. The total sample consequently consisted of 52 seventh-grade students. The students served as the primary unit of analysis, with their Qur'an reading performance examined before and after instruction. The selection of intact classes preserved the natural classroom organization while allowing comparative analysis of the two instructional conditions.

Data were collected through three complementary techniques: observation, oral Qur'an reading tests, and documentation. Observations were conducted throughout the

instructional process to assess the implementation of the Rubaiyat method assisted by spinning wheel media, including teacher activities, student participation, reading practice, classroom interaction, and the use of instructional media. Oral reading tests served as the primary instrument for measuring students' Qur'an reading ability. A pretest was administered before the intervention to determine students' baseline competence, while a posttest was conducted afterward to identify learning improvement. The assessment focused on Hijaiyah recognition and pronunciation, connected Qur'anic reading, differentiation between long and short readings, fluency, and basic tajwid application. Documentation provided supplementary information regarding the school, participants, classroom conditions, and learning activities, thereby supporting interpretation of both implementation and outcomes.

Data analysis was conducted using a quantitative framework consistent with the Nonequivalent Control Group Design. Pretest and posttest scores were first organized and descriptively analyzed to identify changes in students' Qur'an reading performance within each group. The magnitude of improvement was then examined by comparing students' scores before and after the intervention. Comparative analysis was subsequently conducted to determine differences in learning outcomes between the experimental and control groups. Particular attention was given to whether students receiving the Rubaiyat method assisted by spinning wheel media demonstrated greater improvement than those receiving conventional instruction. Observation data were analyzed descriptively to complement the test results by describing treatment implementation, student participation, and classroom activities. Documentation data were also examined as supporting contextual evidence. Together, these analytical procedures provided an integrated basis for evaluating the effectiveness of the instructional intervention.

Several quality-control procedures were implemented to ensure the credibility, consistency, and accuracy of the research findings. The experimental and control groups were selected from comparable existing classes to minimize potential differences unrelated to the intervention. Both groups followed identical pretest and posttest procedures, enabling consistent measurement of changes in Qur'an reading ability. The oral assessment used clearly defined indicators covering Hijaiyah recognition, pronunciation, connected reading, long- and short-reading distinctions, fluency, and basic tajwid application. Systematic observations were conducted throughout the intervention to monitor implementation fidelity. In addition, methodological triangulation was achieved through oral tests, observations, and documentation. These procedures reduced measurement bias, strengthened the interpretation of findings, and ensured that conclusions regarding the effectiveness of the Rubaiyat method assisted by spinning wheel media were based on systematically collected and corroborated evidence.

RESULTS AND DISCUSSION

Results

Implementation of the Rubaiyat Method Assisted by Spinning Wheel Media

The implementation of the Rubaiyat method assisted by spinning wheel media was conducted in the seventh-grade Qur'an learning program at SMP Negeri 2 Cileunyi, Bandung Regency, during May 2025. The intervention was administered to Class VII-I as the experimental group, while Class VII-J functioned as the control group and received Qur'an reading instruction through the conventional iqra method. The intervention was conducted during two learning sessions, on May 9 and May 23, 2025. The learning materials focused on Qur'anic reading using Surah Ad-Duha and Surah Al-Lail. The

selection of these surahs provided students with direct opportunities to apply the reading skills introduced through the Rubaiyat sequence, particularly in recognizing letters, combining letters into words, reading connected expressions, and applying appropriate pronunciation and basic tajwid rules.

The experimental learning process was organized into three principal stages: introduction, core activities, and closing. During the introductory stage, the teacher began the lesson with greetings and prayer, followed by an aperception activity intended to activate students' prior knowledge. The teacher then explained the learning objectives, introduced the activities that would be undertaken, and prepared students for the reading exercises. This stage was important because the intervention required students to understand the sequence of activities before engaging in the more intensive reading practice. The teacher also established the learning atmosphere by encouraging students to participate actively and by explaining that the spinning wheel would be used as part of the learning and review activities.

The core learning activities followed the systematic stages of the Rubaiyat method. First, the teacher introduced and practiced the pronunciation of Hijaiyah letters, with particular attention to letters that have similar visual forms or pronunciation characteristics. Students were guided to identify the letters and pronounce them correctly. This stage was intended to address one of the principal difficulties identified during the preliminary assessment, namely students' confusion when encountering similar Hijaiyah letters. The teacher provided examples and corrections before students proceeded to more complex reading units. Second, students practiced reading Qur'anic words by breaking them into smaller components. Rather than immediately asking students to read complete words or verses, the teacher guided them to recognize individual components and gradually combine them. This process provided students with a structured transition from letter recognition to word-level reading.

The third stage involved reading Qur'anic phrases and verses. At this stage, students were guided to connect previously practiced letters and words into longer units of reading. The teacher emphasized accurate makharij al-huruf, appropriate vowel pronunciation, and basic tajwid application. Students were repeatedly encouraged to correct pronunciation errors and improve reading continuity. The fourth stage involved practicing the reading of complete Qur'anic passages, particularly Surah Ad-Duha and Surah Al-Lail. The sequence from letters to words, phrases, and complete passages allowed students to practice reading progressively rather than being immediately confronted with lengthy Qur'anic text.

The spinning wheel media was incorporated as an interactive reinforcement and assessment activity after the principal Rubaiyat exercises. Students were invited to interact with the wheel and respond to the reading material indicated by its selected section. The activity transformed review practice into a more participatory experience. Instead of relying exclusively on teacher-led repetition, students were given opportunities to demonstrate their reading skills directly. The media also introduced variation into the lesson and encouraged students to remain attentive because they did not know which reading item would be selected. In this way, the spinning wheel functioned not merely as an entertaining classroom accessory but as a medium for reinforcing the competencies developed through the Rubaiyat method.

The observation results indicate that the instructional intervention was implemented consistently across the two sessions. During the first observed session, the teacher obtained a score of 45 out of a possible 51 points, corresponding to an implementation percentage of 88%. During the second session, the teacher obtained 46 out of 51 points, corresponding to 90%. The average implementation score across the two sessions was therefore 89%. Based on the predetermined interpretation criteria, this

percentage indicates that the implementation of the Rubaiyat method assisted by spinning wheel media was in the very good category. The increase from 88% in the first session to 90% in the second session also demonstrates a small improvement in implementation consistency.

The observation findings suggest that the teacher was able to maintain the principal components of the intervention during both sessions. The instructional sequence was followed systematically, students were provided with opportunities to practice Qur'anic reading, and the spinning wheel was incorporated into the learning activities. The increase in implementation percentage may indicate that the teacher became more familiar with the instructional procedure after the first session. This was particularly relevant because the intervention required coordination between the systematic stages of Rubaiyat and the interactive use of the spinning wheel. The consistency of implementation is important for interpreting the learning outcomes because it demonstrates that the experimental treatment was actually delivered according to the intended instructional framework.

Students' Qur'an Reading Ability Before the Intervention

Students' Qur'an reading ability was measured using an oral reading test administered before the intervention. The pretest was intended to establish the baseline competence of both groups and provide a basis for comparing their subsequent development. The assessment focused on the principal dimensions of Qur'an reading ability, including Hijaiyah recognition and pronunciation, reading connected Qur'anic words, differentiation between long and short readings, fluency, and the application of basic pronunciation and tajwid principles.

The experimental group, consisting of 26 students, obtained a pretest mean score of 60.19. Individual scores ranged from 45 to 82, while the median score was 59 and the mode was also 59. The standard deviation was 8.338, indicating moderate variation among students' initial reading abilities. The control group also consisted of 26 students and obtained a pretest mean score of 56.50. Scores ranged from 25 to 65, with a median and mode of 57 and a standard deviation of 6.883. Descriptively, both groups were classified within the moderate level of Qur'an reading ability at the beginning of the study.

The pretest results indicate that students in both groups entered the study with considerable room for improvement. Although the experimental group had a slightly higher mean score than the control group, the difference of 3.69 points was relatively limited in descriptive terms. The two groups therefore provided a reasonable comparative basis for examining the outcomes of the different instructional approaches. More importantly, the pretest results confirmed the preliminary observation that seventh-grade students continued to experience difficulties in basic Qur'an reading skills.

The initial scores also demonstrate that Qur'an reading ability was heterogeneous among the participants. The experimental group had a relatively broad score range, from 45 to 82, while the control group ranged from 25 to 65. Such variation indicates that students did not begin the learning process with identical competencies. Some students had already developed relatively adequate reading skills, whereas others remained at a lower level. This variation is pedagogically important because Qur'an reading is a cumulative skill: difficulties in recognizing letters or producing correct sounds can affect the ability to read words, phrases, and complete verses. The intervention was therefore implemented not simply to increase numerical scores but to provide a structured pathway for addressing foundational reading difficulties.

Students' Qur'an Reading Ability After the Intervention

Following the intervention, substantial descriptive differences emerged between the experimental and control groups. The experimental group obtained a posttest mean score of 73.42, representing an increase of 13.23 points from its pretest mean of 60.19. The posttest scores ranged from 53 to 90, with a median of 76 and a mode of 77. The standard deviation increased slightly to 9.257, indicating that some variation in students' achievement remained after the intervention. Nevertheless, the overall mean moved from the moderate category to the good category.

In contrast, the control group demonstrated only a very limited change. Its posttest mean was 56.88, compared with the pretest mean of 56.50, representing an increase of only 0.38 points. The posttest scores ranged from 30 to 65, with a median and mode of 58 and a standard deviation of 6.062. The control group therefore remained in the moderate category. The descriptive difference between the two groups is particularly evident when comparing their mean gains: 13.23 points for the experimental group compared with only 0.38 points for the control group.

The posttest findings indicate that students who received the Rubaiyat method assisted by spinning wheel media experienced substantially greater improvement than students who participated in conventional instruction. The improvement was not limited to the average score but was also reflected in the distribution of achievement, with the experimental group reaching a maximum score of 90. The results suggest that the intervention enabled students to develop their reading competence beyond their initial level, whereas the conventional instructional condition produced comparatively little change during the same period.

Normality and Homogeneity Testing

Before inferential statistical analysis was conducted, the distribution and variance characteristics of the data were examined. The Shapiro-Wilk test was used to assess normality because each research group consisted of 26 students. For the experimental group, the pretest significance value was 0.250, while the control group produced a value of 0.267. For the posttest, the experimental group obtained a significance value of 0.372, whereas the control group obtained 0.062. All of these values exceeded the 0.05 significance criterion. Accordingly, the pretest and posttest data for both groups were considered normally distributed.

Homogeneity testing was subsequently performed using Levene's test. For the pretest data, the significance value based on the mean was 0.067, while the alternative calculation procedures also produced values above 0.05. The pretest data could therefore be regarded as homogeneous. For the posttest, the significance value based on the mean was 0.073, with the other calculation approaches likewise exceeding 0.05. These results indicate that the variances of the experimental and control groups were sufficiently homogeneous.

The normality and homogeneity findings demonstrate that the data satisfied the principal assumptions required for subsequent parametric analysis. Consequently, comparison of the experimental and control groups could proceed using an independent-samples t-test. The fulfillment of these assumptions strengthens the statistical interpretation because the observed differences in posttest performance could be examined using an appropriate inferential procedure rather than relying exclusively on descriptive comparisons.

Improvement and Statistical Effectiveness

The magnitude of improvement in the experimental group was examined using N-Gain analysis. The experimental group obtained a mean N-Gain score of 0.324, which falls within the moderate category according to the stated classification range of 0.30–0.70. This result indicates that the Rubaiyat method assisted by spinning wheel media generated a moderate level of improvement in students' Qur'an reading ability. Although the intervention produced a substantial increase in the mean posttest score, the N-Gain result indicates that the improvement was not uniformly maximal across all participants.

Inferential analysis provided additional evidence regarding the effectiveness of the intervention. The independent-samples t-test produced an asymptotic significance value (two-tailed) of <0.001 . Because this value was lower than the predetermined significance level of 0.05, the null hypothesis was rejected and the alternative hypothesis was accepted. The statistical finding demonstrates that a significant difference existed between the Qur'an reading outcomes of students in the experimental and control groups after the respective instructional treatments.

Taken together, the descriptive, gain, and inferential findings demonstrate a consistent pattern. The experimental group increased from a mean of 60.19 to 73.42, whereas the control group changed only from 56.50 to 56.88. The experimental group also achieved a moderate N-Gain score of 0.324, while the independent-samples t-test showed a statistically significant difference between groups at $p < .001$. These results indicate that the Rubaiyat method assisted by spinning wheel media was more effective than the conventional instructional approach used in the control group during the research period.

DISCUSSION

Structured Reading Instruction Through the Rubaiyat Method

The findings demonstrate that the implementation of the Rubaiyat method assisted by spinning wheel media produced a significant improvement in students' Qur'an reading ability. This outcome can be interpreted primarily through the structured nature of the Rubaiyat learning sequence. Qur'an reading is a cumulative skill in which mastery of basic components is necessary before learners can perform more complex reading tasks accurately. Students who have difficulty distinguishing letters, recognizing vowel patterns, or combining letters into words are likely to encounter additional problems when reading connected Qur'anic passages. The Rubaiyat method addresses this progression by organizing learning from letter recognition and pronunciation toward word, phrase, and complete passage reading. The 89% implementation score obtained across the two sessions indicates that this sequence was successfully delivered in the experimental classroom.

The improvement in the experimental group is therefore consistent with the logic of gradual skill development. Students were not required to immediately demonstrate fluent reading of complete surahs. Instead, the learning activities divided the reading task into manageable components and allowed students to practice each component before progressing to a more complex level. Such sequencing is particularly relevant to seventh-grade learners whose reading abilities may vary substantially. A student who struggles with letter recognition requires a different starting point from a student who can already recognize letters but has difficulty reading connected words. By moving progressively through different levels of reading complexity, the Rubaiyat method provides

opportunities for students to consolidate basic competencies before applying them to longer Qur'anic passages.

The findings also reinforce the importance of systematic practice in Qur'an reading instruction. Reading the Qur'an accurately cannot be developed exclusively through theoretical explanation because students must physically and orally perform the skill. The experimental treatment repeatedly placed students in situations in which they had to recognize, pronounce, connect, and read Qur'anic material. The teacher's role in correcting pronunciation and emphasizing makharij al-huruf and basic tajwid further supported the development of accuracy. Thus, the effectiveness observed in this study should not be attributed solely to the novelty of the Rubaiyat label but to the combination of systematic progression, repeated oral practice, teacher correction, and active student participation.

The Contribution of Spinning Wheel Media

The role of spinning wheel media provides another important explanation for the observed improvement. Conventional Qur'an reading activities can become repetitive when students are asked to read the same material collectively or individually without sufficient variation. In the preliminary context of this study, boredom was one of the concerns reported by students. The spinning wheel introduced an element of unpredictability and participation into the learning process. Students had to pay attention because the next reading task was selected interactively rather than being determined entirely through a fixed sequence. This feature potentially increased attentional engagement and created more opportunities for students to demonstrate their reading ability.

The media also transformed practice from a predominantly teacher-directed activity into a more participatory learning experience. Instead of simply listening to the teacher or repeating a reading passage collectively, students were invited to respond directly to the selected material. Such participation is important in skill-based learning because students require opportunities to perform the target behavior themselves. In Qur'an reading, this means seeing the text, identifying the relevant letters or words, producing the correct pronunciation, and receiving feedback. The spinning wheel provided a mechanism for creating repeated opportunities for such performance without making every practice activity appear identical.

The 88% implementation score in the first session and 90% score in the second session suggest that the teacher was able to integrate the media effectively into the instructional sequence. The slight increase also indicates that the teacher's familiarity with the intervention may have improved between sessions. This finding is relevant because interactive media do not automatically produce better learning. Their pedagogical value depends on whether they are connected to learning objectives and used as part of a coherent instructional design. In the present study, the spinning wheel was not used independently of the Rubaiyat method; it functioned as reinforcement and assessment following structured reading practice. The combination therefore allowed the method to provide instructional progression while the media provided variation and interaction.

Interpretation of the Improvement in Learning Outcomes

The experimental group's mean score increased from 60.19 to 73.42, representing a gain of 13.23 points. By comparison, the control group increased only 0.38 points, from 56.50 to 56.88. This difference is substantial at the descriptive level and was supported

by the inferential test, which produced $p < .001$. The result indicates that the observed difference between groups was statistically significant and provides evidence that the instructional treatment was associated with better Qur'an reading outcomes than the conventional approach used during the study.

The N-Gain value of 0.324 requires a more nuanced interpretation. Although the experimental group demonstrated a statistically significant improvement, the magnitude of normalized improvement was categorized as moderate. This means that the intervention was effective but did not result in complete mastery of Qur'an reading skills for all students. The distinction between statistical significance and magnitude of improvement is important. A significant t-test indicates that the groups differed beyond what would be expected under the null hypothesis, whereas the N-Gain provides an indication of how much improvement occurred relative to the available improvement range. The moderate N-Gain therefore suggests that the Rubaiyat and spinning wheel intervention generated meaningful progress while leaving considerable room for further development.

Several factors may explain why the improvement was moderate rather than high. First, Qur'an reading ability is multidimensional. Improvement in basic letter recognition may occur more quickly than mastery of fluent connected reading or consistent application of tajwid. Second, the intervention was conducted over only two observed learning sessions. Developing stable reading habits generally requires sustained practice over a longer period. Third, the students entered the intervention with different levels of competence, meaning that students who started with lower or higher abilities may have responded differently to the treatment. Finally, oral reading requires continuous individual practice and correction, which can be difficult to provide intensively to every student within a limited classroom period.

Comparison With Conventional Instruction

The difference between the experimental and control groups is particularly significant because both groups participated in Qur'an learning within the same school context. The control group continued to use the iqra method, while the experimental group experienced the Rubaiyat method supported by spinning wheel media. The control group's mean score changed only marginally, from 56.50 to 56.88. This does not necessarily imply that the iqra method is ineffective as a Qur'an reading approach. Rather, the result suggests that under the specific conditions and duration of this study, the conventional learning process did not generate the same degree of measurable improvement as the integrated intervention.

The finding may be related to differences in instructional organization. The iqra approach generally emphasizes progressive reading practice, which can provide an important foundation for beginning Qur'an learners. However, when students already have partial knowledge but continue to struggle with specific reading problems, simply repeating established exercises may not sufficiently address their learning needs. The Rubaiyat method offered a more concentrated sequence toward functional Qur'anic reading, while the spinning wheel introduced interactive practice. Consequently, the difference between groups may reflect not only a difference between two named methods but also a difference in the intensity, structure, and engagement characteristics of the learning experience.

The findings should therefore not be interpreted as demonstrating that Rubaiyat universally replaces iqra. Rather, they suggest that an instructional alternative combining structured reading progression and interactive practice may be particularly useful for learners who have acquired basic knowledge but continue to experience difficulties in

reading connected Qur'anic text. The choice of method should consequently consider students' initial competence, learning objectives, classroom conditions, and available instructional time.

Relationship to Previous Research

The findings are consistent with the previous research of Novia Khairul Anwar (2021), which reported that the Rubaiyat method could influence students' Qur'an reading ability. The present study extends this line of evidence by examining Rubaiyat in combination with spinning wheel media rather than considering the method independently. The improvement observed in the experimental group suggests that the structured nature of Rubaiyat can be complemented by interactive media to create a more varied learning environment.

This extension is important because the effectiveness of an instructional method cannot always be separated from the way it is implemented. A method may provide an effective pedagogical sequence, but its classroom impact can depend on student engagement, opportunities for practice, and the teacher's ability to maintain participation. The present study indicates that integrating interactive media into the Rubaiyat sequence may strengthen these dimensions. The spinning wheel provided an additional mechanism for students to practice the target skills while reducing the monotony associated with repeated Qur'an reading.

The findings also contribute to the broader discussion of innovation in Islamic Religious Education. Instructional innovation does not necessarily require sophisticated digital technology. In this study, the spinning wheel served as a relatively simple interactive medium, yet it was incorporated into a structured instructional method to produce meaningful classroom variation. This suggests that innovation in Qur'an learning can be achieved through pedagogically purposeful combinations of method and media rather than through technological complexity alone.

Pedagogical Implications

The results have several implications for Qur'an learning at the junior secondary level. First, teachers should consider students' actual reading difficulties when selecting instructional methods. The preliminary findings indicated problems with letter recognition, pronunciation, long-short reading distinctions, and connected reading. The Rubaiyat sequence was relevant to these needs because it provided gradual movement from basic units toward complete passages. Second, teachers can use interactive media to increase opportunities for active practice. The spinning wheel demonstrated how a simple medium can introduce variation into reading activities and encourage students to participate.

Third, the findings indicate the importance of combining repetition with meaningful variation. Repetition remains essential in Qur'an reading because accurate pronunciation and fluency develop through practice. However, repetitive practice does not necessarily have to take the same form in every learning session. The spinning wheel allowed the teacher to preserve repeated practice while changing the way students encountered the learning material. This balance between repetition and variation may be particularly useful for adolescent learners, who can become disengaged when learning activities remain highly predictable.

Fourth, teachers should recognize that an interactive method is not a substitute for corrective feedback. The success of the intervention depended partly on the teacher's continued attention to pronunciation, makharij al-huruf, fluency, and tajwid. Interactive

media can encourage students to participate, but accurate Qur'an reading still requires expert guidance and correction. The strongest pedagogical model is therefore one in which media facilitate practice while teachers remain responsible for instructional guidance and assessment.

Limitations and Directions for Further Research

Although the findings demonstrate the effectiveness of the Rubaiyat method assisted by spinning wheel media, several limitations should be acknowledged. The study involved only 52 students from two intact classes in one school. Consequently, the findings should not automatically be generalized to all junior secondary students or other educational contexts. The use of intact classes also means that the research was quasi-experimental rather than fully randomized. Although the pretest results indicated broadly comparable initial conditions, other differences between students or classes may still have influenced the outcomes.

The duration of the intervention represents another limitation. The learning activities were conducted during a relatively short period, with two principal intervention sessions. Qur'an reading is a skill that generally requires sustained practice, and a longer intervention could potentially produce different levels of improvement. The moderate N-Gain score of 0.324 may partly reflect the limited duration of the treatment. Future studies could therefore implement the intervention over a longer period and examine whether continued exposure produces higher levels of mastery and more stable reading fluency.

Future research could also examine the specific contribution of the spinning wheel media separately from the Rubaiyat method. Because the present study investigated the two components as an integrated intervention, it cannot determine precisely how much of the observed improvement resulted from Rubaiyat and how much resulted from the interactive media. A factorial or multi-group design could address this issue by comparing Rubaiyat alone, Rubaiyat with spinning wheel media, conventional instruction, and potentially other interactive approaches. Future studies could also incorporate more detailed assessment of individual reading components, such as makharij al-huruf, tajwid, fluency, and long-short reading discrimination, to determine which dimensions are most responsive to the intervention.

Overall Interpretation

Overall, the results demonstrate that the Rubaiyat method assisted by spinning wheel media was implemented at a very good level, with an average implementation score of 89%, and was associated with significantly greater improvement in students' Qur'an reading ability than conventional instruction. The experimental group increased its mean score by 13.23 points, from 60.19 to 73.42, whereas the control group increased by only 0.38 points, from 56.50 to 56.88. The N-Gain score of 0.324 placed the improvement in the moderate category, while the independent-samples t-test produced a significance value below 0.001, confirming a statistically significant difference between the groups.

These findings indicate that the combination of a systematic reading method and interactive learning media can provide a meaningful alternative for Qur'an instruction at the junior secondary level. The strength of the intervention lies in the complementary functions of its two components: Rubaiyat organizes the progression of reading competencies, while spinning wheel media creates opportunities for active, varied, and engaging practice. The approach therefore responds simultaneously to students' cognitive and motivational needs. Nevertheless, the moderate N-Gain indicates that the intervention should be viewed as a foundation for continued improvement rather than as

a complete solution to Qur'an reading difficulties. Longer implementation, sustained individual practice, and continued teacher feedback remain necessary for developing higher levels of accuracy and fluency.

In this sense, the findings support a broader pedagogical principle in Islamic Religious Education: effective Qur'an learning requires both systematic competency development and meaningful student engagement. Methods that merely provide repeated exposure may be insufficient when students experience boredom or persistent difficulties with specific reading components. Conversely, interactive media without a structured learning sequence may increase engagement without ensuring mastery. The Rubaiyat method assisted by spinning wheel media offers a promising middle ground by combining structured progression, repeated practice, active participation, and teacher-guided correction. The significant improvement found in this study consequently provides empirical support for the use of this integrated approach while also highlighting the need for continued research into its long-term effectiveness across different student populations and educational contexts.

CONCLUSION

The findings demonstrate that the Rubaiyat method assisted by spinning wheel media was implemented effectively in Qur'an learning among seventh-grade students at SMP Negeri 2 Cileunyi. Across two instructional sessions focusing on Surah Ad-Duha and Surah Al-Lail, the implementation achieved scores of 88% and 90%, respectively, with an overall average of 89%, indicating a very good level of implementation. More importantly, the intervention produced measurable improvement in students' Qur'an reading ability. The experimental group's mean score increased from 60.19 in the pretest to 73.42 in the posttest, while the N-Gain score of 0.324 indicated a moderate level of improvement. The independent-samples t-test further yielded a significance value of <0.001 , below the 0.05 threshold, confirming a statistically significant difference between the experimental and control groups. Thus, the Rubaiyat method assisted by spinning wheel media effectively improved students' Qur'an reading skills within the context of this study.

From a scholarly perspective, this study contributes empirical evidence to the development of innovative Qur'an learning strategies by demonstrating the potential of integrating a structured reading method with interactive instructional media. The Rubaiyat method provides systematic progression from Hijaiyah recognition to word, phrase, and Qur'anic passage reading, while the spinning wheel introduces variation, active participation, and repeated practice. This combination offers a pedagogically relevant alternative to conventional approaches that may become repetitive for some learners. The findings also reinforce the importance of designing Qur'an instruction that addresses both competency development and student engagement. For Islamic Religious Education teachers, the study implies that instructional innovation does not necessarily require sophisticated technology; relatively simple interactive media can be pedagogically meaningful when integrated purposefully into a structured learning method. The results therefore strengthen the practical and theoretical basis for using interactive, student-centered approaches to develop Qur'an reading competence at the junior secondary level.

Nevertheless, the findings should be interpreted within several limitations. The study involved only 52 students from two intact classes at one junior secondary school, and the quasi-experimental design did not involve random assignment of individual participants. In addition, the intervention was implemented within a relatively short instructional period, while Qur'an reading proficiency requires sustained practice to achieve stable mastery. The moderate N-Gain score also indicates that although improvement was significant, the intervention did not produce equally high gains for all students. Future

research should therefore involve larger and more diverse samples, longer intervention periods, and multiple educational settings to strengthen the generalizability of the findings. Further studies could also compare Rubaiyat alone with Rubaiyat combined with spinning wheel media to determine the specific contribution of the interactive component. More detailed assessments of makharij al-huruf, tajwid, reading fluency, and long-short reading discrimination would also provide deeper insight into which dimensions of Qur'an reading benefit most from the intervention.

AI Disclosure

The authors used ChatGPT (OpenAI) for language editing and grammar improvement. The authors reviewed and edited the output and take full responsibility for the content of the publication.

Acknowledgments

The authors would like to express their sincere appreciation to the Principal, teachers, and students of SMPN 2 Cileunyi for their cooperation and participation throughout the research process. The authors also gratefully acknowledge the Department of Islamic Religious Education, Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung, for its academic support, guidance, and constructive feedback during the completion of this study. In addition, the authors extend their gratitude to the experts who contributed to the validation of the research instruments and to all individuals who provided valuable assistance and encouragement throughout the research. This study received no specific financial support from any public, commercial, or not-for-profit funding agency, and the authors are solely responsible for the content of this article.

Author Contributions

Author 1: director of the article's core content and substantive elements, such as theory, methodology, and data analysis results;

Author 2: writing original draft;

Author 3: correcting technical aspects and writing conventions such as formatting, grammar, and manuscript neatness;

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Disclosure Statement / Conflict of Interest

The authors declare that there is no potential conflict of interest related to this article.

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